WRITTEN RESPONSE TO PRELIMINARY REPORT

Please accept our written responses to the Preliminary Report issued by the Charter School Accountability Committee. Responses for each of the nine criteria of the charter application follow each required item. Separate attachments are included for several of the responses.

1) FOUNDING GROUP AND SCHOOL LEADERSHIP – (Meets the Standard)

2) EDUCATION PLAN - (Response Required)

The Founding Group is committed to developing the Delaware Design-Lab High School curriculum in concert with the Delaware Department of Education with the goal of offering our students the most innovative and rigorous, standards-aligned education possible. We plan to participate with the DDOE in innovative curriculum initiatives, task forces, consortia, and coalitions. Examples: The DE Common Ground Initiative, which aims to make Common Core implementation more even across the state; Smarter Balanced Assessment Consortium; DE Science Coalition; DE Social Studies Coalition; DE Mathematics Coalition.

Curriculum and Instructional Design

The **Required Courses** in the curriculum have been revised as follows:

	9th Grade	10th Grade	11th Grade	12th Grade
English	English I	**English II**	English III	English IV
Math	Integrated Math I	Integrated Math II, (including **Geometry**)	Integrated Math III	Integrated Math IV
Career Pathway	Communication Design	Integrated Media & Design	Media/Design Portfolio	Capstone Project
Science	Integrated Science I	Integrated Science II (including **Biology**)	Integrated Science III	
Social Studies	Civics & Regional Planning	Economics	**U.S. History**	
World Language		Spanish I	Spanish II	
Phys. Ed./ Health	Phys. Ed. (1/2 credit)	Phys. Ed. (1/2 credit) Health (1/2 credit)		
Electives	Elective	Elective	Elective	Elective (1/2 credit)
Drivers Ed.		Drivers Ed. (1/2 credit)		

The course scope and sequences provided are works in progress and under development.

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There is a changing landscape of standards and assessments at the national and the state level that will impact the curriculum. Some texts and other resources are currently being revised to coincide with new standards and assessments. In some cases, such as the Arts and Media Arts, there are Standards writing teams who will have completed their work and provided new National Standards before the school will open. Next generation national Science Standards were just released this week. There is a new state assessment system about to be rolled out and some staffing changes are underway at the DDOE, which may impact the direction of some curriculum development. The school's projected opening is August 2014 and some upper level courses will not be offered until 2015 since only 9th and 10th grades will be present the first year. Teachers will not be hired for almost a year from now and should have some input into the scope and sequence of their courses.

English Language Arts – **(Response Required)**

Q1.The Scope and Sequence document for English Language Arts lacks conceptual details. While the application cites Common Core State Standards, instruction is not explicitly stated.

A1. The English Language Arts scope and sequence is being developed with the help of the DDOE ELA Education Associate and, in places, integrated with other courses such as Communication Design and Social Studies. Ongoing ELA curriculum development will include attention to the Common Core Standards; the 32 ELA anchor standards in reading, writing, speaking, listening and language conventions; prioritized grade level standards; instructional shifts; the Tri-State rubric; Lexile scores for students and materials; publisher's criteria; and the transition from DCAS to Smarter Balanced assessments.
(See **Attachment A & B**).

Mathematics – **(Response Required)**

Q1. The narrative describing the details of the mathematics curriculum does not match the timeline in some cases.

A1. The narrative for the mathematics curriculum has been revised to reflect our decision to offer an integrated mathematics program and not use the traditional course sequence approach. The charter application, **Education Plan, Mathematics, Section 3,** is revised as follows:

Mathematics *- Students will complete mathematics course work that includes Integrated Mathematics, Levels I, II, III and IV to fulfill the mathematics requirement. The Integrated Math Program (IMP) provides the content, sequence, and rigor of traditional math courses, while offering an applied approach that supports the project-based learning methods of Design-Learning. The mathematics curriculum includes components and content in number sense, algebra, geometry, trigonometry, calculus, 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.*

Q2. While the school plans to implement integrated pathways, it is unclear how this will occur in mathematics. Additional details are needed about the integrated pathways.

A2. Working with the Delaware Mathematics Coalition and using resources provided by publisher "It's About Time", we will use their 9-12 text series "Interactive Mathematics Program" starting with 9-10th grades the first year and adding 11 and 12th grades in subsequent years. The *Interactive Mathematics Program* series is an integrated, problem-based curriculum that offers challenging content and emphasizes mathematical reasoning that meets the Common Core Standards. Designed and field-tested with support from the National Science Foundation, *IMP* has demonstrated in schools throughout the country that the successful study of advanced mathematics is an achievable standard for all students. We will also participate in the networking and professional development opportunities offered by the Delaware Mathematics Coalition and the publisher.

Q3. It appears that students must choose whether to follow an integrated or traditional pathway. There is some concern whether this is in the best interest of students and if it would promote separate tracking.

A3. Creating inequity of opportunity for students is NOT our intention. We are eliminating the traditional pathway in mathematics (Algebra I, Geometry, Algebra II, Pre-Calculus, etc.) to avoid the appearance of tracking students, and any inequities that may arise from implementing two separate math pathways. We will use the Interactive Math Program (IMP), for all students and supplement it as necessary to ensure that all students have access to content that is as rigorous as traditional mathematics courses. The charter application, **Education Plan, Mathematics, Section 3,** is revised as follows:

> ***Mathematics*** *- Students will complete mathematics course work that includes Integrated Mathematics, Levels I, II, III and IV to fulfill the mathematics requirement. The Interactive Math Program (IMP) provides the content, sequence, and rigor of traditional math courses, while offering an applied approach that supports the project-based learning methods of Design-Learning. The mathematics curriculum includes components and content in number sense, algebra, geometry, trigonometry, calculus, 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.*

Q4. The school describes modeling as an instructional strategy. Modeling should not be a discrete activity or separate topic but should weave throughout the curriculum.

A3. Modeling will be woven throughout the curriculum and not used as a discrete or separate instructional activity. *(Not to be confused with the design activity "modelmaking" that is an activity used in many areas of the curriculum to enhance learning by creating three-dimensional models.)*

Science – (Response Required)

Q1. It appears from the Budget Narrative that the school intends to join the Science Coalition but it is unclear how this will occur. Who will attend Coalition meetings? What is the timeline for staff development and who will be responsible for coordinating these efforts?

A1. We have consulted with the DDOE Education Associates for Science Education,

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John Moyer and Tonya Meade, and will take the following actions:

1. Formalize the Memorandum of Understanding in the start-up year. Sign the MOU each year in July-August.
2. Designate the CEO as the contact person for the Science Coalition Steering Committee, because she has decision-making authority to ensure implementation with fidelity. The CEO, with the CAO and Principal as back-ups, will attend the monthly Science Coalition meetings.
3. Science professional development will occur prior to school opening in August 2014, for science teachers. Science curriculum and content staff development will occur as per the school calendar and DDOE course offerings. We will offer release time to teachers (hire substitutes) so they can attend science literacy trainings (et al) during the school day, at the Science Training Facility in Dover, DE.

Q2. The Scope and Sequence document for science lacks conceptual details. Plans for biology are not grade appropriate and reflect learning in a middle school. Student outcomes in chemistry are unclear. There are few essential questions and there are no formative or summative assessment measures described in the submitted documents.

A2.We are working with the Delaware Science Coalition and will be using materials that meet Common Core Standards and the Delaware Department of Education expectations. New National Standards for Science Education were just release in April 2013 so they will be able to be considered in future course development. In 9th Grade the course will include the model units on Energy, Living by Chemistry-Alchemy, and Earth Systems. The 10th Grade course will include model units on Nature of Science and Evolution, Chemical Biology, Transmission and Expression of Genetic Material, Genetics and Biotechnology. The 11th Grade course will include model units on Chemistry and Physics. The 12th Grade course will include Astronomy and Ecology. We will also participate in professional development and utilize other resources provided by the Delaware Science Coalition.

Q3. Section 9, page 57, of the application includes plans for implementation of the science curriculum. The science lab cannot be limited to 800 sq. ft. It is unclear how the school plans to meet 14 DE Admin Code 885 (Chemical Safety and Storage).

A3. In consultation and partnership with the DDOE Science Education Department we will plan our school facility and follow the specifications and practices in the:

1. DE Title 14 880 Health and Safety Code
2. **Safety First: Safe Instructional Practices in the Classroom and Laboratory** Manual
3. Chemical Storage Room Checklist

During the planning stage (in the start-up year) for the renovation of the science labs, we will work with Mr. Moyer, who has offered to conduct formative walkthroughs and consult on best practices. (*See Attachment O,* ***627 Market Street Specifications, Property Layout/Floor Plan, and architectural drawings for proposed science labs.)***

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Social Studies – (Response Required)

Q1. The Scope and Sequence document for social studies lacks conceptual details. The Delaware Recommended Curriculum for Social Studies may be accessed at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/socialstudies.shtml.

A1. We are working with the Delaware Geographic Alliance and will be integrating the Regional Planning curriculum with the Civics curriculum for a year-long Civics and Regional Planning course that incorporates the equivalent of 1 semester of Civics and 1 semester of Regional Planning. This course will be coordinated with the Design Communications course and English I where students will do additional reading, writing, speaking listening, researching, drawing, model-making and designing projects as part of the Regional Planning and Civics learning process. (See **Attachment C**).

Q 2. Clarity of instruction, themes and big ideas, benchmarks and assessments are not evident for social studies, including the United States history course. The DCAS (Delaware Comprehensive Assessment System) end-of-course exams for United States history have more expectations. The applicants need to see and use the online syllabus.

A2. U.S. History will be a required course for 11th graders but will not be offered the opening year when only 9 and 10 grades will be present. The course will meet DCAS expectations and follow the Delaware Department of Education recommended curriculum. (See **Attachment D**).

Q 3. The school must have an economics course or plan for instruction in the Delaware economics standards. The Box City project is admirable, but is not as in-depth as the DRC (Delaware Recommended Curriculum) Regional Planning course, which covers geography standards. The school must have a geography course or plan for instruction in these standards.

A3. The 9th grade Social Studies requirement will be a 1-credit course in Economics and Personal Finance. See Attachment for a draft of the Economics and Personal Finance course. This course is under development and will continue to be worked on with the Social Studies Coalition of Delaware and the DDOE Social Studies Education Associate.
See A1 above for an explanation of the inclusion of the Regional Planning course that covers geography standards. The Box City project will be incorporated in the related Communication Design course. (See **Attachment E**)

Health Education – (Response Required)

Q1. The applicant needs to review the: 14 DE Admin Code 851 for Health Education to ascertain the required areas of instruction in Health Education, Delaware Standards for Health Education. Materials found in the Health Education section of the Delaware Recommended Curriculum website: http://www.doe.k12.de.us/infosuites/staff/ci/default.shtml

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A1. We have consulted with the DDOE Education Associate in Health Education and have developed a draft of the proposed ½ credit course in Health Education.
(See **Attachment F**)

Physical Education – (Response Required)

Q1. The applicant needs to review the: 14 DE Admin Code 503 for Physical Education to ascertain the required areas of instruction in Physical Education. Delaware Standards for Physical Education. Materials found in the Physical Education section of the Delaware Recommended Curriculum website: http://www.doe.k12.de.us/infosuites/staff/ci/default.shtml

A1. We have consulted with the DDOE Education Associate in Physical Education and have developed a draft of the proposed Physical Education program. We have changed the required course sequence to include two ½-credit classes of Physical Education taken in different years rather than a 1-credit class taken in one year. We are also including the Fitnessgram as part of the assessment for the courses. (See **Attachment G**)

World Languages – (Response Required)

Q 1. While Spanish was noted in the Scope and Sequence for sound design and course descriptions were provided, there are no Scope and Sequence documents provided for the Spanish I, Spanish II, and Spanish III courses listed in the course descriptions.

A1. We have consulted with the DDOE Education Associate in World Languages and have developed a draft of the proposed Spanish I and II courses. These courses are under development and will continue to be worked on with the DDOE World Languages Education Associate to address any issues remaining. (See **Attachments H & I**)

Visual and Performing Arts – (Response Required)

Q1. A great deal of information was provided as learning targets for Media Arts; however, at this time, the State of Delaware has not developed, adapted, or adopted standards for this field. Thus, they ought to be cited as proposed standards. The school is planning extensive professional development around the creation of Media Arts curriculum.

A1. The proposed National Standards for Media Arts are expected to be completed later this year so further course development will be necessary. The proposed Media Arts courses will not be offered in the opening year of the school (2014) but will be introduced in 2015.

Q2. Curriculum was provided in Movement, Sound, and Visual Art. § _Movement. The Movement Design Scope and Sequence appears to be aligned to the Standards for Physical Education.

A2. The proposed Movement, Sound and Design courses are based on the Standards and recommendations of Dance, Music, and Visual Art respectively and will be taught by teachers certified in those areas. The courses will have additional breadth to include topics

such as movement design, ergonomics, acoustics, sound design, spatial design and experience design used in architecture, industrial design and the entertainment industries. (See **Attachments J**)

Q3. Sound. The Sound Design Scope and Sequence lists units of instruction under the heading of Unit Order. The document also cites the Delaware State Content Standards for Music. It is unclear, however, which standards are addressed in each specific unit of instruction and how Enduring Understandings and Essential Questions are ordered to support specific Themes or Big Ideas. At this point, the document appears to be four long separate lists with no correlation from one part to another. Clarification is required.

A3. The Sound Design Scope and Sequence is being developed to include more clarification and correlation among parts. This course will be offered in 2015 and will be influenced, in part, by the development of the National Media Arts Standards in which Sound Design, for example in movies and video games, includes recorded dialogue enhanced by looping, narration, voice over, ambient sound enhanced by foley artists, sound effects, recorded music and sound editing.

Q 4. The Visual Art Scope and Sequence lists units of instruction under the heading of Unit Order and it appears that they are organized by Exploration of Media, Meaning in Art, History, Reflection, and inter-curricular connections. The document cites the Delaware State Content Standards for visual art. It is unclear, however, which standards are addressed in each specific unit of instruction and how Enduring Understandings and Essential Questions are ordered to support specific Themes or Big Ideas. The document appears to be four long separate lists with no correlation from one part to another.

Q4. The Visual Art Scope and Sequence is being developed to include more clarification and correlation among parts. This course will be influenced, in part, by the development of the next generation National Visual Art Standards due to be released this year so additional development will take place during the planning year once those Standards are made public.

Professional Development – (Meets Approval)
Note: Technology integration, Smart Boards, and LoTi survey comments are addressed in the revised **Technology Section Responses** that follow.

Technology - (Response required.)

Response to DDOE Technology comments:
Q1. The plan appears to focus on functionality of devices and software and not on integration. The appropriate use of instructional technology does not appear to be a detailed and planned part of the professional development plan. Staff will need professional development in learning how to manage and teach students in a 1:1 environment.

A1. – The Technology Plan format was approved by the DDOE Charter School office in 2008 and has not changed since. The format emphasizes devices and software in order to accumulate costs to feed the annual school budget as well as federal e-Rate budget requirements. However, the integration of technology is addressed at length in the Technology Plan. Integration of technology is defined by Edutopia as*, "Effective technology*

integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts". Technology Integration is mentioned ten times in the Delaware Design-Lab High School Technology Plan.

In addressing Active Engagement, our plan says *"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."*

In addressing participation in groups, the plan says "*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 box and causes students to absorb information reflexively instead of using critical thinking."

In addressing frequent interaction and feedback, the plan says, "*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". (See comments in Q1. A1. on Google Plus Hangouts).*

In addressing Connection to real world experts, the plan says "*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."*

Furthermore, as new open-source technologies become available, Delaware Design-Lab High School teachers and students will use emerging open source platforms that enhance communication, collaboration, and learning. For example, "Google + Hangouts" allows up to

nine people to meet online ***(for free)*** in real-time. (Google + Hangout is a free open source tele-conferencing program similar to the proprietary, and costly Cisco Telepresence software.) The features of Google + Hangouts empower students to learn because it creates followers. Teachers can use the social networking and real-time features to invite experts from anywhere in the world. Google Plus Hangout incentivizes students to teach others, demonstrate their skills, or showcase their work to an expanded audience. From their workplace with an Internet connection and computer, a parent could join their child's design charrette. A teacher in a district in southern Sussex County, DE could demo a science experiment for our students. A Design-Lab High student who is home on medical leave could join classmates to write a film script. Google + Hangout's social networking elevates new groups who are normally not featured in traditional media (because traditional media are expensive and require political capital). Therefore, integrating new technologies into instruction will enhance *active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts,* supporting Delaware Design-Lab High School curricular goals.

The appropriate use of instructional technology is in fact a detailed and planned part of the professional development plan. There are a variety of definitions of instructional technology, but for these purposes, a working definition would be, from Wikipedia, that *"Instructional technology refers to the concept, theory, and field that focus on facilitating learning through*

technology under conditions that are "purposive and controlled." So, the question is, how is technology applied to help teachers accomplish professional development goals? The following *Professional Development Strategy for School Staff* was included in the Technology Plan.

> *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*. (This clearly shows that there are specific requirements to use technology in the classroom and to communicate with students, staff, and parents.)
>
> *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) +. (*This clearly shows that teachers will be provided the means to learn effective teaching strategies using the technology provided, a key part of the instructional technology idea.)
>
> *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.

In addition, the computer lab will be available during professional development session for teachers and staff to learn how to use instructional technologies.

Professional development on operating in a 1:1 environment may be necessary, but most people in the US own several devices already, to include a cellular phone, tablet, and laptop computer. Students and teachers will almost certainly be very familiar with a 1:1 environment. This is why we are going to use the survey method to identify shortfalls, which may or may not exist in certain areas. Surveys are addressed in the Professional Development and addressed on page 5 of the plan:

- *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.*

- *Faculty will attend technology integration professional development conferences to develop best practices and build professional relationships with teachers in similarly progressive schools. Example: EduCon 2.5* ***http://educonphilly.org/*** *EduCon is a technology conference hosted annually by Science Leadership Academy, a progressive science and technology high school in Philadelphia, PA. The Science Leadership Academy is an inquiry-driven, project-based, 1:1 laptop school that is considered to be one of the pioneers of the School 2.0 movement nationally and internationally. (Conference fees are included in the budget).*

Professional Development is further addressed on page 7 of the Technology Plan, as follows:

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.

In addition, a budget for professional development, to be executed by Innovative Schools, is included in the Technology Plan.

Q2. Professional development for the Smart Boards does not appear to have been planned. Additionally, it is unclear why these boards will only be in "every other classroom" (p. 20) when the school's focus is on technology.

A2. On further consideration, and in discussion with other educators, we have decided to drop the SmartBoards in favor of laptops connected to projectors. These will be less expensive, take up less space, and will be easier to use than the Smart Boards. The Delaware Design-Lab School will be using less of a "sage on the stage" learning methods, making the Smart boards unnecessary. The plan will be adjusted to reflect this change.

Q3. The LoTi survey is no longer utilized by the State.

A3. We plan on using the LoTi survey as the primary way to assess teachers, staff, parents and students, for technology capability and to use these data for on-going professional development. The LoTi survey is free, and the data management of the survey is inexpensive.

The free **LoTi Digital-age Survey** measures three indicators for teacher and school level technology capabilities. It measures the level of technology integration as follows:

1. Personal computing level - What are a person's technological skills?
2. Pedagogical indicator - What kind of disposition do teachers have to embrace technology integration?

After administration of the LoTi Digital-age Survey, the LoTi Lounge service provides

suggestions for improving the LoTi level. We will use the data to inform and guide professional development for teachers. The LoTi survey is free, but for $495 per school, we can also buy the LoTi Profiler, which provides detailed aggregate results from the LoTi Digital Age Survey. The LoTi Profiler online tool provides a real-time, easy-to-use, suite of convenient management tools to keep track of every aspect of our interaction with the LoTi Digital Age Survey. The reporting package gives us the option to view aggregate information on the screen in both graph and table format, and includes options for generating aggregate LoTi Digital Age Profile reports.

There are other surveys such as the **Speak Up Survey** hosted by Project Tomorrow ("Preparing today's students to be tomorrow leaders, innovators and engaged citizens".) which is a more systemic assessment. This measures a different dimension than LoTi, and would be given on an annual basis. It asks questions to gauge connectivity of students and the school community in general, including how many students have Internet service at home and access to the Internet in their community near home.

In addition, the Technology Use Assessment**, Clarity Survey** (http://www.brightbytes.net/) is administered to teachers, parents and students. Based on the CASE framework, it digs deeply into classroom practices. The Clarity Survey measures how teachers and students use social media, and provides data that ranks the school, offering data that will inform our professional development offerings for faculty.

Q4. While a mobile device has not been selected, the Amazon Kindles have been problematic on the State's K12 infrastructure. It is recommended that the school work with the Department of Technology and Information (DTI) to ensure that an appropriate device is selected.

A4. The mobile devices will be purchased using an open bid procedures in coordination with DTI advice. We are not obligated or leaning towards any one device, and expect new ones

to be on the market within our purchase time frame that will need to be evaluated. Primary considerations will be:

- From a device-meets-instruction perspective, what are the goals and outcomes do we seek for the tablet technology? Although technology tools 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. The tablet will therefore have to support both the content (including electronic textbooks), the mobile working in teams on design projects, and the digital portfolio, which all juniors and seniors will have as a graduation requirement, including images, animation, and videos

- Will students take them home? Less expensive tablets may be more appropriate to be taken home.

- Are the devices capable enough to perform the required tasks, such as video editing on the Internet without a need for a keyboard? Are the devices capable enough to receive video, audio, and other portfolio items from the computer lab to enable students to work on them outside the school? We already know that less expensive

tablets can perform tasks such as communication, electronic textbooks, and web surfing. We are looking to include possible technological advances over the next 15 months to provide additional capability at a reasonable cost.

Q5. The application notes a variety of "free" software: Moodle, Google Apps, and Software for The Studio. Most OER (open educational resources) software, although free, has "hidden" expenses in the operation and maintenance; sometimes equal to the cost of purchased software.

A5. This is a rather general statement that is not true in many cases. The entire point of open source software is to provide it for free to the users. The "hidden costs' idea was one put forward by software vendors trying to show that their "for cost" software was in fact cheaper to run than the open source. Many times, their analysis was flawed because it mixed up the concept of fixed versus variable costs.

What follows is an analysis of the costs of three free software packages, Microsoft Office 365, Audacity, and Moodle. To summarize:

1. Microsoft Office 365 is web based, free, requires no installation or additional equipment, and the additional services provided at cost are not needed by Design-Lab High School
2. The audio and video software is open source, free, and easily installed by users without help.
3. Moodle will require installation and management, but no additional equipment. Estimates on various websites that say Moodle costs $70,000 a year are way too high, and the DE Design-Lab High School budget largely already covers what costs there are in the website budget, the installation and maintenance budget, the role of the Technology Coordinator, and the Professional Development budget line.

(A). For instance, the audio studio software recommended, known as Audacity, is a million plus user open source software package that is very popular, easy to use, and is free. It is also easy to install.

(B). Microsoft Office 365 is web based, so it requires no installation or additional equipment. Microsoft Office 365 provides much free capability, including

- Hosted email: Get 25 GB of storage space per user, business-class email, and shared calendars, powered by Exchange Online. Use your own domain name.

- Web conferencing: Conduct meetings over the web with HD video conferencing, screen sharing, and instant messaging.

- Intranet sites for your teams: SharePoint sites provide workspaces with customizable security settings for individual teams within the institution.

- Active Directory integration: Manage user credentials and permissions. Single sign-on and synchronization with Active Directory.

- Spam and malware protection:
- Premium configurable anti-malware protection and anti-spam filtering.

- Community and phone support: IT-level web support and 24/7 phone support for critical issues.

- Office Web Apps: Create and edit Office files via a web browser.

(C). The extra capability that Microsoft Office 365 offers at a cost is as follows, and is not needed by the DE Design-Lab High School:

- Financially-backed 99.9% up-time guarantee: not needed

- Subscription to Office for up to 5 PCs/Macs per user: not need as a web based subscription is provided for free

- Desktop versions of Word, Excel, PowerPoint, Outlook, Access, and more: not need as a web based subscription is provided for free

- Advanced email: Archiving and legal hold capabilities, plus unlimited storage: email services are provided by DOE

- eDiscovery Center: Tools to support compliance. Search across SharePoint sites and Exchange mailboxes. : Not needed because of use of DOE email

- Advanced voice: Hosted voicemail support. – not needed because of use of DOE phone contract

- Enterprise voice capabilities: Auto attendant capabilities: Not needed because of use of DOE phone contract

(D). As far as Moodle is concerned, Dr. Alvarez, CEO of the Delaware Design-Lab High School, conducted doctoral-level research at the **Science Leadership Academy** (SLA) in Philadelphia (*http://www.scienceleadership.org/*) including how they use Moodle and other open source programs for organizational structure as well as for teaching and learning. Dr. Alvarez's research at SLA was conducted during the school's start-up years from 2006-2010, and her research findings have informed the Technology Plan for the DE Design-Lab High School.

Dr. Alvarez consults regularly with SLA, a progressive science and technology high school considered to be one of the pioneers of the School 2.0 movement nationally and internationally. SLA is an inquiry-driven, project-based, 1:1 laptop school.

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Moodle can be hosted at the school without a dedicated server; our Technology Coordinator will guide the set-up and implementation, including the professional development. Moodle can be woven into what we are already planning.

In addition, we have reviewed an article called "Uncovering the Hidden Costs of Moodle", by the Interactyx Team on July 15, 2009. Interactyx offers a "for cost" alternative to Moodle, and provides this criticism of Moodle.

- *Initial install and initial setup: First off, someone needs to download, install, and support Moodle, both initially as well as on an ongoing basis. Depending on the size of your organization, this could easily be full time dedicated resource in your IT department. Naturally this varies, institution to institution, but in order to be conservative and fair let`s assume it can be as little as a part time (50%) role for an IT or training professional at an average salary of US$70,000 annually. Clearly there are other personnel expenses involved than just salary, however to keep this simple, we'll just take salary into account.*
    - We believe this estimate to be very high. This consists of a software download and download courses, which can be measured in days, not work-years. However, we do have a Technology Coordinator, an installation contract, and a website support budget that can help with this task.
- *Site branding: Do you want your Moodle site branded to your school? Again this could vary widely, but it's probably at the very minimum, an expense of about US$1,000 to do a reasonable job.*
    - The Delaware Design-Lab High School does not need site branding.
- *Customization: Next, would you like to customize how Moodle is used in your school? Again, it`s very difficult to generalize, but let`s assume this will be approximately a three month project for a similar IT professional.*
-
    - We are not sure what customization means. Moodle will be downloaded and course material downloaded and used. In any case, this can be done by the Technology Coordinator.
- *Content: Next, you will have to move your content from its current source over to Moodle. This will be true with whatever product you choose, however, with Moodle, you are on your own unless you contract with a Moodle service provider. Some products may be easier than others to load, and some products offer some challenges to export from.*
    - Moodle will be the first location for the content, and once again, not needed.

WRITTEN RESPONSE TO PRELIMINARY REPORT

- *Hosting: How will you be hosting Moodle? At a high level you have two choices: You'll be able to use and acquire your own hardware and software, or a hosting provider. Naturally volume will determine the hardware requirements, but at a minimum for proper execution you will want a database server and an application server. Minimum cost for these will be about US$4K each and they'll probably need updating or replacing every three to four years. Large installations will require much larger servers, backup, etc. That could easily run into a very substantial investment.*

    - The Delaware Design-Lab High School already has two servers budgeted – however, we are told by Microsoft that we do not need these servers to run Microsoft Office 365. We included them as a convenience in terms of providing better web access. Therefore, they can be used to support Moodle. Almost all schools have servers. This is where folks opposed to Moodle have confused the fixed cost (school servers) with the variable cost of Moodle. In addition, free Moodle web hosting is now available to schools on several platforms.

- *Training: I am seeing many courses available for Moodle implementation and usage from a variety of sources. Moodle Programming, SQL with Moodle, Moodle implementation, etc. The list is quite extensive. Usually for "Train the trainer" and "Implementation Assistance" courses a school should very conservatively consider about US$10K in the first year.*

    - This is way over-estimated – free Moodle implementation courses are available on line for teachers. The DE Design-Lab High School already has a professional development budget, and a survey administrations is planned to identify software training needs.

- *Additional Software: As for software, you'll also require versions of SQL. Yes, you can get them free; however, you'll also require additional technical staff. Let's assume open source versions and two weeks annual IT time to build out a conservative estimate, therefore about US$3K. –*

    - SQL installation and upgrades are generally a two day affair, which can be done by the technology coordinator. SQL is required on all servers I know of, so this is another fixed cost that cannot be attached solely to Moodle.

- *Overall Site Upgrades: Naturally, you will want to be adding functionality to your Moodle site above and beyond the initial basic setup. New features will be requested, new interfaces required, testing to be done and so on. Clearly*

- *the modifications are highly variable, however from our own experience we would expect this to be somewhere in the range of ½ of the combined Initial Setup and First Year Customization effort on an ongoing basis.*
    - These can be delayed into the summer for better utilization of the time of the technology coordinator.

- *Authentication: Will you and your IT team be trying to enable single sign-on through your school authentication system. This will be more time and money. Let's use 1-2 week's IT time to be fair, or about US$2.0K.*

    - This is most likely not needed. If needed, the Technology Coordinator can handle this. If Moodle requires authentication, so does the entire school website, so this is another fixed cost that cannot be attached solely to Moodle. New software and functionality now allows users to log into Moodle through Facebook, solving the authentication problem.

- *Communities and social networking components: Some tools, such as forums are included with Moodle. Many are not however. If you wish to integrate social networking sites, such as Twitter, Facebook or LinkedIn you are clearly blazing new trails. This will require endless hours of coding and testing. We know, because we've done it! Because we don't know if you'll want it or need it, so to be absolutely fair, I won't add additional cost for this with Moodle. However, if you are thinking about it, be prepared for a three to four additional person months of effort and cost at a minimum, probably around US$20k. With TOPYX it's included and part of the platform.*

Since this was written, a feature that connects Facebook to Moodle has been developed. *(See comments in Q1. A1. on Google Plus Hangouts).*

Q6. Will staff be employed to ensure that the school Moodle is operational? ("Moodle" is an acronym for Modular Object-Oriented Dynamic Learning Environment, a free-source e-learning software platform.)

A6. Please see the answer above (A5), which addresses this question. In addition, we believe that the technology coordinator position should become a full time rather than a part time position.

Q7. If students are in a 1:1 environment, it is unclear why a computer lab is necessary. It would appear that the school is not fully embracing 1:1, unless the device selected has fewer capabilities than a full-size laptop or computer.

A7. The school is fully embracing a 1:1 student-to-device ratio. The tablet is needed in the DE Design-Lab High School because it is fully integrated into the curriculum; the tablet includes all the textbooks, homework, and some of the testing. However, The Computer Lab and the Laptops will still be necessary for the following reasons:

- Testing – The computer lab environment enhances and simplifies test security, testing logistics, testing standardization and group testing.

- Computing Capabilities – CAD/CAM, Audio, and Video recording and editing, and portfolio projects will need the capabilities that a full size PC or laptop provides.

- Technology Professional Development – The computer lab can be the classroom for professional development for teachers and staff to learn about Moodle, Microsoft Office 365, Audacity, and use of devices.

- Group Design Projects – The computer lab can be used to enhance participation in group design projects in a collaborative mode.

Q8. Due to recent legislative and model policy changes, sections of the sample bullying prevention policy need to be revised.

A8. The DE Design-Lab High School takes cyber-bullying very seriously and will revise the Technology Plan to ensure that all state and DOE requirements are met (See the Delaware Design-Lab High School **Bullying Prevention, Cyber-bullying, and Anti-Hazing Policy**)

Q9. Information System to Manage Student Performance
The applicant identifies only eSchoolPLUS as the data management tool that will be used to house and manage school and student data, which illustrates a need for greater research and preparation on the part of the applying party. There are other sources of academic achievement data that are relevant and important to the success of a school data management system, such as the Delaware Student Assessment Reporting and Analysis system as well as the Educational Insight Dashboard system.

A9. The Brandywine School district website says that "*The Delaware Department of Education (DDOE) standard Student Information System used by most districts in the State (including Brandywine) is Sungard Public Sector's eSchoolPlus. The package is a full-featured student information system providing important information about your child. ESchoolPlus is a full-featured student information system providing important information about your child. One of the great features of eSchoolPlus is the Parental Home Access Center. Also known as the "HAC", the system integrates closely with most major information categories in eSchoolPlus including the Teacher Gradebook (includes homework and assignment grade information), Attendance, Mark Reporting, Demographics, Registration, Scheduling, and Discipline modules."* We included it in our plan based on this recommendation. However, before the school opens, and in coordination with the Delaware DOE, the Design-Lab High School will select and install a data management tool that meets all DOE requirements

Questions from Appendix C - Information about a Technology Plan
A. <u>Goals</u>

Q10 Goal 1 – does the skills assessment currently exist or will it be developed? Who will align the needs to the professional development and student needs? Who will provide the instruction?

A10. Goal 1 states "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". The technology coordinator will keep and compare the survey results from semester to semester to ascertain student and professional development needs, and will present findings to the principal for action. The principal may forward survey results to teachers and other staff members for input. We have a comprehensive discussion of survey issues at A3 above.

Q11. Goal 3 – will devices be replaced of lost or stolen? Has insurance been considered?

A11. Under Goal 3, we said, "*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-warrantee repair. Practices by other schools show that these requirements can reduce losses to less than 1%, making it unnecessary to budget for losses."* Insurance on these devices generally runs $10/$15 a month, or, with 700 students, about $7000 a month, which is unaffordable and unnecessary. We do not see losses exceeding 10 devices a year, or about $1500 a year, or $150 a month. Since the devices we are buying will cost less than $150, and won't have any game or entertainment software on them, their resale value is negligible, rendering them a low target value item for thieves.

Q12 The plan does not clearly describe how technology will be integrated into the curriculum.

A12. Please also see the answer to Q1. In fact, the plan devotes a great deal of resources to this subject. The curriculum was mentioned 26 times in the Technology Plan. There were 4 specific technology integration questions asked and answered as follows:

Q(1) 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(1) 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.

Q(2) 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.

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A(2) 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.

Q(3) 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.

A(3)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

Q(4) 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.

A(4) 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.*
- *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.

- *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*.

In addition, in the Technology plan, there are in depth discussions of the following:

a. How tablets support the curriculum by supporting mobile student learning and convenient access to all textbooks at any time, as well as immediate internet access.

b. How Moodle and Microsoft Office 365 for education will support curriculum delivery. (These are also addressed in answers to other questions above).

c. How instructional software supports learning opportunities

d. How the curriculum coordinator will supervise teacher's learning Microsoft Office 365 and other software

e. How the needs assessment relates to in service learning and presentation of curriculum topics

f. How every student will have a mobile computing device with a keyboard so it is capable of enabling completion of homework assignments.

g. How the three-year plan is to have curriculum enhancement software for every curriculum area.

C. <u>Assessment of Services, Hardware, and Software Needed</u> (Response Required)

Q13.Technology staffing appears insufficient for the 1:1 environment proposed.

A13. We agree, and the Delaware Design-Lab High School will increase the Technology

Coordinator from part time to full time. Please note that the budget also includes $43,000 for installation, website, maintenance, training and troubleshooting in addition to the technology Coordinator. However, we do not anticipate problems in that the students and teachers are already largely familiar with the technology being used in the school.

Q14. The use of CAD/CAM was unclear, though included in the budget.

A14. CAD/CAM (Computer Aided Design/Computer Aided Manufacturing) will be a vital part of the Design Lab High School experience. CAD/CAM software enables computers to help students design just about anything. CAD/CAM software will be installed on a number of laptops and PCs in the computer lab to enable students to digitize their designs and portfolios. The portfolios are an essential part of the curriculum. 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. CAD/CAM software will be a major enabler in fulfilling the requirements of this portion of the curriculum. Therefore, the CAD CAM software will be vital to the school's performance. There is a variety of free CAD/CAM software offered, including one from SEIMENS.

In addressing the manufacturing portion of the CAD/CAM experience, recent developments made since this Plan was submitted have lowered the cost of 3D printing significantly, so that a 3D printing capability can be purchased for $1,500. For a school with an emphasis on design, deployment of even 1 3D printer will significantly enhance the CAD/CAM experience at Delaware Design-Lab High School.

Q15 The use of "school software" is unclear.

A15. The budget clearly states that $96 worth of educational software will be installed on every student used device in the school. Other parts of the technology plan state the software is for Reading skills, Spanish and math. This software will support skills based curriculum, including exercises and testing, to support the Delaware Standards in this area. Note that open source and free software is also available in these areas.

Infrastructure and Federal Requirements (Response Required.)

Q16. Currently, the Department of Technology and Information (DTI) files for federal e-Rate funding on behalf of all LEAs. This funding is used to support the provision of the State's K12 network for internet access. New LEAs have one year to meet the federal requirements under the Children's Internet Protection Act (CIPA) and will be required to certify that they are meeting or are in the process of meeting these requirements during their first year in order for DTI to file on their behalf. These requirements are that:

a. The school must have a board approved Internet Safety Policy that meets CIPA requirements.

b. The school must have an Internet safety curriculum in place that includes the following content:

i. Safety on the Internet

ii. Appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
iii. Cyber-bullying awareness and response.

It is strongly recommended that the school consider fulfilling both of these requirements upon school opening for the protection of their students and to reduce risk to the school. An Internet Safety curriculum (iSAFE – www.isafe.org) that the LEA may choose to adopt is

funded by the Delaware Center for Educational Technology (DCET). Assistance with accessing this curriculum and meeting these requirements is available from:

A16. Delaware Design-Lab High School takes cyber-bullying very seriously (See the Delaware Design-Lab High School **Bullying Prevention, Cyber-bullying, and Anti-Hazing Policy**) and will adopt the recommended Internet safety curriculum and fulfill any other requirements the state may have in this area.

Student Performance Standards (Response required.)

Q1. The student performance standards section needs quantitative measures (percentages, growth targets, student numbers, etc.), such as: 85% or more of grade 10 students will score at or above the proficient level on the English language arts DCAS assessment.

A1. The Student Performance Standards have been revised based on available data and in consultations with Lisa Alexander, DDOE Education Specialist Data Manager. It is our understanding that the IMS System is a single sign-on system to access relevant school data that would help us to set growth model targets. Currently we do not have access to these data since the IMS is only available to schools that are already chartered. We would be glad to add quantitative student performance standards with access to relevant data.

Reading - DCAS Assessment

Overall, 80% of **grade 9** students will Meet Standard (meet or exceed the cut score of 811) in the spring administration of the Reading DCAS assessment.

- 10% of **grade 9** students who score Below Standard (in the cut score range of 767-810) in the fall administration of the Reading DCAS assessment, will Meet Standard (meet or exceed the cut score of 811) in the spring administration.
- 10% of **grade 9** students who score Well Below Standard (in the cut score range of 766 or less) in the fall administration of the Reading DCAS assessment, will score in the range of 767-810) in the spring administration.

Overall, 80% of **grade 10** students will Meet Standard (meet or exceed the cut score of 820) in the spring administration of the Reading DCAS assessment.

- 10% of **grade 10** students who score Below Standard (in the cut score range of 775-819) in the fall administration of the Reading DCAS assessment, will Meet Standard (meet or exceed the cut score of 820) in the spring administration.

- 10% of **grade 10** students who score Well Below Standard (in the cut score range of 774 or less) in the fall administration of the Reading DCAS assessment, will score in the range of 775-819) in the spring administration.

Mathematics - DCAS Assessment

Overall, 80% of **grade 9** students will Meet Standard (meet or exceed the cut score of 812) in the spring administration of the Mathematics DCAS assessment.

- 10% of **grade 9** students who score Below Standard (in the cut score range of 775-811) in the fall administration of the Mathematics DCAS assessment, will Meet Standard (meet or exceed the cut score of 812) in the spring administration.
- 10% of **grade 9** students who score Well Below Standard (in the cut score range of 774 or less) in the fall administration of the Mathematics DCAS assessment, will score in the range of 775-811) in the spring administration.

Overall, 80% of **grade 10** students will Meet Standard (meet or exceed the cut score of 830) in the spring administration of the Mathematics DCAS assessment.

- 10% of **grade 10** students who score Below Standard (in the cut score range of 792-829) in the fall administration of the Mathematics DCAS assessment, will Meet Standard (meet or exceed the cut score of 820) in the spring administration.
- 10% of **grade 10** students who score Well Below Standard (in the cut score range of 791 or less) in the fall administration of the Mathematics DCAS assessment, will score in the range of 792-829) in the spring administration.

Science - DCAS Assessment

Overall, 80% of **grade 10** students will Meet Standard (meet or exceed the cut score of 400) in the spring administration of the Science DCAS assessment.

- 10% of **grade 10** students who score Below Standard (in the cut score range of 381-399) in the fall administration of the Science DCAS assessment, will Meet Standard (meet or exceed the cut score of 820) in the spring administration.
- 10% of **grade 10** students who score Well Below Standard (in the cut score range of 380 or less) in the fall administration of the Science DCAS assessment, will score in the range of 381-399) in the spring administration.

Q2. There are inconsistencies between pages 9-10 of Section 3 and Attachment 6 relative to graduation expectations for science.

A2. Inconsistencies between Section 3 and Attachment 6 have been addressed. The course offerings in science now correspond with the graduation requirements.

High School Graduation Requirements (Response Required.)

Item 1. How the school will meet graduation requirements. – (Meets Approval)

Q2. How the school will meet the Career and Technical Education (CTE) requirements.
The response to this section did not show an understanding of the Delaware CTE

requirements and processes. Additionally, there are CTE standards for Media and Design in the existing Delaware Communication Technology Pathway.

A2. Since the National Coalition for Core Arts Standards is currently revising the National Standards for Visual Art to include more Design and, for the first time, they are also developing National Standards for Media Arts, we decided that we would develop a Academic media and design career pathway modeled after the proposed Visual and Media Arts Standards rather than pursue the Career and Technology Education (CTE) route.

We are aware that, in some cases, similar courses are available in the CTE course offerings (such as Radio and TV Broadcasting, Computer Typography, Drafting and Design, Architectural Drafting, Prepress/Desktop Publishing and Digital Imaging) and we are also aware that by choosing the Visual and Media Arts route we are foregoing the opportunity to receive coveted Carl Perkins federal funding.

Some factors we considered in this decision are that seeking approval for new CTE courses and/or pathways may not be approved because there is (1) not evidence that the labor market data indicate a need, (2) there are already a sufficient number of approved pathways and/or courses currently offered in other schools in the county, and (3) there are a sufficient number of students currently enrolled in these pathways to meet the labor market need.

We believe the 21st Century Skills of collaboration, creativity, critical thinking and communication can be well met with a media and design curriculum based on the arts standards. Our intention is to develop students with general creative, innovative, problem-solving and entrepreneurial skills applicable in a wide range of ***leadership*** positions rather than more specific ***technical*** skills.

We will be putting together an Advisory Committee to consider developing a blended Career Pathway of Academic and CTE courses in the future.

Q3. College/Career readiness plans. This section of the application addresses the multiple facets of preparing students for college and career readiness. It does not provide details on the context for this preparation. Information is needed about the structures that will provide *ongoing* guidance to students.

A3. Ongoing guidance and support for college and career readiness will be provided through rigorous project-based, interdisciplinary core courses; the Design-Learning curriculum, all courses aligned to the Common Core Standards; offering students more credits than the state requirement; the planned Advanced Placement courses beginning in Year 3; and services from Guidance Counselors.

Beginning in the 9th grade, and continuing all four years, the Design Curriculum, the hallmark of our career pathway, offers students continual development in the skills, content, and dispositions employers and higher education professionals are eager to see in high school graduates. For example, in the Design charettes, working professionals visit the classroom to critique student work, offering Design-Lab High students authentic, real-world feedback and mentoring.

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The Design-Lab Schools innovative Science, Technology, Engineering, Media and Design (STEMD©) curriculum; and Design Learning (DBL$^{x©}$) practices encourage communication, collaboration, critical thinking, and creativity preparing students with 21st century knowledge and skills for college and career success.
Partnerships we will develop with design firms, industry partners, college and universities, and a professional Advisory Board will offer ongoing guidance to support college and career readiness.

With these supports in place, our students will meet or exceed state requirements for college readiness, and make them eligible for admissions to post-secondary programs, such as a 2-year college, 4-year college or university, trade school, vocational technical program, apprenticeship, or training program.

Item 4. Success plans for all students. – (Meets Approval)

School Calendar - (Meets Approval)

School Schedule - (Meets Approval)

School Culture (Response required.)

Q1. Due to recent legislative and model policy changes, section of the sample bullying prevention policy need to be revised. See Appendix B for more information.

A1. **Bullying Prevention Policy** - The policy for bullying prevention and anti-hazing has been revised based on recent legislative and model policy changes, and in consultations with John Sadowski, DDOE Education Associate for School Climate and Discipline. The revised Delaware Design-Lab High School, ***Bullying Prevention, Cyber-bullying, and Anti-Hazing Policy*** is attached as **Attachment K.**

Item 2. **School Culture: 5 Characteristics for Teachers and Students - (Meets Approval)**

Supplemental Programming - (Meets Approval)

Special Populations and At-Risk Students (Response required.)

Students with Disabilities

Q1. The plan states that the school may decide not to accept students with disabilities on the basis of their disability category and education needs. The school states it expects to enroll 6 % to 8% of students in the learning disability or emotionally disturbed categories and "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." This does not comply with state and federal law.

A1. **Special Populations and At-Risk Students,** Section 3, Question 1 of the charter application plan is revised to read as follows:

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In compliance with all applicable state and federal laws the Delaware Design-Lab High School will enroll and serve students regardless of academic need or exceptionality. Our overall plan is to serve a diverse student population, including those with special needs; included 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".

We anticipate the percentage of Special Education students to be 12% in the Basic classification, 6% in the Intensive classification, and 2% in the Complex classification. Projected percentages are based on 2011-12 data published by the DE Department of Education and in consultation with charter school Special Education providers in DE. The list shows the percentage of Special Education students, in the aggregate, for the six sending districts from which we plan to enroll students, in/near Wilmington. In addition, we have considered data based on 2012-13 total numbers of students enrolled in the six sending districts.

BASIC

Appoquinimink	9.3	
Brandywine	10.7	
Christina	14.8	
Colonial	12.8	
NCC Votech District	11.5	
Red Clay	10.8	*Average BASIC SPED combining all districts* = **12%**

INTENSIVE (Referred to as "mildly handicapped" in our charter application.)
6% (Based on 50% of the aggregate Basic SPED classification.)

COMPLEX
2% (Based on 30% of the aggregate Intensive SPED classification.)

Note: These assumptions increase the Special Education unit-count for teachers. We would need to hire an additional four (4) Special Education teachers. Revised percentages of students we anticipate serving are reflected in the budget sheets and budget narratives.

Q 2. The plan does not identify any programs and strategies to be used to serve students with moderate or complex disabilities. Rather, the plan states the school will serve students with disabilities under the "mildly handicapped range".

The education plan for all students disabilities – those classified as Basic, Intensive or Complex – will allow each student to function within the existing curriculum while using different instructional strategies and accommodations, to fulfill the goals of the student's Individual Education Plan (IEP). Using an inclusion model, all students, regardless of their classification, will be scheduled with their peers into regular education classes. The Special Education teachers will push-in, in a co-teaching model, to work with students with IEPs. The

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Special Education teachers will pull-out students to provide instruction in the resource room on a limited basis, to individual and small groups of students, as needed.

Please note that we are instituting as a general human resources practice, a preference for hiring teachers with dual certification, i.e. subject certification plus special education certification. In so doing, subject teachers will be equipped to provide the modifications, adaptations, accommodations and differentiation of instruction and assessments that help special education students access the general curriculum. This human resource practice will do much to lower the teacher : IEP student ratio.

Furthermore, **Education Plan, Special Populations and At-Risk Students, Appendix E** in the charter application notes:
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
    - 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
• Lab sheets with highlighted instructions
• Large print textbooks
• Use of computer for writing
• 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

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.

Q3. The plan does not adequately describe how the school will provide a continuum of educational placements for students with disabilities, including students who may not participate in the general education setting for part or all of the school day.

We will deploy the resources of staff, time and materials to serve the needs of Special Education students, for Basic (requiring some resources) Intensive (requiring more resources) and Complex (requiring most resources) special needs students. Special Education teachers, the Guidance Counselor, Principal will work collaboratively with parents at each step, from enrollment to graduation, because we consider the family as our partners in serving the needs of the student. These examples illustrated the escalating resources we will provide students based on their IEP classification.

Basic students will receive accommodations, limited pull-out for instruction or assessment, access to assistive technology (ex: calculator), tiered assignments, flexible grouping.

Intensive students will receive accommodations, modifications, additional pull-out for instruction or assessment, access to assistive technology (ex: calculator, audiotape recorded books), tiered assignments, flexible grouping, progress monitoring, anecdotal records, some time with assigned paraprofessionals, additional check-in times throughout the day with mentor/guidance counselor.

Complex students will receive additional accommodations, additional modifications, additional pull-out for instruction and assessment, access to assistive technology (ex: calculator, audiotape recorded books, wheelchair), tiered assignments, flexible grouping, progress monitoring, anecdotal records, increased time with assigned paraprofessionals, increased monitoring, a wrap-around staff member, additional check-in times throughout the day with mentor/guidance counselor, and/or assistance to physical assistance (ex: toileting, moving throughout the building).

Please see **Attachment L**, ***A Day in the Life of Special Education Students at Delaware Design-Lab High School***, which illustrates our equitable, student-centered approach to serving diverse learners.

English Language Learners (Response required.)

Q1. The applicant will need to include a Migrant Agricultural Work survey in the registration packet for all incoming students.

A1. **Identification of Migrant Students**
The Delaware Design-Lab High School will screen for the identification of migrant students in order to coordinate with the Title I, Part C Migrant Education Program and state and federal regulations. The registration packet for all incoming students will include a Migrant Agricultural Work survey (in English, Spanish, or home language of newly enrolled students).

Gifted Students (Response required.)

WRITTEN RESPONSE TO PRELIMINARY REPORT

Q1. The state of Delaware currently does not have a policy in place for Individual Improvement Plans for gifted and talented students. It is evident, however, that the applicant recognizes the opportunities for all students through the tiers of RTI (Response to Intervention). In addition, the school plans to offer mentoring and enrichment opportunities.

A1. The Delaware Design-Lab High School recognizes that gifted and talented students in public charter schools in Delaware are not classified with Individual Education Plans. We are as committed to meeting the needs of, and challenging, gifted and talented students as we are students who are at-risk of academic failure. (See described instructional differentiation approaches in the charter application and **Attachment L**, ***A Day in the Life of Special Education Students at Delaware Design-Lab High School*** *for a story about a gifted student.)*

Student Recruitment and Enrollment (Response required.)

Q1. The preferences listed in Attachment 8 do not mirror those permitted by statute.

A1. The preferences have been revised to fulfill those permitted by statute. Please see **Attachment M, *Enrollment & Withdrawal Policy: Student Recruitment Timeline.***

Q2. Although the statute permits a preference based on a specific interest in the school's teaching method, the listing of "students who present a multimedia portfolio of design …" might be more of an assessment of skill or aptitude (which are not allowable preferences) rather than of interest, and it may be that interest in the teaching method could be established in other ways.

A1. This has been corrected in the revised policy. No student work sample or portfolio will be required or will be collected prior to enrollment or as a condition of admission.

Q3. The allowable preference is for children of the school's founders, *not* children of Board members.

A1. This has been corrected in the revised policy.

Q4. The allowable preference is for siblings of students enrolled at the school, *not* siblings in general.

A1. This has been corrected in the revised policy.

Q5. The allowable preference is for students residing within the (i.e., one) regular school district in which the school is located; whereas the application provides that a preference will be given to students residing in two districts, Christina and Red Clay.

A1. This has been corrected in the revised policy. There will be no geographic preference for admissions or enrollment.

Q6. The allowable preference is for children of persons employed on a permanent basis for

at least 30.0 hours per week; not simply children of employees as stated in the application.

A1. This has been corrected in the revised policy.

Student Discipline (Response required.)

Q1. Actual Gun Free School and Drug & Alcohol policies are not included. Refer to this link: http://www.christinak12.org/pdf/Code_Conduct/1213/GR6-12-EN.pdf#page=57

A1. The Gun Free School and Drug & Alcohol Policy has been created based on recent legislative and policy changes, and in consultations with John Sadowski, DDOE Education Associate for School Climate and Discipline. The Delaware Design-Lab High School, ***Gun Free School and Drug & Alcohol Policy*** is attached.

Q2. A statement is needed to ensure compliance with 14 DE Admin Code 601 and 14 Del Code § 4112 that school administrators will attend required DOE trainings about the mandatory school crime reporting law as required by 14 DE Admin Code 601 and staff will receive training on their duty to report certain incidents of misconduct to school administration under this regulation and statute. In addition, administrators will utilize the DOE School Climate and Discipline program manager and Department of Justice (DOJ) Ombudsperson for technical assistance in regard to the Mandatory School Crime Reporting Law.

A1. The charter application is revised as follows:
The CEO, Principal, Vice Principal (Year 3 & 4) will attend required DDOE trainings about the mandatory school crime reporting law as required by 14 DE Admin Code 601. Faculty and staff will receive training on their duty to report certain incidents of misconduct to school administration under this regulation and statute. This training will be part of yearly teacher induction and continue throughout the year as advised by the DDOE schedule for course trainings. In addition, administrators will utilize the DDOE School Climate and Discipline program manager and Department of Justice (DOJ) Ombudsperson for technical assistance in regard to the Mandatory School Crime Reporting Law.

3) PERFORMANCE MANAGEMENT

Mission-Specific Educational Goals (Response required.)

Q1. The application contains two goals; however, they are not adequately described. The response also includes a statement that the goals will be submitted to DOE for review.

A1. The charter application, **Performance Management, Section 4, Question 1** is revised as follows:
Educational goals that will support the mission and the vision of the Delaware Design-Lab High School:

Mission-specific Educational Goals

WRITTEN RESPONSE TO PRELIMINARY REPORT

1. ***Portfolio -*** 100% of grades 11 and 12 students will maintain a Portfolio demonstrating rigorous work examples as measured by Design-Lab Schools Portfolio Rubric™.
2. ***Capstone Project -*** 100% of grade 12 students will complete a Capstone Project demonstrating rigorous learning as measured by Design-Lab Schools Capstone Project Rubric™.
3. ***Visual Literacy -*** 100% of grades 9-12 students will demonstrate growth in visual literacy (the ability to interpret, negotiate and make meaning from information presented in visual form) as measured by sketchbooks, portfolios and projects.
4. ***Rigorous Curriculum –*** By June 2018, 25% of grade 12 students will have completed an Advanced Placement course, and earned college credits by taking the AP exam and scoring in the proficiency range of 3-5.
5. ***Post-Secondary Education -*** 100% of grade 12 students will complete an application and meet requirements sufficient to be accepted to post-secondary programs, such as a 2-year college, 4-year college or university, trade school, vocational technical program, apprenticeship, or training program.

DCAS Expectations for At-Risk Students (Response required.)

Q1. This section illustrates a clear expectation that all students meet the proficiency set forth by DCAS measures (regular and Alt-1); however, there do not appear to be explanations or plans for working with students who are at risk for not meeting proficiency.
Q2. The section needs a clear explanation for remediation and/or jump-start plans for students at risk of not meeting DCAS expectations.

A1. & A2. The charter application **Performance Management, Section 4, Question 2** is revised as follows:

Delaware Design-Lab High School Remediation Plan for At-Risk Students

Our plan for serving students at-risk of academic failure includes assigning staff to provide curriculum interventions to students and targeting support during the school day. Intervention will not supplant core course instruction. Block scheduling allows for scheduling interventions during the school day. Interventions can be in the regular classroom in a push-in/inclusion model or in a limited pullout model in the resource room or computer lab. The Special Education, ELA, Math and Technology teachers will provide academic instruction. Paraprofessionals and pre-service teachers from the University of DE, College of Education and Human Development, will tutor individual and small groups of students. The Guidance Counselor will provide instruction to strengthen students' organizational and study skills and executive functioning.

CompassLearning Odyssey resources will provide standards-aligned rich media across curricular areas. (*http://www.compasslearning.com/high-school/)* CompassLearning Odyssey offers direct instruction delivered on the student's tablet or in a computer lab, through reading passages, manipulatives, videos, and animations. The streaming videos are designed to support multiple learning modalities, with content that is easy for teachers to integrate, high interest for students, and aligned to NWEA MAP assessments. The price of CompassLearning Odyssey resources is included with the purchase of NWEA MAP assessments, and has already been included in the budget.

Staff Accountable

WRITTEN RESPONSE TO PRELIMINARY REPORT

The Guidance Counselor, with support from the Principal and the Chief Academic Officer, will take the lead in being accountable for managing the services for students at-risk for not meeting proficiency.

Identification Process

Identify students at-risk for not meeting proficiency through the criteria:

1. Reading level/Lexile score – 2 or more reading levels below grade level
2. DCAS assessments - Below standard performance on the DCAS or Alt-1 Reading and/or Mathematics, based on the previous spring's test period
3. End-of-year report card grades, previous school-year

Identified students will be placed on an "at risk" designation list to ensure academic progress and accruing credits toward graduation. This list will be confidential and shared with all faculty for administrative, guidance, and remedial interventions. The list will trigger increased counseling attention, increased communication with staff, teacher mentors, and parents for the purpose of improving academic progress. Parents will be informed of their child's needs and of courses and services offered to assist in remediation.

Support for At-Risk Students

At-Risk Students will be scheduled for:

1. Priority in the Instructional Support Team (IST) process
2. Curriculum support and remediation course(s) described below
3. Additional daily check-in times with mentors (Check n' Connect Program)
4. Increased counseling or CADEkids small group sessions

Teachers will be assigned to teach remedial courses, based on their certifications and expertise. The plan for remedial courses fits in the school schedule and budget without additional need for personnel.

Remediation Courses

English Prep for 9th Graders

Course designed to strengthen students' English grammar and writing skills. Students will review vocabulary, basic grammar, basic writing skills, and paragraph unity and coherence. Students will also write short critical analyses, based on their reading of short stories and non-fiction current events. Students will practice writing argumentative, informative, and narrative essays to prepare them for the DCAS in grade 10.
Materials: CompassLearning Odyssey, differentiated on-line content and teacher-made lessons and assessments

English Prep for 10th Graders

Course designed to strengthen students' expository writing skills and technical writing skills. Students will review the basics of paragraphs, sentence structure, spelling, and punctuation. Students will practice their writing skills by creating unified, coherent paragraphs. Students will analyze the essential components of any well-written essay. Using the writing process, students will create essays utilizing the various expository modes of narration, description, and short critical analysis. Students will practice writing argumentative, informative, and narrative essays to prepare them to succeed on the DCAS in grade 10.
Materials: CompassLearning Odyssey, differentiated on-line content and teacher-made lessons and assessments

WRITTEN RESPONSE TO PRELIMINARY REPORT

Algebra Prep

Course designed to support the IMP Math Program and reinforce some of the math fundamentals needed in Algebra I, including a pre-algebra review, basic algebraic rules and factoring.
Materials: CompassLearning Odyssey, differentiated on-line content and teacher-made lessons and assessments

Geometry Prep

Course designed to support the IMP Math Program and reinforce the basic elements and terminology of Geometry, including angles, conditional statements, and proofs.
Materials: CompassLearning Odyssey, differentiated on-line content and teacher-made lessons and assessments

Organize Now!

Course designed to further develop students' executive functioning, study skills, and organizational skills essential for academic success in high school. Developing an enthusiastic attitude for learning as well as strengthening skills in listening, note taking, memory techniques, organization, time management, and test taking strategies are covered. Students will learn to structure their academic day planner and electronic calendars on their school issued-tablet.
Materials: Teacher-made lessons and assessments

Assessments for ELA and Math Prep Courses

Teachers will teach students how to use the DDOE English Language Arts resources to assess their own work in the areas of Reading/Research, Development, Organization, Language/Conventions. Teachers will use the DDOE curriculum resources – Text-based Writing Rubrics, Argumentation/Opinion Writing Rubric for Grade 9-10; Informational or Explanatory Text-Based Writing Rubrics; Narrative Text-Based Writing Rubrics. Teachers will use the DCAS On-line Portal (http://de.portal.airast.org/) resources and CompassLearning Odyssey resources to plan lessons, interventions, and assessments.

Mission-Specific Organizational Goals (Response required.)

Q1. The application contained education program goals; however, there were no goals relative to the mission of the school. The organizational goals ought to support the mission and vision of the school, "Produce the next generation of innovators who become the problem-solvers of the world" and the aim of "Delight[ing] students with education beyond imagination in the most innovative school on the planet."

A1. The charter application, **Performance Management, Section 4, Question 3** is revised as follows:

Organizational goals that will support the mission and the vision of the Delaware Design-Lab High School:

School Climate and Culture - Learning Environment

WRITTEN RESPONSE TO PRELIMINARY REPORT

1. ***Students: Interpersonal Behaviors-*** 100% of grades 9-12 students will demonstrate the DDLHS ethos of Leadership and Empathy by:
   - ***Attendance Statistics -*** Maintaining a school-wide Average Daily Attendance rate of 95%+.
   - ***Disciplinary Incidents -*** Maintaining a school-wide rate of < 2% disciplinary incidents (out-of-school suspensions, expulsions).

2. ***Students: Participation -*** 100% of grades 9-12 students will demonstrate the DDLHS ethos of Design, Spaces for Learning, and Connecting to Community by:
   - ***Exhibitions -*** Showcasing their work in school-wide exhibitions, displays, and /or presentations.
   - ***Extracurricular -*** Joining a club, demonstrating active participation with a trade organization, and/or producing community service learning projects.

3. ***Faculty: Professional Behaviors -*** 100% of teachers and certificated staff will demonstrate the DDLHS ethos of Leadership and Empathy by:
   - ***Attendance Statistics -*** Maintaining a personal Average Daily Attendance rate of 98%+.

4. ***Faculty: Participation -*** 100% of faculty will demonstrate the DDLHS ethos of Design, Spaces for Learning, and Connecting to Community by:
   - ***Exhibitions -***
     - Showcasing personal work in their discipline, such as published writing or visual work, in school-wide exhibitions, displays, and/or presentations.
     - Coordinating, curating, and attending school-wide exhibitions, displays, and/or presentations.
   - ***Extracurricular -*** Sponsoring a school club and/or supervising students in community service learning projects.
   - ***Professional Initiative -*** Maintaining active membership in trade organizations related to their discipline.

Leadership

1. ***Vision -*** CEO, Principal and Administrators communicate a clear Design-Lab Schools vision that is focused on teaching and learning.
2. ***Resources -*** CEO, Principal and Administrators make adequate and equitable use of resources; plan and allocate the school budget, manage and maintain the school facility to Design-Lab Schools Facilities Standards ™, and make good use of faculty time to promote student achievement.
3. ***Professional Learning -*** CEO, Principal and Administrators ensure that teachers engage in high quality professional development in Design-Lab Schools Pedagogy™ including best instructional practices that support student learning.
4. ***Evaluation & Quality Control -*** CEO, Principal and Administrators systematically monitor Design-Lab Schools Learning Models™, curriculum and instruction, and teacher quality.
5. ***Evidence-Based Practices -*** CEO, Principal and Administrators use multiple sources of data to support student achievement, determine program impacts,

develop relevant assessments, and conduct strategic planning to meet the Design-Lab Schools vision and mission.

Student Performance Levels and Academic Needs (Response required.)

Q1. MAP testing will be used as a diagnostic tool to determine baseline reading and mathematics levels upon enrollment. There is little evidence to support the assumption that as high "as 25% of students will require some form of remediation and/or review of skills in order to be successful."

A1. The charter application, **Performance Management, Section 4, Question 4** is revised as follows:
The Measures of Academic Progress (MAP) will be administered to all students upon admission as a diagnostic tool to develop baseline data. Based on an analysis of DCAS summative assessment data for incoming grade 9 and 10 students, from the sending districts, we anticipate a high percentage of students will require some form of remediation and/or review of skills in order to be successful in the general curriculum. We project, as many as:

1. 37% of Grade 9 students may need remediation in reading,
2. 35% of Grade 9 students may need remediation in math,
3. 31% of Grade 10 students may need remediation in reading,
4. 34% of Grade 10 students may need remediation in math.

Data Analysis: We analyzed DCAS student assessment data published by the DDOE for the districts where our prospective students reside.

(**Example:** summaries by district and summaries by the high schools *http://dstp.doe.k12.de.us/DCASOR/DistrictSummaryBySchool.aspx?d=29*)
Based on the data noted in the table below, large percentages of students in grades 9 and 10 performed below the standard in reading and mathematics. **Percentages "below standard" are presented in parentheses and in bold font (#).**

Delaware Comprehensive Assessment System, Spring Period 2012
Percent of Students Meeting Standard – By Grade and Subject

Sending District	High Schools	DCAS Reading Grade 9	DCAS Math Grade 9	DCAS Reading Grade 10	DCAS Math Grade 10
Appo	Appo	76 **(24)**	86 **(14)**	77 **(23)**	77 **(23)**
Brandywine	Brandywine	57 **(43)**	57 **(43)**	68 **(32)**	60 **(40)**
Brandywine	Concord	59 **(41)**	64 **(36)**	74 **(26)**	67 **(33)**
Brandywine	Mt. Pleasant	63 **(37)**	67 **(33)**	68 **(32)**	58 **(42)**
Christina	Christiana	48 **(52)**	48 **(52)**	47 **(53)**	48 **(52)**
Christina	Glasgow	62 **(38)**	60 **(40)**	58 **(42)**	60 **(40)**
Christina	Newark	60 **(40)**	66 **(34)**	61 **(39)**	63 **(37)**
Colonial	Penn	60 **(40)**	65 **(35)**	60 **(40)**	62 **(38)**
NCC Votech	NCC Votech	n/available	n/available	n/available	n/available
Red Clay	Conrad	96 **(4)**	94 **(6)**	94 **(6)**	84 **(16)**
Red Clay	Calloway	98 **(2)**	94 **(6)**	98 **(2)**	93 **(7)**

Red Clay	Dickinson	44 **(56)**	51 **(49)**	72 **(28)**	66 **(34)**
Red Clay	Dupont	54 **(45)**	55 **(45)**	61 **(39)**	68 **(32)**
Red Clay	McKean	37 **(63)**	32 **(68)**	54 **(45)**	54 **(45)**

Interim Assessments – (Meets Approval)

Measuring and Evaluating Academic Progress - (Response required.)

Q1. This section requires more detail in the explanation. The short description basically assures that Delaware Design-Lab High School will use data to inform decisions; however, the intent of the question is to elicit detailed explanations from the Planning Committee about how this will be done. An example of specific data use and the sorts of decisions that will be affected and guided by the data will assist the Committee in determining whether or not the founding members have an understanding of educational data and the relevance and scope of its usefulness. Examples of data include DCAS data, student formative assessment data, interim assessment data, common exam data, standardized report card data, etc.

A1. Student-specific data is important to convey expectations about instruction and to utilize school resources effectively. Teachers are expected to personalize and differentiate instruction, which requires that they have access to individual student data, and preferably specific information *by skill* for each individual student. *Example:* At the beginning of the school year, teachers analyze the DCAS summative assessment data, the students' scale scores, raw scores, and instructional scale scores for math, and DCAS data by subject (*Math*), reporting category (*Quantitative Reasoning*), and benchmark (*Analyze the validity of statistical conclusions on both one- and two-variable data*) to guide the introduction of new content, allocate instructional time, plan tiered assignments, and guide flexible grouping of students.

Information System to Manage Student Performance - (Response required.)

Item 1. The applicant describes a plan to review student data bi-weekly, and identifies the technology teacher as the responsible party for warehousing and managing student and school data on a regular basis. This portion of the section is met.

Q1. The applicant identifies only eSchoolPLUS as the data management tool that will be used to house and manage school and student data, which illustrates a need for greater research and preparation on the part of the applying party. There are other sources of academic achievement data that are relevant and important to the success of a school data management system, such as the Delaware Student Assessment Reporting and Analysis system as well as the Educational Insight Dashboard system.

A1. In addition to the eSchoolPLUS as our data warehousing and management tool, we will use the following data systems and applications.

Identity Management System (IMS) to access relevant student achievement data, including group data and disaggregated data found in:

- **Delaware Student Assessment Reporting and Analysis (DSASA)** - Reporting system for all DCAS assessment scores. The DSARA application provides immediate and downloadable information regarding Component V student growth targets. With that we would access Class Reports and Group Reports for a selected grade. Other useful reports are Score Listings for Reading and Math; Matched Scores (PL Matrix); Group Summaries (Reading and Math Summaries, Reading and Math Longitudinal Summaries); Disaggregated Summaries for By School and By Grade for Reading and Math; the ability to Batch Print Individual Student Profiles and Instructional Scores.

DCAS Online Reporting System - Test Management Center – To plan and manage testing to see if student has tested in specific grade/content.

DCAS Test Information Distribution Engine (TIDE) – To check testing accommodations for SPED students, 504 plans or English Language Learners, confirm DCAS exemptions for students who have grade level change during test administration, and ELL students with testing exemptions.

Delaware Student Information System (DELSIS 2.0) – To report student incidents and to access student data for school conduct, suspensions and discipline.

Education Insight Dashboard System - Enables data-driven decision making by providing student data in a series of dashboards, Student Information Demographic, Program status (bilingual, ELL, special education, career and technical education, gifted and talented, section 504); Special services (exceptionality code, primary instructional setting, SPED times, related services, 504 codes). The Academic Dashboard includes (Attendance and Discipline, Assessments, Grades (course grades, class grades, grades near failing for marking periods); Current Schedule, Credit Accumulation, Student Success Plan; Advanced Academics (Advanced Course Potential, AP course Enrollment, completion, mastery); Academic Profile, College and Career Readiness (Graduation Plan, College Entrance Exams, College Readiness Indicators, College Preparation; Drop-out/Early Warning System (Attendance, Math, ELA, Retained in grade).

Training and Support for Teachers in Data Use - (Response required.)

Q1. While it appears that the applicant intends to provide training and support for school leadership and teachers, the resources listed are more geared toward RTI (Response to Intervention) versus data analysis for instructional decisions.

The intent of our training and support for school leadership and teachers is for instructional staff to learn to analyze data to make instructional decisions. In **Measuring and Evaluating Academic Progress, Question 1,** above, we offer an example of how teachers would use student data to make instructional decisions. Furthermore, the charter application is revised as follows:
Under the direction of the CEO, CAO, and the Principal, teachers will receive professional development and support in analyzing, interpreting, and using performance data to improve student learning. Trainings will focus on learning data analysis skills to analyze student performance data with simple descriptive statistics such as addition, subtraction, division, figuring means, modes, and ranges, in order to make these data

meaningful. Data analysis trainings will include achievement gap analysis, group comparisons across districts, and drilling down into school data and individual student data. Meaningful data analysis will help our faculty and administrators identify academic trends and use what they discover to make instructional decisions in their specific content areas.

In whole-group and small-group sessions, and by department, we will use the resources provided by the Delaware DOE, in the Professional Development Clusters and other course offerings the DDOE will offer in the future. Example: "*Data Analysis and the Team Problem-Solving Process*".

Corrective Actions if the School Falls Short of Student Goals – (Meets Approval)

4) STAFFING

Staff Structure (Response required.)
Item 1. (Meets approval) The organizational charts outline clear chain-of-command and demonstrate strong understanding of how personnel drive governance.

Item 2. (Meets approval) The staffing section outlines a staff of 15.5 teachers (including .5 Drivers Ed) in the first year of operation, with school leader responsibilities aligned to the ISSLC standards and DPAS II.

Q1. The application references employment laws and the use of employment contracts and outlines the usage of DPAS II (with language on the intent of such systems focusing on human capital management for promotion or termination). The application also references "tenure" but it is unclear what this means within the charter context.

A1. The charter application is revised to delete the term "tenure" from Staffing, Section 5. for employment contracts for all professional personnel who hold licensure and/or certification, for all administrative personnel, and full-time support staff. Employees will be "at-will" and will not be governed by collective bargaining or tenure statutes.

Item 4. (Meets approval) Dual certification in special education is a priority, as is the certification/highly qualified status for all educators. The application shows an understanding of how the emergency certification process works for educators as well.

Item 5. (Meets approval) External partnerships are prioritized for seeking talent as is a four-day educator induction ("Design Institute") prior to school opening in each August.

Item 6. (Meets approval) Basic DPAS II requirements are acknowledged, with a clear outline of how the school will meet regulatory requirements of educator credentialing. The Board also states a commitment to use DPAS II as its tool for evaluating the performance of both the CEO and principal, and the school should be held accountable to this commitment if approved. Formal Board evaluation of the CEO/Principal is a central tenet of the charter's human capital management strategy.

Q2. The recruitment strategy is not well-developed, and given the specifics of the type of staff members that the charter hopes to enlist, this could be problematic in Year 1.

WRITTEN RESPONSE TO PRELIMINARY REPORT

Q3. See Appendix D for more information.

A2. The charter application **Staffing, Section 5, Question 3** is revised as follows:

In addition to the outlined strategies for recruitment and selection of staff, we will work with the DDOE Teacher and Leader Effectiveness Unit to consult best practices for teacher recruitment. We intend to:

a. Enroll in the DDOE teacher recruitment program, Talent Pipelines.

b. Contract the services of the Delaware Talent Management Program, offered through Innovative Schools, Inc. The Delaware Talent Management has been developed in partnership with The New Teacher Project (TNTP), a national nonprofit dedicated to closing the achievement gap by ensuring that high-need students get outstanding teachers. (*http://innovativeschools.org/dtm*) TNTP provides a pool of candidates that are pre-screened through a rigorous system of evaluation, carries out all background checks and clearances, and conducts an initial interview. ***Adjustments have been made to the budget for these services.***

c. Attract excellent teachers by participating in the Delaware Talent Cooperative (*https://sites.google.com/site/detalentcoop/home*) DDLHS will be eligible because
   i. We will measure student performance with the Delaware Comprehensive Assessment System (DCAS).
   ii. Will enroll more than 100 students.
   iii. Will comply with all requirements of the Delaware Performance and Appraisal System (DPAS II), such as required observations and roster verification process.
   iv. Serve high populations of traditionally underserved students.

Recruitment and Hiring Timeline

July 2013 - The CEO, with Board approval, will review and finalize the hiring plan. Activities include contracting the services of the Delaware Talent Management Program's New Teacher Project (TNTP); applying to participate in the Delaware Talent Cooperative; developing and posting web-site teacher recruitment marketing information to the Design-Lab Schools website (www.design-labschools.org).

Interest from potential teacher candidates will be collected, processed, and followed up by the CEO and CAO through fall 2013. TNTP and DE Talent Cooperative have discrete deadlines, which we will fulfill. All teachers will be required to apply through the Design-Lab Schools website (www.design-labschools.org) and upload cover letter, a writing sample, and credentials. Design teachers will be required to provide portfolio samples from their discipline. Full portfolio will be required if granted an interview.

July – December 2013 - Recruit the Principal through the Design-Lab Schools professional network, which includes national design-education leaders.

July – August 2013 - The CEO, with Board approval, will develop the model, criteria, and selection/interview rubric for the selection of instructional staff by adapting models from research published by Public Impact, OpportunityCulture.org and *Competence at Work: Models for Superior Performance* (Spencer & Spencer, 1993). Particular emphasis will be

given to identifying teachers who are likely to perform well in flexible learning environments, i.e. the design studio; project-based learning classroom; digital, small-group, and large-group learning time individualized for each student and frequently changing.
October 2013 - The CEO and CAO develop a partnership with the University of DE, College of Education and Human Development, http://www.cehd.udel.edu/majors-and-minors/, to host pre-service teachers beginning fall 2014. Long term goal is to develop a partnership resulting in a robust teacher candidate pipeline.

January – March 2014 - Candidates for instructional positions - Teachers, Guidance Counselor, Technology Teacher, Special Education – will be called in for an interview, demonstration lesson, and/or portfolio review. Interview teams consisting of members of the Founding Group (CEO, CAO, Special Education Specialist) and human resource consultant will conduct the process.

March 2014 - The CEO and CAO review the operations budget, student enrollment projections, additional needs, and revenue estimates to determine staffing needs for faculty and non-instructional positions. Make adjustments as needed.

May – July 2014 - The CEO and CAO, with Board approval and support from the human resource consultant, will complete the hiring of the Principal, as well as on-board the Principal.

April – May 2014 - The CEO and CAO, with Board approval and support from the human resource consultant, will complete the hiring of faculty and staff.

July – Aug 2014 - The CEO and CAO, with support from the human resource consultant, conduct teacher induction and professional development.

When	Action	Responsible
July – Aug 2013	Review and finalize plans and process for hiring	Board, CEO
July – Dec 2013	Recruit the Principal & Teachers	CEO, CAO, Board
October 2013	Develop U-DE College of Ed partnership	CAO, CEO
Nov 2013 - Feb 2014	Recruit and hire Admin Asst	CEO, CAO, Board
Jan - March 2014	Interview and Select teachers	CEO, CAO, SPED Specialist, HR Consultant
March 2014	Review operations budget, enrollment projections, additional needs, revenue estimates to determine staffing needs	CEO, CAO, Board
May - July 2014	Hire and On-board Principal	CEO, CAO, Board
April - May 2014	Hire teachers for 2014-15	CEO, CAO, Board
July - Aug 2014	Plan and deliver teacher induction & PD	CEO, CAO, Principal, HR Consultant

WRITTEN RESPONSE TO PRELIMINARY REPORT

Professional Development (Response required.)

Item 1. **(Meets approval)** The applicant indicated that professional development will be aligned to NSDC standards (NSDC is now called Learning Forward).

Q1. There is concern about providing such in-depth training around a unique training model within the seven days before the opening of the school. Fitting this variety of professional development into a limited amount of time does not align to Learning Forward professional development standards.

A1. In keeping with DDOE reviewer feedback as well as Learning Forward professional development standards, we agree that teachers need additional time before school opening. Therefore, we are adding ten full days of time in August to the schedule. Teachers will report for induction and training beginning 4 August 2014. The Design-Institute, array of professional development content, working in teams and departments, setting up their rooms, and planning for school opening will be spread out to accommodate faculty needs. **(*See revised 2014-15 Academic Calendar as Attachment N).***

Q2. The number of days/hours for professional development is captured in the application; however, an explanation of how the school calendar, staffing plan, and schedule will accommodate the professional development plan is missing.

The school calendar has professional development built in before school opening (17 full days) and throughout the school year, to total at least 238 hours in Year 1. The CEO, Principal, and CAO will take the lead in managing professional development offerings, especially in Year 1, due to the significant challenge of on-boarding an entirely new faculty.

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. Teachers will use the Wednesday afternoon time block for common planning time in Professional Learning Communities (PLCs). PLCs are powerful vehicles for measuring and evaluating student progress. Crucial in our start-up up years, the Design-Lab High PLCs will support our faculty to:

- Share the school vision and values that lead to a collective commitment expressed in their day-to-day practices
- Actively seek solutions, especially to the academic and behavioral needs of students
- Work in teams cooperatively to achieve common goals
- Develop an ongoing quest for improvement and professional learning
- Support the experimentation and brainstorming necessary in Design-Learning
- Reflect in order to study the impacts of the actions they take (adapted, DuFour, 2004)

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.

Q3. While a plan to evaluate and inform professional development is identified and measurable goals are provided, the goals are not results-oriented. In other words, goals are based on inputs, not on outputs. It is therefore unclear how professional development will be evaluated for effectiveness.

Design-Lab Schools educators are expected to work toward continuous improvement based on evaluation of outcomes rather than on the intentions and actions, aka the "inputs". We will evaluate the effectiveness of professional development thus:
As previously described, Professional Learning Communities (PLCs) are powerful vehicles for measuring and evaluating student progress. Teachers and administrators will work in PLCs to:

- Identify the major learning goals or standards that students will be expected to achieve at each grade level and in each course of study.
- Establish performance indicators for the learning goals or standards.
- Determine graduated levels of student performance (benchmarks) for assessing each goal or standard.
- Develop reporting forms that communicate teachers' judgments of students' learning progress and culminating achievement in relation to the learning goals or standards. (Guskey & Bailey, 2010)

We will evaluate the effectiveness of professional development at each of 5 stages:

Level 1: Participant Reaction
Purpose: to gauge the participants' reactions about information and basic human needs
Technique: usually a questionnaire
Key questions: Was your time well spent? Was the presenter knowledgeable?

Level 2: Participant Learning
Purpose: Examine participants' level of attained learning
Technique: test, simulation, personal reflection, full-scale demonstration
Key question: Did participants learn what was intended?

Level 3: Organizational Support and Learning
Purpose: Analyze organizational support for skills gained in staff development.
Technique: minutes of district meetings, questionnaires, structured interviews or unobtrusive observations
Key questions: Were problems addressed quickly and efficiently? Were sufficient resources made available, including time for reflection?

Level 4: Participant Use of New Knowledge and Skills
Purpose: determine whether participants are using what they learned and using it well
Technique: questionnaires, structured interviews, oral or written personal reflections, examination of journals or portfolios, or direct observation
Key question: Are participants implementing their skills and to what degree?

Level 5: Student Learning Outcomes
Purpose: Analyze the correlating student learning objectives.
Technique: classroom grades, tests, direct observation

WRITTEN RESPONSE TO PRELIMINARY REPORT

Key question: Did students show improvement in academic, behavior or other areas? (Guskey, 2002)

To measure the extent of how staff professional development is impacting student learning (**Level 5: Student Learning Outcomes**) our goal is to develop standards-based grading. The work of Thomas Guskey and Joanne Killion of *Learning Forward* (Killion & Kennedy, 2012) will guide our development of standards-based grading and evaluation of professional learning.

5) GOVERNANCE AND MANAGEMENT (Response required.)

Item 1. **(Meets approval)** The organizational chart delineates board and management roles and lines of authority.

Item 2. **(Meets approval)** There is a sound, clear plan for managing the relationship between the governing board and school administration.

Item 3. **(Meets approval)** The response includes clear and reasonable selection and removal procedures, term limits, meeting schedules, and powers and duties for members of the governing body.

Item 4. **(Meets approval)** The allocation of time, financial resources, and personnel is sufficient for planning and start-up prior to the school's opening.

Q1. The by-laws need to conform to the requirements of 14 DE Admin Code 275.4.1.3. This includes that the applicant's business is limited to the opening and operation of charter schools, before and after school programs, and educationally-related programs offered outside the traditional school year. Article II of the Applicant's by-laws is not so limited. Similarly, Article III of the bylaws seems to allow for purposes other than those permitted by the law in regulation.

Q2. 14 DE Admin Code 275.4.1.3.1 requires the inclusion on the board of directors of the charter holder of a Delaware certified teacher employed by the school and at least one parent of a student enrolled in the charter school. That regulation does *not* permit that these members of the board be non-voting ones, as stated in Article IV, Section 4.2, of the Applicant's by-laws.

Q3. The Delaware open meetings law (29 Del. C., Chapter 100) permits participation in meetings by video-conferencing. However, Article IV, Section 4.11 of the Applicant's by-laws (Attachment 13) adds attendance by way of speaker, which is not included in the statute.

Q4. The Delaware Public Integrity Commission issued an opinion (07-63) concluding that charter schools are "state agencies" under the State Code of Conduct (29 Del. C., Chapter 58), and that the Code of Conduct applies to charter schools, their board members, and their employees. Any code of conduct or conflicts provisions (for example, and not by way of limitation, Article IV, Section 4.2; Article VII, Section 7.2; Article VIII, Section 8.1; and Article XI, Section 12.4 of the applicant's by-laws) should conform to the State Code of Conduct.

WRITTEN RESPONSE TO PRELIMINARY REPORT

A1. A2. A3. & A4. On February 26, 2013, the Board of Directors met to approve amendments to the By-Laws, so that they conform to the standards. Please see below the amended and approved By-Laws and draft minutes from the meeting reflecting the vote to approve the amendments.

The amendments to the By-Laws are:

- The insertion of "Section 2.2 The Corporation's business is restricted to the opening and operation of: Charter Schools, before school programs, after school programs and educationally related programs offered outside the traditional school year" in order to conform to the requirements of 14 DE Admin Code 275.4.1.3.
- The revision of Section 4.2 Membership to clarify that the teacher Board Member be "a Delaware certified teacher currently employed by" the school and that the parent/guardian and teacher Board Members are voting members of the Board, to conform to the requirements of 14 DE Admin Code 275.4.1.3.1.
- The revision of Section 4.11 Quorum to remove the option of meeting by speaker phone, to comply with Delaware open meeting laws.
- The insertion of Article VIII: Conflict of Interest to conform to the State Code of Conduct (29 Del. C., Chapter 58).

WRITTEN RESPONSE TO PRELIMINARY REPORT

BY LAWS
OF
DELAWARE DESIGN-LAB HIGH SCHOOL

UNANIMOUSLY ADOPTED December 19, 2012
AMENDED February 26, 2013

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.

Section 2.2 *The Corporation's business is restricted to the opening and operation of: Charter Schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.*

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 Delaware certified teacher currently employed 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 voting member of the Board. The teacher shall be a 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 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 4.12 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 4.13 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 4.14 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 4.15 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 4.16 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

CONFLICT OF INTEREST

Section 8.1 Purpose. *The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.*

Section 8.2 Voting and Disclosure. *In order to minimize any risk of any conflict of interest concerning the Board of Directors and officers of the Corporation, all board members and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Directors who are also staff members are precluded from voting on issues related to Staff compensation at the School. All Board Members and Officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the Director or Officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a*

material impact on any organization of which a director or officer serves as a director, officer or key employee or as to which a director or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board of Directors and must refrain from voting on such matter.

Section 8.3 Board Approval. *No Director or Officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such Director or Officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board of Directors, after full disclosure of the terms and conditions of such payments, approves such payments.*

ARTICLE IX

INDEMNIFICATION

Section 9.1. 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 9.2. 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 9.3. 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 9.4. No Retroactive Application. *No amendment to these By Laws shall operate retroactively to diminish any right to indemnification or advancement of expenses.*

ARTICLE X

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 XI

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 XII

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 XIII

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 XIV

FISCAL YEAR

The fiscal year of the Corporation shall be the calendar year beginning on July 1 and ending on June 30.

ARTICLE XV

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 entitle to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

WRITTEN RESPONSE TO PRELIMINARY REPORT

DRAFT
Delaware Design-Lab High School
Minutes of the Board of Directors

February 26, 2013
6:00 p.m.

Mobius New Media
818 N. Market St., Suite 2R
Wilmington, DE 19801

Members Present:
Matt Urban, Chair; Paul Miller; Vice Chair; Roxanne Sykes, Treasurer; Iris Leon, Secretary; Rebecca Girten

Others Present:
Dr. Cristina Alvarez, member of Founder Group, Delaware Design-Lab High School
Dr. Martin Rayala, member of Founder Group, Delaware Design-Lab High School

Minute Approval
The Board approved draft minutes from the December 19, 2012 meeting that were circulated for review in advance of the meeting. Mr. Miller moved to approve the minutes with no changes. Ms. Girten seconded the motion and the motion was unanimously carried.

> ***RESOLVED,*** *that the minutes from the December 19, 2012 meeting of the Board of Directors of Delaware Design-Lab High School are approved as presented in the meeting.*

CEO Report
Dr. Alvarez updated the Board on the status of the charter school application process. Dr. Alvarez reported that the Preliminary Meeting with the Charter School Accountability Committee ("Committee") was held on February 6, 2013. At that meeting, the Committee outlined the remaining dates for the application process, which included a written preliminary report and recommendations by the Committee within two weeks of the Preliminary Meeting. This report would outline each portion of the application that did or did not meet the criteria for charter school approval, as discussed in the Preliminary Meeting. The school would then have 15 days from the receipt of the Committee's report to submit a written response addressing any and all deficiencies.

Dr. Alvarez noted that at the time of this Board Meeting, the Committee had not contacted her with their written response, even though it was past the anticipated date of receipt. Dr. Alvarez stated that despite that, she had been working on revisions to the application based upon the Committee's discussion at the Preliminary Meeting.

By Law Amendment & Adoption
Dr. Alvarez stated that the By Laws adopted by the Board on December 19, 2012 did not comply with Delaware State Charter School Law. The specific deficiencies were identified

and discussed by the Charter School Accountability Committee at the Preliminary Meeting on February 6, 2013. By Laws were circulated to the Board for review, with proposed amendments as identified by the Committee.

The proposed amendments were:

- *The insertion of "**Section 2.2** The Corporation's business is restricted to the opening and operation of: Charter Schools, before school programs, after school programs and educationally related programs offered outside the traditional school year" in order to conform to the requirements of 14 DE Admin Code 275.4.1.3.*
- *The revision of **Section 4.2 Membership** to clarify that the teacher Board Member be "a Delaware certified teacher currently employed by" the school and that the parent/guardian and teacher Board Members are voting members of the Board.*
- *The revision of **Section 4.11 Quorum** to remove the option of meeting by speaker phone, in order to comply with Delaware open meeting laws.*
- *The insertion of **Article VIII: Conflict of Interest** to conform to the State Code of Conduct (29 Del. C., Chapter 58).*

Ms. Girten moved to adopt the By Laws with the amendments discussed in the meeting. Ms. Sykes seconded the motion and the motion was unanimously carried.

> ***RESOLVED,** that the By Laws of Delaware Design-Lab High School, originally adopted December 19, 2012, are amended and adopted with changes as discussed in the meeting and documented in the minutes.*

Pepper-Hamilton Networking/Cultivation Event

Dr. Alvarez stated that the law firm Pepper-Hamilton has offered to host a networking/cultivation event in their Wilmington office on behalf of the school. The event would serve as an opportunity to spread the word about the school within the business community in Wilmington, attract potential donors, and identify potential Board and sub-committee members. The Board discussed dates for hosting the event and agreed that the week of May 6-10, 2013 was ideal, with May 8th as the preferred date. Dr. Alvarez agreed to ask Pepper-Hamilton about their availability during this timeframe.

There being no further business, Mr. Miller motioned to adjourn the meeting. Mr. Urban seconded the motion and motion was unanimously carried.

The meeting adjourned at 7:30 p.m.

_____

Iris Leon
Secretary

6) PARENT AND COMMUNITY INVOLVEMENT – (Meets Approval)

7) START-UP OPERATIONS

Start-up Plan - **(Response required.)**

The plan for recruitment and hiring of personnel is described in detail in **Staffing, Section 5, Question 3**, above. The Start-up Plan also includes the following tasks and timelines. We will maintain extraordinary communication with the Delaware DOE throughout the start-up year, in order to ensure effective completion and compliance.

July 2013 - July 2014 CAO leads the development of the curriculum, develops instructional budget, procures materials.

June - July 2013 Develop detailed action plan, including school opening checklist for Instructional Program, Student Enrollment, Facilities, Technology Infrastructure, Human Resources, Budget, Transportation, Nutrition Program, and general Operations.

July 2013 CEO applies to Community Education Building. Continue to work with the Blackmore Realty Group, a real estate brokerage firm to negotiate terms with building owner for the 627 Market Street, Wilmington DE 19801 building.

July 2013 - February 2014 CEO, CAO, Board implement the Marketing and Recruitment Plan.

September - November 2013 CEO and Board receive lease decision from CEB or finalize lease terms with building owner for the 627 Market Street, Wilmington DE 19801 building. CEO and Board manage the contract, design, and execution of building renovations with contractors (See architectural CAD drawings, ***627 Market Street Specifications, Property Layout/Floor Plan).*** CEO manages procurement of permits for occupancy and insurances (See Pratt insurance quote.)

December 2013 CEO and Board finalize and sign Innovative Schools Contract Financial and Back Office Support. CEO conducts transition meetings with Innovative Schools personnel.

January 2014 CEO and Board hire Administrative Assistant and Clerk.

December 2013 - February 2014 CEO, CAO, Administrative Assistant and Clerk finalize student recruitment and enrollment.

March 2014 CEO, CAO, Administrative Assistant and Clerk review operations budget, enrollment projections, additional needs, revenue estimates to determine staffing needs.

March - July 2014 CEO and Board negotiate, and/or finalize and sign Contracts for Comprehensive Insurance, Independent Audit Firm, Facility Maintenance, Technology

Services, Nurse and Custodian. Bid out Transportation and Food Services vendor contracts, as per applicable regulations.

April 2014 CEO, CAO, Administrative Assistant and Clerk submit student count to sending districts.

April - May 2014 CEO and CAO, with Board approval and support from the human resource consultant, complete the hiring of faculty and staff.

May - July 2014 CEO and CAO, with Board approval and support from the human resource consultant, will complete the hiring of the Principal, as well as on-board the Principal.

May - June 2014 CEO and Board secure building inspections and certificate of occupancy for facility, no later than 6-15-2014. CEO, CAO and Administrative Assistant order school furniture, supplies.

June - July 2014 CEO, Principal, and Board finalize and sign Contracts for Transportation and Food Services.

July 2014 CEO, CAO, Principal, and Board conduct Board training. CEO, CAO and Administrative Assistant manage building move-in tasks.

August 2014 CEO, CAO, Principal, HR consultant on-board faculty, implement teacher induction/PD Plan. CEO, CAO, Principal, and teachers conduct Student Orientation.

Transportation- (Response required.)

All students will be transported to and from school, outside of the school district from which the school is expected to be located (downtown Wilmington) via contracted school bus service. Based on consultations with Advanced Student Transportation, a reputable vendor who works with charter schools, we estimate we will need 6-8 bus routes that will service the districts of Appoquinimink, Brandywine, Christina, Colonial, and Red Clay. All students being transported shall meet the transportation eligibility requirements of 14 DE Admin Code1105.11.0 and noted in the Charter School Technical Assistance Manual.

During Year 1, the Principal, Administrative Assistant, and Clerk will be responsible for oversight of transportation operations. The Administrative Assistant and Clerk will perform day-to-day transportation duties, under the direction of the Principal. As staff is added in subsequent years, the Principal will determine how staff will be deployed to supervise transportation. The Staffing Plan and Organizational Charts are revised accordingly.

Safety and Security – (Meets the Standard)

Lunch/Breakfast - (Response required.)

We acknowledge that we will follow the guidelines of the National School Lunch/School Breakfast Program (NSLP) procurement procedures for obtaining a meal vendor, including going to bid prior to start-up. The charter application is revised to read, “Fresh Fruit and

Vegetable Program". We understand that the program is only available to schools with 50% or more FRPL student population and that participation is not guaranteed due to limited funding.

Insurance - **(Meets the Standard)**

Student Records - **(Meets the Standard)**

8) FACILITIES

(Plan A Facility) Community Education Building (CEB) -

(Plan B Facility) 627 Market Street, Wilmington DE 19801 -
Members of the Founding Group have engaged the services of the Blackmore Realty Group, a real estate brokerage firm with extensive experience in the charter school real estate market. The 627 Market Street, Wilmington DE 19801 building is well suited to our programmatic needs because it bears the following characteristics:

1. Central location supports the DE Design-Lab HS education program. One block from the Delaware College of Art and Design (DCAD). DCAD is one of our institutional partners and a future recipient for our graduates. Building is near industry-specific firms in design, architecture, and media.
2. 41,800 sq ft, 3 floors plus a full basement, including adjacent retail storefronts is sufficient space for enrollment needs.
3. Currently occupied by two schools. Requires reasonable renovation.
4. Side street that is adjacent to the building on 6th Street has curb cut-out for loading and unloading school buses. Currently used to load and unload student passengers.
5. Building will be available for renovation during 2013-14, and in time to secure a certificate of Occupancy by 6-15-2014 prior to August 2014 school opening.
6. All areas of school can be brought up to ADA code for accessibility. Science labs conforming to the newest regulations can be built-out.
7. The lease cost and renovations are within the budget previously submitted in the charter application.
8. Building owners are eager to work with us to achieve occupancy.

(*See **Attachment O, 627 Market Street Specifications, Property Layout/Floor Plan, and architectural drawings based on our programmatic requirements.)***

9) BUDGET AND FINANCE

A1. The revenue estimates have been revised based on assumptions in the percentage of special education students we estimate will enroll by resident district. We anticipate the percentage of Special Education students to be 12% in the Basic classification, 6% in the Intensive classification, and 2% in the Complex classification.

Projected percentages are based on 2011-12 data published by the DE Department of Education and in consultation with charter school Special Education providers in DE. The list shows the percentage of Special Education students, in the aggregate, for the six sending districts from which we plan to enroll students, in/near Wilmington. In addition, we have

considered data based on 2012-13 total numbers of students enrolled in the six sending districts.

BASIC

Appoquinimink	9.3
Brandywine	10.7
Christina	14.8
Colonial	12.8
NCC Votech District	11.5
Red Clay	10.8

Average BASIC SPED combining all districts = **12%**

INTENSIVE (Referred to as "mildly handicapped" in our charter application.)
6% (Based on 50% of the aggregate Basic SPED classification.)

COMPLEX
2% (Based on 30% of the aggregate Intensive SPED classification.)

Note: These assumptions increase the Special Education unit-count for teachers. We would need to hire an additional four (4) Special Education teachers. Please see attached ***Revised Budget Sheets and Budget Narratives as Attachments P, Q, & R***

A2. Please see A1. above.

A3. Please see A1. above.

A4. The budget narrative addresses the change in unit count for special education students. The contingency plan for balancing the budget if enrollment does not meet targets will be to adjust teacher and administrator salaries.

A5. The contingency plan if the Community Education Building is not available is described above in ***(Plan B Facility) 627 Market Street, Wilmington DE 19801*****. Note:** The Founding Group and Board of Directors consider the ***627 Market Street*** facility as viable as the CEB. We are completing due diligence on the ***627 Market Street*** building with velocity.

Attachment A

Curriculum Scope and Sequence

Delaware Design-Lab High School **Grade 9** **English I**

Unit 1: City **Time Frame: 4 weeks**			
Students will read David MacAulay's *"City: A Story of Roman Planning and Construction"* (112 p., 1100L, many black and white drawings) as background to their class in Regional Planning (geography) and their Communication Design class where they will be studying Wilmington and making a 10 ft. cardboard model of the city. In addition to reading the book, students will discuss and write about city planning based on evidence from the text and the meticulous illustrations. The book is factual about the concepts and processes used in the construction of Roman cities but the city depicted in the book (*Verbonia*) is a fictional composite. The book is at the high end of the Lexile scale for 9th graders because of some Latin vocabulary but the illustrations and reinforcement of learning in other classes will make this a challenging but rewarding experience for the students. (More time will be spent studying the illustrations in their Communication Design class.) Students will practice speaking and listening by developing interview questions and interviewing the author/illustrator David MacAulay when he comes to visit the school. Students will participate in creating a videotape of their discussion with Mr. MacAulay for others who would like to study this book.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
Reading 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 5. Analyze how a text uses structure to emphasize key points or advance an explanation	We build our knowledge by reading literary nonfiction and informational texts; Reading and writing must be grounded in evidence from the text Regular practice with complex texts builds our academic vocabulary	**Enduring Understandings:** Language is a multi-faceted, multi-layered system of communication. We learn by reading nonfiction and informational texts. Our ideas must be supported by evidence. **Essential Questions:** Are words alone sufficient for communication? What are the main points	**Formative Assessments:** Discussion Quizzes Presentations Writing Interviewing Exhibiting **Summative Assessments:** *Discussing what they have read:* 1. Specific textual evidence 2. Identified central ideas 3. Analyze sequence of events 4. Learn meaning of words 5. Structure of the book

Attachment A

or analysis. 8. Assess the extent to which the reasoning and evidence in a text support the author's claims. 9. Compare and contrast treatments of the same topic in several primary and secondary sources. **Writing** 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 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. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences, information, structures, and formats 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. 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. **Research** 7. 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. 8. 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,		in the book? How can we find out what we don't understand about the book?	8. Reasoning that support's the author's claims. 9. Compare with learning in Regional Planning class and Visual Communication class. *Writing about the book:* 1.Cites specific content 2.Arguments that support claims 3.Narrative of historical events 4.Clearly conveys information 5.Structure supports ideas 6. Reasoning supports claims. *Researching information* 7. Students will do research about city and regional planning. 8. Students will gather information from multiple sources. 9. Students will gather evidence to support statements. *Speaking and Listening* 1.Students engage in one-on-one and group discussions. 2.Evaluate speaker's point of view. 3.Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 4. Present information, findings, and supporting evidence

avoiding plagiarism and following a standard format for citation. 9. Draw evidence from informational texts to support analysis, reflection, and research **Speaking and Listening** 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2.Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 3.Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 4. 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. 5.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. 6.Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			5.Make use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations 6.Adapt speech to a variety of contexts and tasks.

Unit 2: The Hunger Games **Time Frame: 4 weeks**
Students will read "Mockingjay (The Hunger Games, Book 3) by Suzanne Collins. This book is on the low-end of the Lexile range (800L) for 9th graders but the 400-page book has a high interest level and provides many motivating challenges. Students will be studying the same book in their Communication Design class where they will be doing storyboarding, concept design, costume design and set design relating to the movie of the same name that will be coming out in 2014. Students will compare and contrast select chapters in the book with the screenplay (also

Attachment A

written by Collins) and how scenes are actually portrayed in the movie. They will also write two reviews – one of the book and one of the movie.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Reading 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 8. Assess the extent to which the reasoning and evidence in a text support the author's claims. 9. Compare and contrast treatments of the same topic in several primary and secondary sources. **Writing** 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 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. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences, information, structures, and formats 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by	Books and movies are two powerful storytelling media. The conventions for the use of words and paragraphs in books are similar to the use of shots and scenes in movies. Filmmakers must be careful readers and strive to honor the text whenever possible. With the advancement of film techniques, scenes in movies can sometimes exceed our imaginations and sometimes disappoint.	**Enduring Understandings:** Language is adapted for different uses such as books, screenplays and movies. **Essential Questions:** How does one adapt a characters inner dialogue that is unvoiced in a book to a movie? How does one choose what gets eliminated when translating a 400 page book to a 2-hour movie? What scenes need to be added or changed to make the story clearer to viewers? What is lost and what is gained when translating a book into a movie?	**Formative Assessments:** Discussion Quizzes Presentations Writing Interviewing Exhibiting **Summative Assessments:** *Discussing what they have read:* 1. Specific textual evidence 2. Identified central ideas 3. Analyze sequence of events 4. Learn meaning of words 5. Structure of the book 8. Reasoning that support's the author's claims. 9. Compare and contrast the book, screenplay and movie. *Writing about the book:* 1.Cites specific content 2.Arguments that support claims 3.Narrative of historical events 4.Clearly conveys information 5.Structure supports ideas 6. Reasoning supports claims. *Researching information* 7. Students will do research

Attachment A

planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 6. 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. **Research** 7. 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. 8. 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. 9. Draw evidence from informational texts to support analysis, reflection, and research **Speaking and Listening** 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2.Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 3.Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 4. 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.			about conventions of language and film. 8. Students will gather information from multiple sources. 9. Students will gather evidence to support statements. *Speaking and Listening* 1.Students engage in one-on-one and group discussions. 2.Evaluate speaker's point of view. 3.Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 4. Present information, findings, and supporting evidence 5.Make use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations 6.Adapt speech to a variety of contexts and tasks.

5.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. 6.Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			

Unit 3: Digital Online Magazine
Time Frame: 6 weeks

Students will produce an online digital news and entertainment magazine in which they write and edit stories, create layouts, and add visual images. Stories will include interviews, investigative reporting, editorials, opinions, columns, short fiction, human interest, reviews, etc. Groups or the whole class will select themes or topics for their online publication(s) and each will contribute articles, images and participate in proofreading and editing. In their Communication Design class they will be working on the same project where they will focus on laying out and designing the articles written in their ELA class. This is not an in-house publication to appeal to the students in the school but should be written so they have broader reader appeal to be of interest and of value to readers anywhere.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Writing 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 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. 3. Write narratives to develop real or imagined experiences or events using effective technique,	Writing for other readers requires accuracy, integrity, interest, clarity and readability. Writing can be used to inform, persuade, entertain, and fulfill a variety of other purposes	**Enduring Understandings:** • Language is a multi-faceted, multi-layered system of communication. **Essential Questions:** How can one write in such a way that readers are informed, enlightened, inspired and entertained? How can text and images be combined to make communication more clear and compelling?	**Formative Assessments:** Discussion Presentations/pitches Writing Interviewing Proofreading editing **Summative Assessments:** *Writing articles, columns, etc.:* 1.Cites specific content 2.Arguments that support claims 3.Narrative of historical events

well-chosen details and well-structured event sequences, information, structures, and formats 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. 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. **Research** 7. 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. 8. 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,			4.Clearly conveys information 5.Structure supports ideas 6. Reasoning supports claims. *Researching information* 7. Students will do research about city and regional planning. 8. Students will gather information from multiple sources. 9. Students will gather evidence to support statements. *Speaking and Listening* 1.Students engage in one-on-one and group discussions. 2.Evaluate speaker's point of view. 3.Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 4. Present information, findings, and supporting evidence 5.Make use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations 6.Adapt speech to a variety of contexts and tasks.

avoiding plagiarism and following a standard format for citation. 9. Draw evidence from informational texts to support analysis, reflection, and research **Speaking and Listening** 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2.Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 3.Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 4. 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. 5.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. 6.Adapt speech to a variety of contexts and tasks, demonstrating command of			

formal English when indicated or appropriate.			

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Curriculum Scope and Sequence

Delaware Design-Lab High School **Grade 9** **Communication Design**

Unit 1: Visual Communication **Time Frame: 1 week introduction (continued throughout class)**			
Students will be introduced to techniques of visual communication by learning to use sketchnote books that they will maintain for all courses throughout their high school years. These sketchbooks will be where they take class notes, capture information, develop ideas, make plans, and brainstorm possibilities, Based on ideas in Mike Rhodes *"The Sketchnote Handbook"* students will learn to do quick drawings of people, places and things (rapid visualization); differentiate writing into headings, subheadings and text; use frames (boxes, thought balloons, circles, etc.) to separate ideas; use connectors (arrows, lines, etc.) to show relationships; use bullets and numbers to organize thoughts; and compose pages that are informative and compelling. Sketchnote books for each grade will be differentiated by the color of the cover (yellow for 9th grade, green for 10th grade, brown for 11th grade and black for 12th grade.)			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
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 **Standard 2: Using knowledge of structures and functions**	Visualization is an important way to perceive, think and communicate ideas quickly and effectively. Keeping sketchnote books to capture and store ideas is essential to innovation and design thinking.	**Enduring Understandings:** Visualization helps us say things we could not say in other ways. **Essential Questions:** How does visualization help us see, think and communicate more clearly and interestingly? How can we draw recognizable people, places and things quickly and effectively? How can we create simple hand-lettering that uses differentiated type to add clarity and interest to our notes? How can we use graphic devices like thought balloons, rectangles, and circles to separate and emphasize	**Formative Assessments:** Are the students carrying their sketchnote books with them? Are they keeping notes and drawing in their sketchnotebooks? Periodically the sketchnote books will be displayed for others to see. **Summative Assessments:** Student sketchnote books will be displayed periodically throughout the year and evaluated on a 5 point scale based on quantity of work, quality of work; differentiated text; drawings of people, places and things; framing

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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		ideas? How can we use connectors like lines and arrows to relate ideas to each other?	devices to highlight content; connecting devices to relate content; bullets and numbers to organize ideas; and innovation.

Unit 2: Box City **Time Frame: 4 weeks**
Students will be studying city and regional planning in their Regional Planning (geography) class and reading David MacAulay's "City" in their English class to learn how cities are formed. In this unit, students will study the regional planning of the Delaware Valley and make a 10ft. cardboard model of Wilmington including key features of the city and possibly suggesting changes or additions for the future. They will draw upon the curriculum for Box City developed by the Center for the Built Environment (CUBE). They will share their work with the developers of the Regional Planning course, the author David MacAulay, and the creator of Box City (Ginny Graves) when they visit the school.

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Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	Models are created to help people visualize possibilities and problems when designing spaces and places.	**Enduring Understandings:** Spaces and places are designed and planned to fulfill important functions for the health and economy of the city. **Essential Questions:** What are some factors that determine the shape and function of cities and regions? What is our responsibility as citizens in helping enhance the quality of life in our city?	**Formative Assessments:** Are the students working collaboratively and individually to construct their Box City? **Summative Assessments:** Does the Box City show an understanding of city and regional planning issues? Did the students use local resources such as government officials, designers, city planners, etc. in doing their research? .

Unit 3: The Hunger Games
Time Frame: 4 weeks

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Students will be reading *"Mockingjay: The Hunger Games, Book 3"* in their English class and seeing the forthcoming film made from that book that will be released in theatres in 2014. Using the text of the book and the screenplay, also written by Suzanne Collins, students will study the challenges of capturing the story and translating it to film. They will study concept design, costume design, set design, cinematography, special effects, art direction, storyboarding, lighting, sound editing, music and the many other forms of visual and aural communication employed in making the movie. Their research will be displayed in a Hunger Games exhibit that helps people understand how films are made.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	Stories can be told with words, images, sounds and movement. Images, objects, spaces and experiences can be designed to enhance understanding and enjoyment.	**Enduring Understandings:** Words, sounds, movement and images enhance our understanding and enjoyment of stories. **Essential Questions:** What aspects of textual stories are difficult to show in images? What aspects of visual images are hard to convey in words?	**Formative Assessments:** Do the students understand the challenges of translating a book into a film? **Summative Assessments:** Does the exhibit the students created effectively show the range of visual skills and roles commonly used in creating movies? Does the exhibit show the connection between visuals and sound in telling a compelling story?

Unit 4: Digital Online Magazine
Time Frame: 4 weeks

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Students will integrate writing and research they are doing in English class to create an online digital magazine with layouts of text, photographs, illustrations, and graphic design. In English class they will be writing the articles, doing interviews, proofreading and editing text that, in this course, they will compile and design in a clear and compelling online magazine. Students will learn areas of digital publishing from typography to photography. This will be an interactive magazine with videos, animations, sound and music.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	Visual communication and design improve understanding across cultures and time. Communication and understanding are enhanced by effective use of words, numbers, sounds, movement, images, objects, spaces and experiences.	**Enduring Understandings:** Important information and ideas can be communicated more clearly and effectively through good design and visual communication. **Essential Questions:** How can text be laid out to communicate information more clearly? How can images make information more accessible, clear and compelling to readers? How do digital technologies make it possible to make publications more interactive?	**Formative Assessments:** Are the students working collaboratively and effectively to produce the digital magazine? **Summative Assessments:** Does the digital magazine communicate ideas and information in a clear and compelling manner? Are the stories and designs of general interest to viewers outside the school?

Unit 5: Experience Design
Time Frame: 3 weeks

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Students will create a visual experience with words, numbers, images, objects, spaces, sounds and movement for a school-wide open house that demonstrates *"Education Beyond Imagination".* The school will exemplify an environment for learning that uses principles of interactive design to show the public what students know and are able to do at Delaware Design-Lab High School. Drawing upon interactive experience designs from exemplars such as Disney World, Cirque du Soleil, and Broadway's "The Lion King", students will demonstrate the innovative design skills and vision of the future that motivate them to perform at a high-level and create an experience that visitors will never forget.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	Show me, don't tell me! Visual communication is compelling, understandable, evocative and educational.	**Enduring Understandings:** We can create visual experiences that are inspiring and unforgettable. **Essential Questions:** • Are words alone sufficient for communication? How can we use scale effectively to make others see something in a different way? How can we modulate light to create visual effects? How can we create movement that enhances our experience? How can we use sounds effectively to communicate and enhance understanding? How can we use images, objects, words and numbers to communicate complex images in a clear and compelling manner?	**Formative Assessments:** Are the students inspired and motivated by their ideas? **Summative Assessments:** Presentation/Exhibit: Did the students create a dynamic interactive environment? Are the viewers and participants left touched, moved and inspired?

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Curriculum Scope and Sequence

Delaware Design-Lab High School **Grade 9** **Civics & Regional Planning**

This year-long course is designed to include a semester of Civics and a semester of Regional Planning (Geography). The intention is to combine the courses and overlap the lessons in each course rather than teach them as discrete courses. The course presented here is in development and, before it is taught in 2014, will be influenced by joint work being done over the next year by the Delaware Department of Education, the Delaware Geography Alliance, the Delaware Social Studies Consortium and Delaware Design-Lab High School.

Unit 1: Responsibilities of Citizenship
Time Frame: 3 weeks

Instruction in this benchmark emphasizes participatory responsibilities. Students will understand why citizens need to inform themselves on issues involving all levels of government, why they need to participate in the civic process, and why they should help uphold the laws of the land. This requires understanding the consequences of failing to fulfill these responsibilities.

American democracy imposes a cost on its citizens. For government to be effective, it must have an effective citizenry that understands what is required to maintain individual freedoms and liberties. Citizens have responsibilities that, if met, ensure the health of American democracy. Citizens should hold governmental officials accountable by:

- Voting and keeping informed;
- Contributing to the common defense through military service if necessary;
- Checking the judicial powers of government and safeguarding the rights of the accused by serving on juries;
- Contributing to public safety and order by obeying the law and reporting violations of the law; and
- Performing public service when the need arises.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	**Big Ideas** • Global citizenship • Public policy	**Unit Enduring Understandings** 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. **Unit Essential Questions**	**Formative Assessments:** Oral presentations Self-Assessment Quizzes **Summative Assessments:** Students will take the role of a filmmaker who seeks to persuade citizens to be more

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.		What are the consequences of citizens not participating in democracy? • Why is it important for citizens to become informed about candidates and stay informed after the election? • Why should citizens attempt to influence elected officials? • Why do special interest groups play an important role in American citizens influencing their elected officials? **Knowledge and Skills** **Students will know…** • Why citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels. • Why participating in the civic process is important. • Why upholding the laws of the land is important. **Students will be able to…** • Analyze a political cartoon • Adapt to varied roles and responsibilities. • Act responsibly with the interests of the larger community in mind. • Demonstrate ethical behavior in personal, workplace, and community contexts.	active and fulfill their civic responsibilities by creating a 3- to 5-minute web video. You could also convert the film into a 3- to 5-minute podcast. Since there are many steps involved with a video or podcast, students will create a storyboard of the text and visuals that will be used. The storyboards are two-dimensional outlines of the production. Storyboarding will be taught in the students' design class. Assessment criteria, rubrics, etc. are drawn from the DDOE website model unit plan: Responsibilities of Citizenship.

Unit 2: Project Citizen: Public Policy **Time Frame: 3 weeks**

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This unit, which is aligned to Civics Standard Four, requires students to demonstrate and use effective citizenship skills. The high school benchmarks require students to work with government programs and agencies, plus understand the process of working within a political party, a commission engaged in examining public policy, or a citizens' group. Project Citizen, organized by the Center for Civic Education, is an ideal format for students to explore relevant community problems and then use skills developed throughout this unit to attempt to influence future public policy and solve an identified problem.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Civics Standard 4: Students will develop and employ the civic skills necessary for effective, participatory citizenship **Civics Standard Four 9-12a:** Students will develop and employ the skills necessary to work with government programs and agencies	**Big Ideas** • Citizenship • Social decision-making • Public Policy **Geographic Principles –** Hierarchy, Complementarity, and Diffusion	**Unit Enduring Understandings** • 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. **Unit Essential Questions** • How should private citizens and interest groups most effectively communicate with government programs and agencies? ▪ How do stakeholders work with government to influence policy? ▪ How should a citizen communicate with a government agency to influence the decisions of that agency? • How should groups engaged in political activities organize to accomplish their goals? ▪ How does one get involved with a political party? ▪ How does one get heard by a commission examining public policy?	**Formative Assessments:** Sketchbook and layout/storyboard: Are the students using sketchbooks to keep notes and make sketches to help them create their preliminary layouts/storyboards. **Summative Assessments:** Students are responsible for creating a state marketing product for a national campaign to persuade other teens to participate in public policy decision-making. The marketing product may take the form of a radio announcement, a poster, a television advertisement, or other appropriate format. (If a television ad is chosen students may use a storyboard to outline the ad rather than producing an actual video.) Regardless of the format, each product should include the following: ✓ A slogan to persuade

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		▪ What is a citizens' group and how do they operate? **Knowledge and Skills** **Students will know…** • Why it is important to be an active participant in public policy decision making. • How different stakeholders work with government to influence public policy. • How a government commission examines public policy issues. • How lobbyists and citizens groups can affect public policy making efforts. **Students will be able to…** • Identify public policy issues in their community. • Implement research strategies to effectively gather information on a particular public policy issue. • Effectively communicate with government programs and agencies. • Act responsibly with the interests of the larger community in mind.	fellow teens that they should participate in public policy decision making. ✓ An explanation of public policy decisions that affect a variety of stakeholders, including U.S. teens. ✓ At least three ways that teens can participate in public policy decision making. ✓ An example of at least one effective way that teens can communicate with government programs and agencies with an explanation of why that method would be effective. An explanation of how a group can be organized to accomplish the goal of affecting public policy with supporting reasoning.

Unit 3: Regional Planning and Box City **Time Frame: 6 weeks**			
Students will use the geographic approach with its key issue of why events occur where they do to help us understand how we have organized our land and life across the earth's surface and what that organization means for our future. Knowledge and insight come from examining events in terms of where they occur. The forces composing the natural environment may constrain human behavior, but increasingly, human culture makes significant changes to the natural environment: distinctive places result from this interaction.			
Standards	**Themes/ Big Ideas/**	**Essential Questions/**	**Assessments**

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Alignment	Concepts	Learning Targets	
Geography Standard One 9-12a: Students will identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as -- Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale) -- Accessibility (how easily one place can be reached from another) -- Diffusion (how people or things move in certain directions at certain speeds) -- Complementarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances) **Geography Standard One 9-12b:** Students will apply the analysis of mapped patterns to the solution of problems. **Civics Standard 1:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy **Civics Standard Three 9-**	Regional Planners Use Geographic Skills Planners Solve Health Problems by Applying Geographic Principles	**Enduring Understandings:** Regional Planners use geographic skills and apply geographic principles to solve health problems **Essential Questions** • Who plans for land use? Why are land use plans put into place? • What geographic principles and tools are used by planners in local communities? • How is competition or interaction between places influenced by their relative location and accessibility? • How might the position of a place in a settlement hierarchy affect the life of the people in that place? • How can diffusion patterns be used to understand, manage and predict movement over time? **Content** • GIS and geographic principles as effective tools for planners • How citizens participate in regional planning **Geographic Principles** - Accessibility and Health Care **Lesson 1** *Understanding Accessibility:* *Analyzing Delaware's Emergency Services* Students consider causes, effects and possible solutions for variations in emergency response times across the state.	**Formative Assessments:** Did the students plan together and apply GIS and geographic principles in their work. **Summative Assessments:** Students will create a 10 ft. cardboard model of Wilmington and the region and explore where to place a new hospital and examine the interstate highway systems impact on the region.

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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 **Civics Standard Four 9-12a:** Students will develop and employ the skills necessary to work with government programs and agencies		**Lesson 2** *Understanding Complementarity:* *Introductory Unit from DE Health Initiative* Mapping the locations of health-related facilities reveals a pattern that applies in commercial, industrial and service facilities. Students explore the efficiencies that result from complementarity. **Lesson 3** *Understanding Hierarchy: Delaware's Next Hospital* Planners understand the effect of geographic settlement hierarchies. Students study demographic and transportation patterns and suggest the best location for a new facility. **Lesson 4** *Understanding Diffusion:* *Predicting the Spread of West Nile Fever* Diffusion is predictable. Planners may wish to slow the spread of disease, of invasive species, or of pollutants. Or they may work to speed the spread of information or innovation.	

Unit 4: Environmental Interdependence
Time Frame: 2 weeks

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As citizens and consumers in today's society, students will be called on to make countless personal and family decisions related to the environment. They will also be in the position to influence public policy and evaluate public action. Well-informed citizens need a basic working knowledge of the physical systems of our planet and how they interconnect. Environmental awareness will lead students to an appreciation of sustainability- the balance between the needs of people and the requirements of environmental systems that is likely to last. Students will appreciate that there is risk involved in upsetting the balance of earth's systems. Making decisions relative to the environment, a citizen evaluates the risk of personal danger or economic loss. Policymakers make decisions about projects and programs basing their positions on the perceptions they have developed and the input of their constituents. The transfer task at the end of this unit provides experience for students in evaluating a proposed project and in providing input to policymakers.

As a means of reviewing and summarizing basic knowledge of earth's systems, the first lesson of this unit reviews the circulation patterns or cycles of earth's atmosphere and water. These concepts were introduced at the middle school level in social studies classes and in science instruction as well. In preparation for exercises in lesson three, practice is provided in map reading and analysis. In the second lesson, students look at the effects of increased population and development in South Florida. This lesson introduces the idea that perceptions of the value and importance of natural areas has changed over time. In lesson three, students use the *Cancer and the Environment* activity from the Delaware Health Initiative to examine possible health risks from disruptions of natural systems. Cancer and the Environment models geographic methods of analysis using GIS maps built from real local data. The fourth lesson extends the examination of human assessment of environmental risk using several contexts, including development along the San Andreas Fault in California.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Geography Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment. 9-12 Benchmark: Students will understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales. **Civics Standard One 9-12a:** Students will analyze the	Environmental Systems Systems Balance Interdependence Sustainability Perception	**Enduring Understandings:** • Environmental issues influence decisions in regional planning. **Unit Enduring Understanding** The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. **Unit Essential Questions** ▪ In what ways are earth's physical systems interrelated? ▪ How can the actions of humans impact the balance of physical	**Formative Assessments:** Do the students demonstrate understanding of the eco-systems of the region? **Summative Assessments:** Two energy-related projects have been proposed for construction off the Mid-Atlantic Coast. Both require approval by state and federal agencies. • Oil companies have applied for permits for off-shore drilling, hoping to locate deposits of oil and

ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories. **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.		systems? ▪ To what extent can people predict the consequences from human alterations to the physical environment? ▪ Why might focusing on how people perceive the risks and resources of the natural environment help to explain human behavior in different parts of the world? **Knowledge and Skills** **Students will know…** Basic processes of earth's physical systems: hydrological cycles; mountain building and erosion; air circulation systems. Natural systems are sustainable and efficient when in balance. Natural systems are interdependent. Human perception of environmental conditions influences actions and decision-making. **Students will be able to…** Identify points of interdependence of physical systems. Recognize causes and consequences of alterations to physical systems. Evaluate perceptions and attitudes of people who face environmental hazards. Interpret maps and geo-graphics to gather information for analysis. Use geographic terms and methodology to evaluate environmental interdependence and stress.	natural gas. • Wind energy groups propose the construction of a "farm" of large turbines off the coast, with a connecting cable to bring the electricity they generate to the beach area. Before they vote, policymakers are asking the public to comment on these proposals. Public hearings will be held, and special websites have been set up to accept statements by individual citizens or concerned citizen groups. Only comments by individual citizens or concerned citizen groups will be accepted at this hearing. (A separate hearing will be held for members of the energy industry and their advocates.) To be accepted by the committee, your comment must be submitted in one of these forms: • Oral testimony. Your comments, limited to three minutes, may be delivered in person. A written transcript or outline of your comments must be submitted at the

			time of the testimony. Copies of charts or visuals used must be submitted at the time of testimony. Please remember to credit sources of information or visual exhibits. Web posting: A written statement of your position may be submitted. Please limit written comments to 500 words. Up to five photos or other visuals may be included. Please remember to credit sources of information or visual exhibits.

Unit 5: Places and Perceptions
Time Frame: 4 weeks

Places have been described as locations with character. Just as each person is a unique combination of physical and cultural attributes, individual talents and perceptions, so each place can be described and evaluated. On the surface, places may seem to be haphazard, but careful observation reveals that they are a result of the cultural preferences, economic activities, and technological developments that have affected the people living in that place. Geographers often attempt to describe the qualities of places in quantitative terms, basing their descriptions on available data. Yet the description and evaluation of a place remain somewhat subjective.

Successful planning must be based on an understanding of the character of the place. To meet the needs of present and future occupants, planners must take into account the quality of life for residents, the needs of businesses, and the history of the region. Achieving a balance between aesthetic and cultural preferences that make residents feel comfortable and the requirements of infrastructure to support new modes of transit, new communications technology, and expanding populations is a challenge more easily met with geographic knowledge, skills and perspectives.

In this unit students will first explore the geographer's method of describing and evaluating places. In lesson one, students identify criteria that might be used to judge if a place is "healthy". They then identify types of datasets that are appropriate measures of a criterion. Using GIS-generated maps, they compare counties in the region in order to select a healthy county, and even a healthy town within that county. In the second lesson, students explore the reasons for uneven distribution of wealth and land value. The basic factors that determine the optimum

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location for a manufacturing business, a farm, or a retail establishment are outlined and applied to local enterprises. Lesson three look at the organization of towns and cities. Students will compare street patterns and use of space in cultural regions around the world and in the US, looking at the influences of ideas from other parts of the world on the local landscape. In lesson four, students look at American cities as they have changed over time, adapting to new residents and new technologies, especially the automobile. This lesson will look at the problem of urban sprawl.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Geography Standard 3: Students will develop an understanding of the diversity of human culture and the unique nature of places Benchmark: Students should understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world. **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. **Civics Standard 2:** Students will understand the principles and ideals underlying the American political system **Civics Standards 3:**	Places are evaluated objectively and subjectively. Economic activities are more successful when strategically located. Culture influences how people use space. Places change over time.	**Unit Enduring Understanding(s)** • Places are unique associations of natural environments and human cultural modifications. • Concepts of *site* and *situation* can explain the uniqueness of places. As site or situation change, so also does the character of a place • Location of economic activities relative to resources and markets influences use of space and land values. • The style of building and arrangement of space within human settlements reflect the preferences and perceptions of the inhabitants. **Unit Essential Questions(s)** ▪ How can site and situation factors be evaluated? ▪ How does culture influence the character of places? ▪ How does location influence economic activity? ▪ How do places change with time? **Knowledge and Skills** **Students will know…** Site characteristics (topography, climate, natural resources, vegetation, population,	**Formative Assessments:** Are the students in contact with others to gain feedback on their work? **Summative Assessments:** The Planning Board will be meeting next week. To prepare for that meeting, you will design a list of 10-15 geographic questions you want the consultant to answer in the next few months. The consultant will need to gather information about the perceptions of residents about their town, and how others evaluate the town. Information must be gathered about the town as it is today and also options for the future. For each question, you should provide at least one suggested resource (for example, a government agency, specific website, or published report) or source for the information (for example, an interview with an

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 **Civics Standard Four 9-12a:** Students will develop and employ the skills necessary to work with government programs and agencies		workforce skills and education, infrastructure) Situation characteristics (travel time to other settlements, trade links or barriers, distance to market, communication links) Methods of evaluating places based on data. Factors influencing the location of economic activity, land use and real estate values. Some basic patterns of landuse and settlement patterns (streets grids, open space, etc.) **Students will be able to…** o Differentiate between site characteristics and situation characteristics for a given place. o Suggest and/or select appropriate indicators for use in comparison of places. o Suggest appropriate sources of data for use in geographic analysis. o Recognize that criteria for evaluation of a place are determined by preferences and perceptions of the evaluator. o Identify economic, technological, and cultural factors that may affect the development of a place.	individual, observation, survey results). You may organize your questions by making a chart or a list. Assessment criteria, rubrics, etc. are drawn from the DDOE website model unit plan

Unit 6: Regions for High School
Time Frame: 2 weeks

This unit will serve as a vehicle for teaching Geography Standard 4- Regions for grades 9-12. It is intended to stand alone, but is also incorporated into the Delaware Recommended Curriculum Regional Planning Course. An optional culminating activity for the Regional Planning course is included in this unit plan as an extension of the performance task. The unit consists of three lessons: Lesson One: Defining Spaces will clarify definitions of types of regions and explore practical applications of regions as models that help us understand the world better. This

lesson will review the advantages and disadvantages of natural or physical boundaries, surveyed boundaries, and also methods of statistically dividing space. Lesson Two: Infant Mortality is from the Delaware Health Initiative CD. This lesson gives students practice in boundary setting in the context of providing access to health care. Lesson Three: Planning in Your Own Backyard encourages students to examine and evaluate plans in place right now in the areas where they live or attend school.

Geography standard four at the high school level calls for an understanding of how to use regional analysis. The key to such analysis requires identifying the boundaries of regions, for without boundaries a region cannot exist. Formal regions require precise boundaries and many political units are formal regions. Students should recognize the ways that formal regional boundaries have been drawn, and the advantages and disadvantages of each. For instance, the use of physical features such as rivers or the crests of mountains raises a number of issues. Where does the boundary go between the peaks of a mountain range? Should the boundary use the center of a river and, if so, what happens when the river changes its course? The use of human features can have similar consequences. Many boundaries have followed survey lines such as compass headings or lines of latitude or longitude. While they have the value of precision, they often ignore and cut across the much more complex boundaries of human culture, as in much of Africa.

Within the boundaries of formal regions, characteristics or conditions are uniformly distributed. For example, all businesses and individuals within the boundaries of the United States, whether they are near the capital or far from it, are subject to the same laws, pay the same federal taxes, and enjoy the same protections of civil liberties. Planners must be aware of and accommodate the requirements, codes, restrictions, goals and incentives that apply in formal political jurisdictions within their region.

Functional regions pose equal difficulties. Where a region's influence declines over a zone, placing the boundary is often arbitrary: at what point is the region's influence sufficiently diminished? Students need to recognize the value of simple statistical techniques to solve this problem, such as the use of Theissen polygons that place a boundary at the mid-point between two regional centers. Such solutions are often used to equitably distribute needed facilities within a region. In this unit the functional metropolitan region and its sub-regions (for example, shopping centers, industrial areas, and residential neighborhoods) will be examined through the planners lens.

A second aspect of the standard calls for students to understand how to use regions in solving societal problems. For instance, the location of hospitals relative to the population served often results in some people having better access to services than others. Determining the regional service boundaries of hospitals in the state demonstrates that fact and can point to areas where the population is poorly served.

A final aspect of the standard calls for students to recognize that regions and their boundaries are not always permanent, since the conditions that created them may have changed over time. For instance, the regional boundaries of Native American tribes prior to European settlement were severely disrupted or obliterated after many Native American groups were forcibly moved from their original lands. On the other hand, in Northern Canada, assertion of Native American rights has produced a new set of regional self-governing territories, such as Nunavut. Similarly, the European Union is actively seeking to create a single region out of what were once 25 independent states. Planners know that the use of trolleys, trains and motor vehicles in commuting to work has resulted in an expansion of the city's influence far beyond its formal "city limits", often leading to annexation and wholesale incorporation of suburbs into the city itself.

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Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Geography Standard 4: Students will develop an understanding of the character and use of regions and the connections between and among them. Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity. **Civics Standard 1:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy **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. **Civics Standard 2:** Students will understand the principles and ideals underlying the American political system **Civics Standard Two 9-12a:** Students will examine and	**Big Idea(s)** ▪ Regional analysis ▪ Types of boundaries; methods of determining borders ▪ Regionalization can solve problems	**Unit Enduring Understanding(s)** • A region is a concept rather than a real object on the ground, used to simplify the diversity of places. • Planners solve problems by allocating space and managing movement between regions. • There are advantages and disadvantages associated with any real or abstract feature used to draw a boundary **Unit Essential Questions(s)** • How might regional analysis help to solve societal problems? • To what extent are regional boundaries permanent? What might cause them to change over time? **Knowledge and Skills** **Students will know…** Formal, physical and functional regions Advantages and disadvantages of various types of borders and boundaries Methods of drawing limits of regions Factors that can influence the effectiveness of boundaries. **Students will be able to…** Regionalize based on available data Identify reasons why existing boundaries may either contribute to or ease tensions for people in the area.	**Formative Assessments:** Are the students in contact with others to gain feedback on their work? **Summative Assessments:** You have been invited to represent a group of citizens who share your views in a regional planning session sponsored by the local planning council. [The actual area to be used as a basis is to be selected by the teacher] Your input will be incorporated into the 5-year comprehensive land use plan. In preparation for your participation in the planning meeting, you must research the present needs and concerns of your interest group. Each participant has been asked to put together a "one pager" fact sheet portraying the viewpoint of your group relative to land use. These summaries will become part of the public record of the planning process and will be available to other participants in the process.

analyze the extra-Constitutional role that political parties play in American politics. **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 **Civics Standard Four 9-12a:** Students will develop and employ the skills necessary to work with government programs and agencies			

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Curriculum Scope and Sequence

Delaware Design-Lab High School **Grade 10, 11, 12** **U.S. History**

Unit 1: **Interpreting the Progressive Movement in American History** **Time Frame:** **1 week**			
Students will attempt to develop their own conclusions about the Progressive Movement in American History. In order to achieve this, students will first participate in a mini- introductory lesson designed to get students thinking about how different sources often lead to different conclusions about a historical event. For a larger extension activity, students examine historical accounts written by historians about the Progressive Movement. Students will use these resources to discover how different sources come to very different conclusions about the same event. Students will participate in a jigsaw activity to share their findings and analysis, and then participate in a mini-panel discussion in order to promote their assigned historian's interpretation. Finally, students prepare their own conclusions about the progressive movement where they directly support their own conclusion using the readings.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
History Standard 3: 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.	Perspectives, beliefs and points of view effect historian's interpretation of events. Historical narratives should be based and judged on evidence.	**Enduring Understandings:** Historic accounts are someone's interpretation and are open to examination based on evidence. **Essential Questions:** How might ones' choice of sources explain different historical interpretations? Why might the two historians arrive at different conclusions about industrialization in the late 19th and early 20th century? **Goals** Students will be able to: • analyze historical documents • defend a position and support it with relevant historical information • argue a position and defend it with supporting information • interpret scholarly articles to discover	**Formative Assessments:** Think-Pair-Share Activity **Summative Assessments:** Student demonstrates understanding of how to interpret the historian's articles, as well as keep a record of the other readings during the roundtable discussion. Student-created interpretation of the Progressive Era Assessment Questions

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		how choice in sources leads to different • conclusions about the Progressive Movement • analyze and interpret the factors that authors consider when creating a historical • conclusion • examine why historians come to different conclusions about a historical event	

Unit 2: Chronology
Time Frame: 1 week

The study of history is grounded in chronology. Historians rely on chronology to arrange events and ideas in history and to analyze and to explain change or lack of change over space and time. **Chronology** is the main way historians arrange events and trends in history to see patterns of continuity and change in history. Historical events happen at a specific time and location, and reflect the history, culture[i], and geography of the time and place in which they occur. Students must recognize the application of time to prediction, cause and effect, change, and drawing inferences.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments

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History Standard One 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**.**	The study of history is grounded in chronology Historians create a chronology, a logical sequence, out of chaos. Judgments by definition are imperfect	**Enduring Understandings:** • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources that are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. **Essential Questions:** • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • When is it possible to link events in a cause-and-effect relationship?	**Formative Assessments:** Do the students look for evidence to support claims? **Summative Assessments:** Challenge students to put a collection of sentences and paragraphs in logical order. Dates help in doing this, but many times the pictures or documents or artifacts are undated. What do we put into our chronology and what do we leave out? Both questions are part of the judgments a historian makes while researching a topic,. .

Unit 3: Analysis
Time Frame: 1 week

The study of history depends upon evidence. In our daily lives, we all too often hear comments based solely upon opinion. Effective history writing rests securely upon a base of factual information and artifacts that another researcher may re-examine. That is why a historian must prove, with footnotes, endnotes, or other forms of documentation, where the information that is the basis for the historical conclusions can be found. Students will apply analysis in their daily life as a citizen by critically examining the documentary evidence put forth to support a point of view or assertion. In addition, a citizen needs to ask questions of the person who

advocates a particular position.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
History Standard 2: Students will gather, examine, and analyze historical data [Analysis]. History Standard Two 9-12a: Students will develop and implement effective research strategies for investigating a given historical topic. History Standard Two 9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.	Historians gather, examine, and analyze historical data. Historical conclusions must be supported by evidence.	**Enduring Understandings:** • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. **Essential Questions:** • What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter?	**Formative Assessments:** Are the students working **Summative Assessments:** Students apply analysis in their daily adult life as a citizen by critically examining the documentary evidence put forth to support a point of view or assertion. In addition, a citizen needs to ask questions of the person who advocates a particular position. Where did they get their information? What factors influenced their point of view? How much is based on facts and how much is based upon interpretation? An understanding of the role of documentary support behind an assertion is essential for future citizenship.

Unit 4: Interpretation
Time Frame: 1 week

Someone once said that any relationship is really five relationships. There is how you look at it, how I look at it, how I think you look at it, how you think I look at it, and then how it really is. What lies behind differing interpretations is complicated. Historical accounts of the same event may differ because of research design decisions made by a historian and because of a historian's personal background. Students are

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expected to differentiate between two interpretations and to come to some conclusion as to why they differ.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
History Standard 3: Students will interpret historical data [Interpretation]. **History Standard 3:** 9-12a: Students will compare competing historical narratives, by contrasting different historian's 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.	Historical accounts of the same event may differ because of research design decisions made by a historian and because of a historian's personal background. The design of historical research influences the conclusion. The personal background, experiences, bias, and outlook of the historian impact the research strategy.	**Enduring Understandings:** • What a historian writes depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. • History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. **Essential Questions:** • How does the way research is conducted influence a historian's interpretation? To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an	**Formative Assessments:** Do students look for evidence to support claims? **Summative Assessments:** Do students ask questions like: Where is this historian coming from? What are the historian's nationality, race, gender, age, and personal background? Could any of these factors have played a role influencing that historian's conclusions or the questions that guided that historian's research strategy? South writing about the role of women in the civil rights movement?

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		investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?	

Unit 5: Historical Knowledge **Time Frame: 8 weeks**			
Students should know chronology in broad outlines and enough trends in history that they have a reservoir of information they can use to provide factual support and examples in their short, written responses. Students should have an understanding of trends and patterns in order to use that understanding as evidence when drawing conclusions or making inferences. For example, a student responding to a historian's writing published in the 1950s should be aware that the 1950s came after the Second World War or during the Cold War or during the beginning of a Civil Rights movement. History is about knowing themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student. Look for relevant and important contemporary issues and resources that go beyond the scope and sequence contained in a textbook. Students will select historical topics that are transferable, relevant, integrated, contemporary, and important. Students should study what resonates throughout history and prepares them for decisions they will face as adult citizens.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**

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History Standard 4: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].	Having a reservoir of historical knowledge helps people be better citizens.	**Enduring Understandings:** Knowing the general chronology of U.S. History helps people understand factors that shaped our country. **Essential Questions:** What are some key factors about U.S. History from 1850 to the present? What order did these events happen? How does having a basic chronology help one learn knew information more easily?	**Formative Assessments:** Have students selected a period of U.S. History that interests them? Are they researching the topic? **Summative Assessments:** Students will write and present information about a topic in U.S. History from 1850 to the present that is of interest to them. Do they know how and when their topic fits in with all the other topics?

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Curriculum Scope and Sequence

Delaware Design-Lab High School **Grade 10** **Economics & Personal Finance**

Unit 1: **Dynamic Markets: How Prices and Quantities Are Determined** **Time Frame:** **1 Class**			
Students will apply demand and supply analysis to news headlines. By analyzing the headline through graphing the shift and discussing the determinants that change demand and supply, students will understand the impact on prices and amounts exchanged in the market for specific goods. Individuals, as well as families, communities, and societies as a whole, must make choices in their activities and consumption of goods and services because the resources available to satisfy wants are limited. The availability of these resources in a market economy is dependent on changes in technology, costs, demand, and government intervention. Making effective personal economic choices requires a comparison of the cost of a given resource with the benefits gained by its acquisition.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
Economics Standard 1: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics]. **9-12a:** Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.	Supply and Demand Impacts Prices Markets Effect Each Other	**Enduring Understandings:** Supply and demand impact the prices for specific goods **Essential Questions:** Why do prices change? **Learning Target:** Students will demonstrate how markets for various goods and services influence each other and the production and distribution of goods and services. **Objectives:** Students will be able to: • Analyze changes in supply and demand graphs. • Explain the effect changes in supply and demand have on market price. • Understand a change in one market can have an effect on another market.	**Formative Assessments:** Discussion **Summative Assessments:** Test Students are able to: • Analyze changes in supply and demand graphs. • Explain the effect changes in supply and demand have on market price. • Understand a change in one market can have an effect on another market.

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Unit 2: What Happens When Government Controls Prices?
Time Frame: 1 Class

This lesson looks at the effects of price floors and price ceilings. Students will see that there are winners and losers when floors and ceilings are imposed. Students will be given scenarios and asked to evaluate whether they are price floors or price ceilings and who benefits and who loses in each scenario. Market economies are dependent on the creation and use of money to facilitate exchange. Such economies are therefore tied to the role of banks and financial institutions, the causes and effects of inflation, unemployment, and business cycles. Government actions such as taxation, spending, regulation, and fiscal policy also influence the operation of market economies. Understanding the interaction of these factors is essential to comprehending the function of market economies as a whole.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Economics Standard 2: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics]. **9-12a:** Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.	The Government plays a role in economic markets. The Government can control prices of goods and services. Governments have a variety of tools and methods to control the economy.	**Enduring Understandings:** Government actions influence economic markets. **Essential Questions:** Why might the government set price controls on specific goods or services? **Learning Target:** Students will be able to demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services. **Objectives:** • Students will be able to analyze price floors. • Students will be able to analyze price ceilings. • Students can explain the effects of a price floor using a cost benefit analysis. • Students can explain the effects of a price ceiling using a cost benefit analysis.	**Formative Assessments:** Discussion **Summative Assessments:** Test • Are students able to analyze price floors? • Are students able to analyze price ceilings? • Can students explain the effects of a price floor using a cost benefit analysis? • Can students explain the effects of a price ceiling using a cost benefit analysis? .

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Unit 3: Types of Economies
Time Frame: 1 class

Methods of production, distribution, and exchange vary in different economic systems; alternative economic systems will have advantages and disadvantages when compared to each other. Economic systems may change over time, and in the modern world it is important to understand the process of change, especially when non-market economies are in transition to market economies. Such transitions present both opportunities and challenges for American citizens. Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Economics Standard 3: Students will understand different types of economic systems and how they change [Economic systems]. **9-12a:** Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.	Different economic systems have advantages and disadvantages. Economic systems change over time.	**Enduring Understandings:** Market economies in many countries are contrasted by command economies in other countries. **Essential Questions:** What are the advantages and weaknesses of market economies? What are the advantages and weaknesses of non-market or command economies?	**Formative Assessments:** Discussion **Summative Assessments:** Can students list advantages and disadvantages of market economies? Can students distinguish advantages and disadvantages of non-market economies?

Unit 4: International Trade
Time Frame: 1 Class

Nations with different economic systems often specialize and become interdependent as a result of international trade. This trade is affected by national efforts to encourage or discourage the exchange of commodities, exchange rates, and the flow of international investment. As markets

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extend beyond political borders, it is essential for American citizens to develop an understanding of international trade in order to make effective choices in allocating their own resources. In this lesson, students will examine the patterns and results of international trade on our national economy.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Economics Standard 4: Students will examine the patterns and results of international trade [International trade]. **9-12a:** Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.	National economies are impacted by international trade. Controlling distribution of goods and services encourages or discourages international trade.	**Enduring Understandings:** Economies of nations are interdependent because of international trade. **Essential Questions:** How does international trade help or hinder our economy? What are some of the patterns of international trade?	**Formative Assessments:** Discussion **Summative Assessments:** Written, oral and visual presentation: What are the patterns and results of international trade on our national economy? Site references and data to back up your statements.

Unit 5: The Economic Summit
Time Frame: 4 weeks

Students will work in teams to develop proposals for a World Trade agreement to seek solutions to the problem of global economic decline. They will present their proposals to the other groups and will together try to draft an economic policy that works for all. Nations with different economic systems often specialize and become interdependent. Trade is affected by national efforts to encourage or discourage the exchange of commodities, exchange rates, and the flow of international investment. As markets extend beyond political borders, it is essential for global citizens to develop an understanding of international trade in order to make effective choices in allocating their own resources. In this lesson, students will examine the patterns and results of international trade on the world economy.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments

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Economics Standard 2: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics]. **9-12a:** Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.	The economies of nations today are interdependent. It is important to the global economy that all nations be economically healthy. Economic tensions are often the cause of wars.	**Enduring Understandings:** One nation's economic health is jeopardized by a failure of a neighbor's economy. **Essential Questions:** •Why is it in the best interest of one nation to help another in an economic struggle? How does the global economy function as a whole? What are some of the causes and effects of inflation, unemployment, business cycles and fiscal policies?	**Formative Assessments:** Do the students work collaboratively within and among their teams? **Summative Assessments:** Students will conduct a multi-day Economic Summit in which each team will present their proposals and the group as a whole will draft a global economic policy that meets the needs and expectations of all the teams. They will produce a joint document that is agreed upon and signed by all participants.

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Curriculum Scope and Sequence

Delaware Design-Lab High School **Any Grade** **Health**

Unit 1: Communicating Through Feelings **Time Frame:** 2 weeks			
Students will explore the relationships between their feelings and behaviors and the extent of internal and external influences on their feelings and behaviors. The key skills in this unit include: identifying feelings, communicating feelings, empathy, acting on feelings, resisting pressure, and resolving conflicts.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to access information, products and services to enhance health. **Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	**Big Idea:** Health is Personal Power Mental Health Tobacco, Alcohol and Drugs Family Life & Sexuality Personal Health & Wellness Community & Environmental Health Injury Prevention & Safety Nutrition & Physical Activity	**Students will know…** • Levels of communication • Ways to use communication to foster healthy relationships • How listening skills foster relationships • Common reasons for conflict • Meaning of negotiation and compromise **Students will be able to…** • Demonstrate the use of messages to express thoughts and feelings • Use communication skills to foster healthy relationships • Demonstrate listening skills • Demonstrate conflict resolution skills • Demonstrate an effective apology **Enduring Understandings:** Health is important and personal actions will impact self and other in many ways.	**Formative Assessments:** Performance Assessment(s) Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations). Students work with a partner to complete a script on feelings (Lesson One – Scripted Feelings, MH, HS, www.healthteacher.com). Students will be able to list and discuss four ways to improve self-esteem (Lesson Two). Students will write a paragraph about listening skills in relationships (Lesson Three).

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Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6.** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management) **Standard 8.** Students will demonstrate the ability to advocate for personal, family and community health.		What we say and how we say it will affect our relationships with others. Internal and external factors influence personal and community health. Choosing health resources requires critical evaluation and analysis. Refusal, negotiation, and collaboration skills will enhance the health of self and others. There are barriers that can hinder healthy decision-making. Several factors influence the formation, achievement and evaluation of a long-term personal health plan. People have the power to create change. **Essential Questions:** • What is health? What prevents people from practicing healthy behaviors What motivates people to practice healthy behaviors?	• Students will produce brief role-plays to demonstrate listening skills (Lesson Three). • Students will complete a worksheet on media messages and modeling of passive, assertive, and aggressive behavior (found in Managing Stressful Feelings, Lesson Four – Media Reactions, MH, HS, www.healthteacher.com). • Small groups will role-play forming and making apologies (Lesson Five). **Summative Assessments:** **Performance Task** Student work shows a sophisticated, comprehensive, and plausible plan for dealing with stress in a relationship. Plan includes the cause of stress in relationships and advocates for the need to deal with stress. The student shows a mature level of the need to understand other points of view and the importance of negotiating stressful relationships.

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Unit 2: Fact or Fiction: Alcohol & Tobacco
Time Frame: 2 weeks

Students will learn the skill of examining the effects of alcohol and tobacco use on the body. Students will study and assess appropriate prevention, intervention, and treatment resources in relation to individual, family, school, and community needs. Students will become familiar with strategies used to prevent alcohol and tobacco use. This unit on alcohol and tobacco addiction combines understanding of health knowledge that is essential to learning with the application of that knowledge through skill development in order to be effective.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to access information, products and services to enhance health. **Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5.** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6.** Students will	Tobacco, Alcohol and Drugs Family Life & Sexuality Personal Health & Wellness Mental Health Community & Environmental Health Injury Prevention & Safety Nutrition & Physical Activity	**Students will know…** • Using alcohol or tobacco will have consequences for themselves and others. • The legal consequences of alcohol and tobacco use. **Students will be able to…** • Demonstrate resistance, refusal, negotiation, and collaboration skills and conflict resolution strategies to enhance health. • Locate and utilize resources from home, school, and community that provide valid information concerning alcohol and tobacco use. • Access local cessation programs. **Unit Enduring Understanding** ▪ Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas and/or Content Standards and that are transferable to new situations.	**Formative Assessments:** • True/false questionnaire to uncover prior knowledge of alcohol, tobacco, and other drugs • Student Resource Activator Sheet • Student chart of Alcohol and Tobacco Facts • Consequences of Tobacco Use Scenarios • Analyzing an Alcohol Ad Worksheet • Impact of Tobacco Addiction Student Resource Activator Sheet (Lesson 3/Appendix F) • Student Resource Reading and Processing Sheet **Summative Assessments:** Student's PowerPoint presentation demonstrates an in-depth understanding of the

demonstrate the ability to use goal-setting skills to enhance health. **Standard 7.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management) **Standard 8.** Students will demonstrate the ability to advocate for personal, family and community health.		• Avoiding alcohol and tobacco is achieved through the understanding and application of resistance skills. **Unit Essential Questions(s)** ▪ Open-ended questions designed to guide student inquiry and learning. • How do personal goals, knowledge and values influence alcohol & tobacco use? Health is important and personal actions will impact self and other in many ways. Internal and external factors influence personal and community health. Choosing health resources requires critical evaluation and analysis. Refusal, negotiation, and collaboration skills will enhance the health of self and others. There are barriers that can hinder healthy decision-making. Several factors influence the formation, achievement and evaluation of a long-term personal health plan. People have the power to create change. **Essential Questions:** • What is health? What prevents people from practicing healthy behaviors What motivates people to practice healthy behaviors?	programs that currently exist and what is needed for support. Student's work grasps the benefits of alcohol and tobacco awareness programs that will promote positive alternatives. This presentation identifies benefits and notes specific strategies that may impact community-planning efforts.

Unit 3: Fit for Life **Time Frame: 2 weeks**
Physical activity and good nutrition provide health benefits that last a lifetime. In this unit, students will identify the benefits of regular and

consistent physical activity. They will examine the nutritional value of food groups and describe how dietary guidelines are used to analyze nutritional components of food. Finally, they will investigate how physical activity and good nutrition impact predispositions, family traits, and body types.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to access information, products and services to enhance health. **Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5.** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6.** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7.** Students will demonstrate the ability to practice health-enhancing	Personal Health & Wellness Nutrition & Physical Activity Family Life & Sexuality Mental Health Community & Environmental Health Injury Prevention & Safety	**Unit Enduring Understanding** Personal nutrition and physical activity are essential to lifelong wellness. **Unit Essential Questions** • Why have a life plan for fitness? • What influences fitness? • What does it mean to be well? • Health is important and personal actions will impact self and other in many ways. **Students will know…** • Their personal and family medical history—cholesterol levels, diabetes, weight issues, and blood pressure. • The important physical activity criteria of frequency, intensity, and time. • Important lifetime weight management skills. • Causes and characteristics of diabetes. **Students will be able to…** • Develop a personal nutrition and physical activity plan that is essential to lifelong wellness. • Develop a nutrition and physical activity plan that will reduce the risk of diabetes/high blood pressure. **Essential Questions:**	**Formative Assessments:** • Student Resource Activity sheet • True/false questionnaire • Chart describing planning a personal action plan **Summative Assessments:** Student is able to design and defend an action plan that demonstrates an in-depth understanding of personal nutrition and physical activity. Student's plan grasps a complete and thorough understanding of reducing the risks of diabetes and cites strategies for supporting a healthy life plan. This plan allows for change in the future and notes specific challenges that may impact this plan.

behaviors and avoid or reduce health risks. (self-management) **Standard 8.** Students will demonstrate the ability to advocate for personal, family and community health.		• What is health? What prevents people from practicing healthy behaviors What motivates people to practice healthy behaviors?	

Unit 4:	**Healthy Eating for Life**
Time Frame:	**2 weeks**

Students will learn to assess the nutritional value of food and learn to plan a healthy diet for themselves and for someone with special dietary needs. This unit will provide a framework of knowledge that the student can use to choose a healthy diet that they can realistically follow. Students will examine the influences of unhealthy eating and eating disorders, habit, culture, media, and environment on food choices and define ways to encourage healthy eating and weight management for a lifetime.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to access information, products and services to enhance health.	Nutrition & Physical Activity Personal Health & Wellness Mental Health Community & Environmental Health Tobacco, Alcohol and Drugs Injury Prevention & Safety Family Life & Sexuality	**Unit Enduring Understandings** • Health enhances life. • Personal actions impact self and others. • There are barriers that can hinder healthy decision-making. • Several factors influence the formation, achievement, and evaluation of a long-term personal health plan. **Unit Essential Questions(s)** • What is healthy eating? Does it matter? • How can a healthy diet for one person be unhealthy for another?	**Formative Assessments:** Are the students looking at Spanish language television shows to develop their language skills and compare the visual cultures with their own designs? **Summative Assessments:** Student is able to design an insightful mature plan that meets USDA guidelines and shows an understanding of nutritional value and taste appeal. Student's plan demonstrates a complete and

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Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5.** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6.** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management) **Standard 8.** Students will demonstrate the ability to advocate for personal, family and community health.		• What prevents people from healthy eating? **Students will know…** • The nutritional value of a wide variety of foods. • The effects of environment, habit, culture, and media on food choices. **Students will be able to…** • Use a framework of knowledge to create a healthy eating plan for themselves and another person. • Define ways to encourage healthy eating and weight management for a lifetime. • Examine current eating choices. • Explore healthy eating options. • Present and share information with classmates. • Maintain a reflective journal. **Enduring Understandings:** Health is important and personal actions will impact self and other in many ways. Internal and external factors influence personal and community health. Choosing health resources requires critical evaluation and analysis. Refusal, negotiation, and collaboration skills will enhance the health of self and others. There are barriers that can hinder healthy decision-making.	thorough understanding of personal dietary needs and cites strategies for supporting a healthy diet. The plan allows for change in the future and gives specific examples of realistic strategies for dealing with change.

		Several factors influence the formation, achievement and evaluation of a long-term personal health plan. People have the power to create change. **Essential Questions:** • What is health? What prevents people from practicing healthy behaviors What motivates people to practice healthy behaviors?	

Unit 5: Healthy Relationships
Time Frame: 3 weeks

This unit is designed for primary prevention against interpersonal violence. The unit advocates gender respect, effective communication, and advocacy. Media influence on cultural values and social norms is explored. Students will be encouraged to define knowledge, attitudes, beliefs, and behaviors that support and promote healthy relationships, and to practice setting boundaries that show respect for themselves and others. Finally, students will experience the role of the courageous bystander who attempts to advocate for a respectful environment where healthy relationships are the norm.

This unit is based on the DELTA Developing Healthy Relationships Curriculum (DHRC) of the Delaware Coalition Against Domestic Violence with consultation by Noel Duckworth.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and	Health is Personal Power Personal Health & Wellness Mental Health Community & Environmental Health	**Unit Enduring Understanding(s)** ▪ Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations. • Decisions and choices that we make	**Formative Assessments:** Five-paragraph essay deconstructing a media message. Compare/contrast statement on abuse vs. equal power in a relationship. Reflection on how

other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to access information, products and services to enhance health. **Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5.** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6.** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management) **Standard 8.** Students will demonstrate the ability to advocate for personal, family and community health.		about our behaviors directly influence our health and the health of others. • If we understand that respect for ourselves and others is a personal responsibility, we can learn to make better decisions and choices. • We must choose not to support abusive or disrespectful behaviors. **Essential Questions** • What is Health? • What prevents people from practicing healthy behavior? **Unit Essential Question(s)** ▪ Open-ended questions designed to guide student inquiry and learning. • How do I recognize and practice healthy relationships? • How do my decisions and choices influence my relationships and those of others? **Knowledge and Skills** **Students will know…** • Respectful vs. disrespectful behaviors • Gender stereotypes lead to discrimination • Communication styles and types • Behaviors based on power and based on equality • The benefits of setting limits • The influences of media and peer pressure on relationships • The qualities of healthy relationships • Clear and unclear boundaries	communication style can affect a given situation. Reflection about a hurtful/disrespectful comment and the feelings evoked. **Summative Assessments:** You are the sophomore class president in a high school where abusive behavior has been tolerated or ignored. You know it is time to become a courageous bystander! Knowing that you will want support, you ask your fellow officers and the presidents of the other classes if they will join with you in your prevention work. Together, you decide to begin a marketing campaign that will grab the attention of all the students. You are the creator and implementer of the plan. You will identify several strategies that may be part of the solution to the blatant disrespect you see every day at school. Suggestions for your marketing campaign might be a public service announcement for the local TV or radio station, a video for the school website, a PowerPoint presentation with voice over for the student council, bumper stickers for student and teacher vehicles,

		• Sex vs. gender • Respect for self and others • The relationship between disrespect and violence • The definition of a courageous bystander • Everyone can make a difference **Students will be able to…** • Demonstrate effective message tactics and strategies • Recognize how gender stereotypes are limiting and/or disrespectful • Set and respect boundaries of self and others • Choose how they will be treated and how they will treat others • Critically analyze media messages • Recognize a cycle of abuse • Identify resources to help with abusive relationships • Practice how to communicate and set boundaries for a healthy relationship • Resist and challenge unhealthy cultural norms	an open letter to the school board or the PTA, a petition for students to sign, a role-play for the next assembly, and a poster campaign. You are not limited to these choices. You are invited to be creative and to choose the medium for your advocacy and communication skills to be showcased and your understanding of the issues to be obvious. There will be a gallery walk for presentations to be shared with classmates. Then the teacher is encouraged to submit the presentations to www.safeandrespectful.org (see connections to other areas). The student work shows excellent advocacy and communication skills, identifies the audience, and uses original and creative style to demonstrate understanding of at least one of the following t opics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.

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Unit 6: Should I Take a Chance?
Time Frame: 2 weeks

Students will explore the concepts and skills necessary for a healthy lifestyle without substance addictions or pathological gambling. Functional knowledge of addiction will be developed in a skill-based context. Family and community resources will be emphasized as students practice the skills of analyzing influences, accessing accurate information and services, interpersonal communication, and advocacy concerning substance addictions and pathological gambling. Although there are many addictions, this unit features addictions to alcohol, tobacco, marijuana, and pathological gambling. The teacher is encouraged to expand the unit to include other addictions if time permits.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to access information, products and services to enhance health. **Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5.** Students will demonstrate the ability to use decision-making skills to enhance health.	Tobacco, Alcohol and Drugs Personal Health & Wellness Mental Health Injury Prevention & Safety Nutrition & Physical Activity Family Life & Sexuality Community & Environmental Health	**Unit Enduring Understanding(s)** • Addiction changes the brain. • For some, substance use and gambling are a choice; for others, they are not. • Advocacy strategies are important to self-management and the avoidance of use or misuse of substances and gambling. • Speaking up for myself and becoming resourceful helps me avoid trouble. **Essential Questions** • What is Health? • What prevents people from practicing healthy behavior? **Unit Essential Question(s)** • Is addiction a choice? • What is my tipping point? **Knowledge and Skills** ▪ Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.	**Formative Assessments:** • Possible consequences of addiction to substances • Challenges in communicating about addiction • Sharing-enhancing communication with significant adults around addiction has reflection question **Summative Assessments:** You are a high school student who must complete a school service project. You have recently reviewed the data from the DE Youth Risk Behavior Survey that says that students report using marijuana, alcohol, and tobacco and gambling at very young ages. Knowing that early use can lead to altered

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Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management)
Standard 8. Students will demonstrate the ability to advocate for personal, family and community health.
		Students will know…
		• The following functional knowledge and essential skills about addiction:
		  • Characteristics and consequences of addiction to substances.
		  • Characteristics and consequences of addiction to behaviors including pathological gambling.
		  • Concepts of use, misuse, abuse, tolerance, chasing, and addiction to substances.
		  • Patterns in addictive behaviors.
		  • Brain changes consistent with addiction.
		• Description of gambling as a choice vs. gambling as a pathological behavior.
		• Treatment and recovery from addiction to substances and pathological gambling is an ongoing process.
		Students will be able to…
		• Implement communication skills to support an addiction-free life.
		• Analyze influences in their lives that help or hinder their personal health choices regarding substance abuse and pathological gambling.
		• Access local programs and services for education, treatment, and recovery from addiction to substances and pathological gambling.
		• Advocate for education, treatment, and recovery from addiction to substances and pathological gambling.
			brain pathways, you have decided your service project should be an educational campaign about addiction for sixth graders that advocates a life free of addiction.
			In order to do your project, you will need the following:
			1. A catchy and appropriate title for the educational and advocacy project.
			2. A PowerPoint presentation, video, handouts, or poster, etc., that is an example of a public service announcement that could be delivered to sixth graders.
			3. A strong point of view regarding addiction with supporting data appropriate for a sixth grader.
			4. A short demonstration/presentation of your project (3 to 4 minutes in length).
			The presentation includes the use of creative technology and shows evidence of comprehensive understanding of the challenges associated with addictions. The presentation communicates the student's position with relevant information, shows

			awareness of the audience, and demonstrates passion/conviction.

Unit 7: A Webquest For The Truth About Addictions
Time Frame: 2 weeks

Addiction can be a devastating disease. It can strike people of all races, genders, socioeconomic status, cultures, religions and ages. Luckily, there is education about early warning signs and characteristics of addictions. Do you think you would recognize those signs in yourself or your friends or family members? Students will use the web, as well as print materials and other resources, to study about an addiction that they choose. It may be addiction to alcohol, tobacco and other drugs; gambling; shopping and/or shoplifting; food consumption with or without exercise; and others. They will use technology to communicate their knowledge, attitudes, and beliefs about addiction, as well as to advocate for healthy behaviors among the student body at your school. Suggestions include a five minute video, a power point presentation of at least twenty slides with voice over, a graphic bumper sticker created on computer, a commercial for the school announcements, a school newspaper article etc.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to access information, products and services to enhance health. **Standard 4.** Students will	Tobacco, Alcohol and Drugs Personal Health & Wellness Mental Health Community & Environmental Health Creativity for personal health and wellness Advocacy Knowledge of content	**Enduring Understandings:** Health is important and personal actions will impact self and other in many ways. Internal and external factors influence personal and community health. Choosing health resources requires critical evaluation and analysis. Refusal, negotiation, and collaboration skills will enhance the health of self and others. There are barriers that can hinder healthy decision-making. Several factors influence the formation, achievement and evaluation of a long-term personal health plan. People have the power to create change. **Essential Questions:**	**Formative Assessments:** This is a team effort and will receive a group grade. Students will choose roles for each member of the team, a recorder, team leader, and other assignments necessary to the success of the project. As part of your team's grade, a written summary of each member's contributions will be submitted. Each person will detail his/her role by journaling activities and summarizing, then reflecting on those activities in the context of a group project.

demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5.** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6.** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management) **Standard 8.** Students will demonstrate the ability to advocate for personal, family and community health.	Teamwork/collaboration	• What are the types of addictions? • What are the early warning signs of a potential addiction? • Does everybody who is addicted realize that they have a problem? Why? • Is gambling an addiction? Can gambling excessively not be an addiction? • Can people with addictions hold jobs, attend school, have families? • How are addictions the same and different from each other? • What are some treatments for addictions? • Do all people who are addicted to something have brain changes? • Are there medicines that can be prescribed to help people with addictions? • What are current treatments for addictions? • Are people with addictions that have been treated ever cured? • What does it mean to be "in recovery?"	**Summative Assessments:** The results of a recent survey were shared with your school officials and they are worried about the rates of substance use, gambling and other risk behaviors among teens. The principal is concerned that these risky behaviors could impact academic achievement of students in the school. You have been asked to form a team to become advocates for the avoidance and reduction of health risks that could lead to addiction. You will prepare an advocacy project using technology that will help your peers know the warning signs of addictive behaviors and how to seek assistance.

Unit 8: Talking Trash **Time Frame: 2 weeks**
Students will learn the skill of analyzing influences as it relates to community and environmental health. They will become aware of available community health resources and how that will influence their decisions with respect to community and environmental health. Task: The State of Delaware does not have a mandatory recycling program in place. The state has hired you to create its first promotions for recycling. You will be taking your campaign to the people of Delaware: homeowners, schools, businesses, etc. The content must include the rationale for recycling (protecting the health of the people in the state) and ideas for convenient ways for people to recycle. Incorporate

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the health agencies in communities into your presentation and materials that will help citizens begin recycling.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to access information, products and services to enhance health. **Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5.** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6.** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or	Tobacco, Alcohol and Drugs Injury Prevention & Safety Nutrition & Physical Activity Family Life & Sexuality Personal Health & Wellness Mental Health Community & Environmental Health	**Unit Enduring Understanding(s)** The environment is shaped by people's choices, one person at a time. Personal health is influenced by community and environmental factors. **Essential Questions** • What is Health? • What prevents people from practicing healthy behavior? **Unit Essential Questions(s)** • Is what we do with natural resources affecting the health of the world? • Can one person make a difference? **Students will know…** • The variety of health resources available. • The different health agencies and caregiver facilities that exist. • The common recycling items. • The meaning of conservation. • The different kinds of water use. • The meaning of renewable and nonrenewable natural resources. **Students will be able to…** • Access health and environmental resources and the populations they serve. • Demonstrate the steps for recycling	**Formative Assessments:** Students work cooperatively with each other. **Summative Assessments:** Student work shows highly effective methods of protecting the health of the people in the state along with creative and persuasive ideas for recycling. The student provides comprehensive evidence in the use of local agencies as resources in this recycling campaign. The student provides illuminating and revealing techniques for dispersing the information to the public.

reduce health risks. (self-management) **Standard 8.** Students will demonstrate the ability to advocate for personal, family and community health.		household items. • Compare and contrast renewable and nonrenewable natural resources.	

Unit 9: Healthy Relationships **Time Frame:** 2 weeks			
This unit is designed for primary prevention against interpersonal violence. The unit advocates gender respect, effective communication, and advocacy. Media influence on cultural values and social norms is explored. Students will be encouraged to define knowledge, attitudes, beliefs, and behaviors that support and promote healthy relationships, and to practice setting boundaries that show respect for themselves and others. Finally, students will experience the role of the courageous bystander who attempts to advocate for a respectful environment where healthy relationships are the norm. This unit is based on the DELTA Developing Healthy Relationships Curriculum (DHRC) of the Delaware Coalition Against Domestic Violence with consultation by Noel Duckworth.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to	Tobacco, Alcohol and Drugs Injury Prevention & Safety Nutrition & Physical Activity Family Life & Sexuality Personal Health & Wellness Mental Health	**Enduring Understandings:** Health is important and personal actions will impact self and other in many ways. What we say and how we say it will affect our relationships with others. Internal and external factors influence personal and community health. Choosing health resources requires critical evaluation and analysis. Refusal, negotiation, and collaboration skills will enhance the health of self and others. There are barriers that can hinder healthy	**Formative Assessments:** Five-paragraph essay deconstructing a media message. Compare/contrast statement on abuse vs. equal power in a relationship. Reflection on how communication style can affect a given situation.

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access information, products and services to enhance health. **Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5.** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6.** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management) **Standard 8.** Students will demonstrate the ability to advocate for personal, family and community health.	Community & Environmental Health	decision-making. Several factors influence the formation, achievement and evaluation of a long-term personal health plan. People have the power to create change. **Essential Questions:** • What is health? What prevents people from practicing healthy behaviors What motivates people to practice healthy behaviors?	Reflection about a hurtful/disrespectful comment and the feelings evoked. **Summative Assessments:** The student work shows excellent advocacy and communication skills, identifies the audience, and uses original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.

Unit 10:	**Is Marijuana Still a Dangerous Drug?**
Time Frame:	**1 week**

The governor signed into law the provision that certain members of our community may use marijuana for the relief of symptoms associated with certain chronic diseases, only with certification from a physician that the person has a specific debilitating condition that would receive therapeutic benefit from the use of marijuana. After receiving the physician certification and applying for and receiving an ID card, that person would be allowed to possess six ounces of marijuana for their personal use. At this time, no provisions or stipulations have been made for driving under the influence of this now legal drug. You know that California has reported a huge increase in the number of

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drug/alcohol related deaths since the legalization of medical marijuana.

It is the task of the students to research what marijuana is, how it affects the brain and behavior of users, and what laws need to govern its use for drivers. Should it be banned for all drivers as it is now? Is there a legal tolerance such as there is for alcohol use and driving? Is there a test for a certain level of the drug that could be considered acceptable for a driver?

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. **Standard 2.** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Standard 3.** Students will demonstrate the ability to access information, products and services to enhance health. **Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5.** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6.** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7.** Students will	Tobacco, Alcohol and Drugs Injury Prevention & Safety Nutrition & Physical Activity Family Life & Sexuality Personal Health & Wellness Mental Health Community & Environmental Health	**Enduring Understandings** Health is important and personal actions will impact self and others in many ways. Internal and external factors influence personal and community health People have the power to create change **Essential Question(s)** How should marijuana use be regulated for drivers? **Students will know…** How marijuana affects the brain and behavior Current laws regarding marijuana use in Delaware **Students will be able to…** Decide whether medical marijuana users should be allowed to drive Advocate for their position with the "governor"	**Formative Assessments:** Did the students plan and work together? **Summative Assessments:** In this lesson, you will, in small groups, research the science and statistics of marijuana use and prepare a list of talking points that you will present to the legislators. Two students will study the law and prepare to be the Governor, Lt. Governor or local legislator. These students will consider rebuttals they may need to make to the arguments made by the task forces. Small groups will use either the computer or prepared articles to research information about marijuana, especially as it relates to driving behaviors and consequences. The Governor and Lt. Governor are charged with choosing the most compelling, most accurate

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demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management) **Standard 8.** Students will demonstrate the ability to advocate for personal, family and community health.			argument for safe driving legislation within the parameters of the present law. Each group has ten minutes to present their facts and the summary of their safe driving argument. All groups have equal time All opinions are respected The judges' decision is final Talking out of turn means a lost turn

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Curriculum Scope and Sequence

Delaware Design-Lab High School **Any Grade** **Physical Education**

Unit 1: Movement Patterns **Time Frame: 8 weeks**			
Students will research, analyze and practice a physical skill or movement pattern to demonstrate competency, skill and understanding of motor skills, movement patterns, and kinesthetics. Students will apply their understanding of human anatomy (skeletal and muscular) in a media or design project (drawings, animation, photography, video, product (chair or car), space (architecture), experience (toy or game) involving ergonomics, human-factors design, body proportions, physical movement, flexibility, power, endurance, and skill.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
Standard 1: Motor Skills and Movement Patterns Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	Students will know…. • Mature movement forms & patterns. • A variety of sports, dance, and outdoor activities. • The health-related components of fitness. • Recognize the difference in skill levels and participate accordingly. Students will be able to … • Design an appropriate practice plan for a variety of motor skills. • Refine sports skills and movement concepts to focus on a specific sport • Personalize the Health Related Components as they apply to helping one become fit for life.	**Enduring Understandings:** Students will understand that • Physical Activity involves using movement and motor skills throughout your life. . **Essential Questions:** □ How do I make motor skills and physical activity an integral part of my life? How do animators analyze movements to make movement more understandable and interesting? What are standard proportions when designing chairs, autos, buildings, etc. to accommodate human factors? How do fashion and sports designers augment and enhance physical appearance and performance?	**Formative Assessments:** • Interact or manipulate objects, match movements to rhythms. • Create, analyze, and synthesize movement patterns into new games. • Performance of sports skills or critical elements of skills/fundamental movements **Summative Assessments:** Student visual images, objects, spaces and/or experience design demonstrating knowledge and understanding of the human body and movement. • Peer assessment of critical elements/ sports skills

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		What kind of visual training does it take to analyze and evaluate movement (dance, golf swing, high diving, gymnastics, etc.) What are factors in determining the potential and limitations of human growth, performance, endurance and longevity? How old will people live to be in the future?	• Quizzes, written tests • Exit/entrance slips • Written reports • Self evaluation of performance skills • Journals • Written reflections on class/project experiences

Unit 2: Movement Design
Time Frame: 6 weeks

Students will create an interactive game or activity that promotes physical activity and is inclusive, safe, cost effective and compelling for a wide range of people.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 2: Movement Concepts Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities	**Students will know….** • Psychological factors that impact movement. • Biomechanical principles related to movement. • Tactical decisions necessary for a variety of games. • Components of a personal conditioning program. • Know that practice can be modified to specific areas of need. **Students will be able to …** • Break down a game into its tactical, strategic and skill components. • Plan personal conditioning program.	**Enduring Understandings:** • Students will understand how to apply specific movement concepts, principles, strategies and tactics to variety of physical activities.. **Essential Questions:** • What concepts, principles, strategies and tactics to apply to specific physical activities? What characteristics are necessary to make a game challenging and interesting while still being meaningful and safe? What are the skeletal and muscular dynamics of the human body that promote	**Formative Assessments:** Sketchbook: Are the students using sketchbooks to keep notes and make sketches of physical movement concepts. **Summative Assessments:** Performance tasks: 1. Clear description of how to play the game. 2. A diagram of the playing area. 3. Drawings or prototypes of required equipment. 4. The game must have a minimum of three rules. 5. The game must address

	• Develop realistic short and long term fitness goals. • Apply concepts to personal activities and authentic games to ensure safety • Practice to improve.	and constrain movement? How do factors such as age, size, weight, etc. influence movement and how are these factors used by actors and animators?	rules of etiquette. 6. The game must be inclusive so that any person, regardless of physical ability, has the opportunity to actively can participate. Psychomotor: • Measurement of heart rate at various activity levels • Teacher observation of response to cues (levels, force, quick change of direction, tactical maneuvers etc.) • Video tapes of tactical performance/skill performance • Teacher observation of student engaging safely in changing environments Cognitive: • Quizzes/written tests • Heart rate/activity logs • Oral discussions • Poster presentations • Aural/Visual presentations of materials • Creation of games • Self-expression through movement • Self-reflection on skills • Teacher observation of cooperative actions.

Unit 3: Physical Fitness **Time Frame: 36 weeks**
Groups of students will develop a plan for physical fitness, establish goals, create benchmarks to track results, set up

strategies to implement that plan, and help each other maintain the plan for the duration of the class. They will use the data and experience to develop a written plan for lifelong personal fitness beyond the class.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 3: Physical Activity Participates regularly in physical activity	**Students will know:** • The principles of fitness training • What is required to participate • How to monitor or adapt activities that are right for them • What health enhancing fitness is • The benefits of different intensity levels • Various lifespan wellness activities • Benefits of honesty in personal goals and implementation **Students will be able to:** • Choose activities to participate in regularly for lifespan wellness • Identify activities for personal enjoyment • Apply training principles for self improvement • Monitor/adapt participation for improvement and enjoyment • Identify intrinsic and extrinsic influences to participation • Maintain/create activity log Access and utilize a variety of resources	**Enduring Understandings:** Students will understand that: • Everybody needs to be physically active **Essential Questions:** What can I do to be physically active throughout my life? In addition to knowledge and skills, how can we develop the dispositions necessary to continue and maintain a fitness program?	**Formative Assessments:** Fitnessgram assessment at beginning and at intervals in the course Did the students create a personal Fitness Log and are they maintaining it throughout the course? Have the students set challenging but realistic fitness targets and developed strategies to meet their goals? **Summative Assessments:** Fitness Log: Did the students meet their goals? Fitness Plan: Did the students set up challenging but realistic physical fitness goals and strategies for their future? Fitnessgram Assessment

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Unit 4: Personal Fitness Plan **Time Frame: 36 weeks**			
Students will develop and maintain a personal fitness plan that enables them to meet the expectations of the "Fitnessgram" test.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
Standard 4: Achieves and maintains a personal health-enhancing level of physical fitness	**Students will know:** • How to evaluate their level of fitness • Components of principles and health-related fitness • Components of a personal fitness plan (know and understand the relationship between long and short-term plans) • Fitness levels will improve through proper application of the training principles • Implications of maintaining a healthy lifestyle **Students will be able to:** • Assess and adjust their heart rate during various levels of activity • Interpret and utilize the results of the self assessment • Self assess their personal fitness levels • Apply knowledge, components and self-assessment to a personal fitness plan • Recognize factors influencing their health-related fitness	**Enduring Understandings:** Students will understand that: Physical fitness contributes to quality of life. **Essential Questions:** How can I include physical fitness in my life? How does having a fitness plan help me maintain my fitness expectations?	**Formative Assessments:** • Video tapes of student activities in and out of school • Teacher observation of physical activity in and out of school • Student performance of skills/activities **Summative Assessments:** Written quizzes/tests • Student reports/logs of daily physical activity • Oral discussions • Exit/entrance slips • Oral/Visual presentations • Student journals/reflections • Teacher observation of student interactions with peers • Student drawings Participation in "Fitnessgram" testing • Participation in a variety of activities • Implementation of personal fitness plan • Verification of participation

	• Interpret “Fitnessgram”/fitness test results • Link physical activity with health related component of fitness		in physical activity outside school setting • Develop written personal fitness plan • Goal setting • Homework/worksheets • Quizzes/written tests • Calculations of target heart rate • Poster linking physical activities with health related components of fitness • Oral discussions of benefits of daily participation in physical activity • Heart rate logs • Build a list of solutions for health-related components. • Journals • Personal reflections on current health status • Proof of positive interactions with peers during physical activity

Unit 5: Physical Behavior **Time Frame: 36 weeks**			
Students will learn to manage their behavior (sportsmanship, inclusivity, self control, conflict resolution, safety, etiquette, etc.) in a variety of physical activity settings.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
Standard 5: Physical Behavior	**Students will know:** • The interpretation of rules for	**Enduring Understandings:** Students will understand that:	**Formative Assessments:** • Successful participation in activities

Exhibits responsible personal and social behavior that respects self and others in physical activity settings	games/activities • How to resolve conflict • Personally enjoy activities • How to advance leadership skills • The importance of self control • How to safely participate in physical activity **Students will be able to:** • Assume the role of an official/referee during an activity • Resolve conflicts during activities • Select and perform a variety of activities • Demonstrate/Participate leadership – in a game, as an official, as a coach, as a teacher, in creating a new game • Demonstrate the inclusion of diverse populations in a physical activity • Sport specific etiquette in a variety of physical activities • Create and identify a physically safe environment • Demonstrate (sport) etiquette in a variety of physical activity settings	• There are personal & social behavioral expectations in physical activity settings. **Essential Questions:** • What are the personal & social behavioral expectations in physical settings? How does our desire to "look good" influence opinions of ourselves and attitudes about others? How do media images influence our concepts of health and wellness (violence, beauty, substance abuse, gender, body types, etc.)	• Teacher observation of student interest in activity • Teacher observation of positive interactions with peers **Summative Assessments:** • Adaptation of skill to accommodate peers of greater or lesser skill • Self call on rules during play • Demonstration of effective/fair play in game • Performance of skills using sharing/cooperation • Modification of rules to accommodate all levels of play • Recognition of need to change play to accommodate diverse population • Entrance/Exit slips • Posters of rules of game and etiquette • Design or modification of a game • Student journals • Student drawings • Self discipline during game/activities • Effective communication during game play • Successful solution to conflicts during game play • Student assumption of leadership role

Unit 6: Physical Enjoyment

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Time Frame: 8 weeks			
Students will create a performance, short film or animation showing physical activity used for enjoyment, challenge, self-expression and/or social interaction.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
Standard 6: Physical Enjoyment Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity	**Students will know:** • How to set personal goals • Self rewards that come from participating in physical activity • Short/long term benefits of regular participation in physical activity • Self expression through the use of physical activity **Students will be able to:** • Provide reasons for participation • Reflect on choices of physical activity • Create and determine physical activity opportunities for self fulfillment • Demonstrate self expression through physical activity • Adapt physical activity choices based on life circumstances	**Enduring Understandings:** Students will understand that: • Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and/or social interaction. **Essential Questions:** • What personal meaning do I find through participation in physical activity?	**Formative Assessments:** • Successful participation in activities • Teacher observation of student interest in activity • Teacher observation of positive interactions with peers **Summative Assessments:** • Participation in a variety of activities • Performance of dance routines • Participation in physical activity in non-school settings • Posters promoting physical activity • Exit/Entrance slips • Creation of new physical activities • Video presentation of benefits/participation in lifetime sports • Participation in lifetime physical activity outside school setting • Journals/logs describing thoughts on lifetime physical activity

			• Self initiated play

Unit 7: Walking for Lifelong Fitness
Time Frame: 2 weeks

This unit will introduce students to walking as a lifetime fitness activity. Students will be introduced to the health-related components of fitness that are associated with walking, learn how to use pedometers as well as Nordic Walking poles, and begin a unit in walking activities. Subject matter from Math and English will be incorporated in this unit via worksheet tasks and homework assignments. Tasks include reviewing and discussing benefits of walking throughout a lifetime, completing a step estimation worksheet, calculating how fast they walk, looking into how many calories do you burn by walking, completing a scavenger hunt, and designing a walking map for home use. Finally, we would like our students to be creative and design/make their own walking sticks from items already in their home, no purchase necessary. Also all steps will be recorded in class to show the students how far they have walked.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 3: Participates regularly in physical activity **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness **Standard 6:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	**Students will know:** • Proper stretching for walking • The health-related components of fitness specifically related to walking • How to use a pedometer • How many steps they need to take daily to maintain fitness levels • The health and social benefits of walking **Students will be able to:** Use a pedometer correctly including reading and recording data • Explain why walking is an important lifetime activity • Plan a walking route based on their personal environment and step needs	**Enduring Understandings:** Everyone needs to be physically active. • Physical fitness contributes to quality of life. • Physical activity provides a variety of opportunity for health, enjoyment, challenge, self- expression, and/or social interaction. **Essential Questions:** What can I do to be physically active throughout my life? • How can I include physical fitness into my life? • What personal meaning do I find through participation in physical activity?	**Formative Assessments:** • Successful participation in activities • Teacher observation of student interest in activity • Teacher observation of positive interactions with peers **Summative Assessments:** Teacher observation for correct use of pedometers Log of steps needed to walk a mile Classroom activity answer sheets Oral discussion at closure

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Attachment H

Curriculum Scope and Sequence

Delaware Design-Lab High School **Grade 9, 10 or 11** **Spanish I**

Unit 1: Family Life at Home
Time Frame: 4 weeks (continued throughout course)

Students will work in groups to design sections of the hallway and classroom to look like a home, a classroom, and a street with Hispanic motifs to provide visual cues for language development. Students will collect, assemble, design or create artifacts and spaces that correspond with the vocabulary and language skills they are developing. During this time students will begin developing communicative competencies to help them to listen, speak, read and write in Spanish at the novice level. One section of the room will represent a home (Family Life) with furniture, clothing, colors, family photos, etc. that can be used to communicate about family members and home life.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 1: Communication Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts. **Standard 1.1** Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs. **Standard 1.2** Students comprehend and interpret written and oral language on a variety of topics.	Language is at the heart of all human interaction. **Theme:** Family Life **Topics:** Greetings Introductions Family members Clothing and colors Interrogative words Formal vs. informal "you" Personal pronouns Noun/adjective agreement and placement The accuracy of our	**Enduring Understandings:** • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. • Language learning involves taking risks and learning from one's mistakes. **Essential Questions:** • Are words alone sufficient for communication? • What is communication? What do you need to be able to do to communicate in another language?	**Formative Assessments:** Are the students using Spanish to listen, speak, read and write as they develop their home environment? Conversations Questioning Sketch Journaling Self-Assessment Vocabulary quizzes **Summative Assessments:** Oral presentations Written and oral tests Hispanic home exhibit **Comprehension** *Learners' understanding* Understand general information and messages

Standard 1.3 Students present information, concepts, and ideas in oral and written form on a variety of topics. **Standard 3: Connections** Connect with other disciplines and gain access to information **Standard 4.1** Students learn that different languages use different ways to communicate and can apply this knowledge to their own language.	perceptions of other cultures may be based on historical, traditional, contemporary or emerging aspects of that culture.	• When do mistakes interfere with communication? Does practice make perfect?	related to learned topics Understand information and messages supported by verbal and nonverbal clues, repetition, contextual cues, and visuals **Comprehensibility** *Learners being understood* Make themselves understood by using sounds, words/phrases/ basic sentence structures on learned topics Are understood by teachers and others accustomed to beginning language learners **Vocabulary Use** Recognize and use limited vocabulary related to concrete objects and actions on familiar topics Recognize and use words and phrases as lexical items with limited awareness of grammatical structure and cultural connotation

Unit 2: School Life
Time Frame: 4 weeks (continued throughout course)

Students will collect and create Hispanic artifacts commonly found in schools. In the process of developing their Spanish language skills, students will assemble the images, objects, spaces and experiences that represent a classroom. One section of their classroom will represent a classroom in an Hispanic culture (School Life) with calendars, clocks, maps, school supplies, a bulletin board, etc. in Spanish.

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Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 3: Connections Connect with other disciplines and gain access to information **Standard 3.1** Students reinforce and broaden their knowledge of other disciplines through the target language. **Standard 3.2** Students access information and cultural perspectives that are available through the target language via electronic or traditional means. **Standard 1: Communication** Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts.	Culture and language are inseparable; they influence and reflect each other. **Theme:** School Life **Topics:** Alphabet Time Numbers 1-30 Spanish speaking countries and capitals Days of the week	• A people's perspectives, practices and products are windows to their culture. • Language and culture are inseparable, like body and soul. • Language and culture evolve. They are bound by people, time and place. • What is a culture? What is the connection between a people's perspectives, practices, products and their language? • How do language and culture influence and reflect each other? • How do people, time and place affect language and culture?	**Formative Assessments:** Are the students using Spanish to listen, speak, read and write as they develop their school environment? Conversations Questioning Sketch Journaling Self-Assessment Vocabulary quizzes **Summative Assessments:** Oral presentations Written and oral tests Hispanic School exhibit **Cultural Awareness** *Learners' cultural understanding* Demonstrate the attempt to use the verbal and nonverbal behaviors that are culturally appropriate.

Unit 3: Community Life
Time Frame: 4 weeks (continued throughout course)

Students will use the hallway and classroom entryway to create an environment that represents an Hispanic village with street furniture, signs, transportation, shops, outdoor café, restaurant, etc. that will help students learn to communicate about cities, parks, transportation, food, shopping, restaurants, etc. in Spanish.

Standards	Themes/ Big Ideas/	Essential Questions/	Assessments

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Alignment	Concepts	Learning Targets	
Goal 5: Communities Participate in multilingual communities, the global society, and world market place **Standard 5.1** Students use the language both within and beyond the school setting. **Standard 5.2** Students use language for leisure and personal enrichment. **Standard 1: Communication** Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts. **Standard 3: Connections** Connect with other disciplines and gain access to information	The study of World Languages helps students enhance learning and provide access to other content areas, strategies, and resources. **Theme:** Community Life **Topics:** Cities Places Activities Shopping Food Restaurant Concepts: Verbs: gustar, encantar, interesar, importer, quedar Present tense Irregular "yo" verbs Prepositions and pronouns	• Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines. • What is the connection between the study of a world language and other content areas? • Strategies used to acquire a language are transferable to other areas of learning throughout life. • Learning another world language enables one to access information available only in that language. • What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other content areas? • Why is it important to access primary information?	**Formative Assessments:** Are the students working collaboratively and communicating mainly in Spanish while they work? Self-Assessment Vocabulary quizzes **Summative Assessments:** Are the students using Spanish to listen, speak, read and write as they create their community environment? Conversations Questioning Sketch Journaling Hispanic street exhibit **Language Control** *Accuracy of learners' language use* Use and recombine words, phrases, memorized chunks, and simple sentences Produce language marked by errors, false starts, pauses, and native and/or other languages

Unit 4: Social Life **Time Frame: 4 weeks (continued throughout course)**
Groups of students will use the home, school and community settings to talk about their social lives, interests, leisure activities, weather, sports, music, media and other social topics.

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Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Goal 4: Comparisons Develop insight into the nature of language and culture **Standard 4.1** Students learn that different languages use different ways to communicate and can apply this knowledge to their own language. **Standard 4.2** Students learn that people of different cultures may think and act differently, and students can apply this knowledge to their own culture. **Standard 1: Communication** Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts. **Standard 2: Cultures** Gain knowledge of other cultures through the study of language	Comparing and contrasting one's own and other languages and cultures enable individuals to gain new insight about self and the world. **Theme:** Social Life **Topics:** Interests and leisure activities Weather Seasons Sports Music Media	• By learning another language individuals can better understand how both native and other languages work. • By studying another culture, individuals can better understand and appreciate their native and other cultures. • Comparing and contrasting world languages and cultures promote individuals' ability to process information. • Why do they say or write it that way? Why can't they say or write it our way? • How does studying another culture make an individual understand and appreciate his/her own? • In what way does the study of another language and culture develop an individual's critical thinking skills?	**Formative Assessments:** Are the talking about their interests, leisure activities, the weather, the seasons, and other common social topics? **Summative Assessments:** Written and Oral test Monitored conversations Did the students revise their work based on the feedback from others? **Communication Strategies** Use repetition, verbal and nonverbal expressions, clarification or confirmation requests or checks, native or other languages, and visuals Demonstrate the attempt to use communication strategies

Unit 5: Personal Life
Time Frame: 4 weeks (continued throughout course)

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Students will use the home, school and community settings they created to gather in groups to practice greetings and introductions, talk about feelings and emotions, express ideas about personalities and talk about other aspects of their personal lives just as they might at home, at school and in the community.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 2: Cultures Gain knowledge of other cultures through the study of language **Standard 2.1** Students demonstrate knowledge of social patterns and conventions and interact appropriately in cultural settings. **Standard 2.2** Students demonstrate knowledge and understanding of significant components of the cultures being studied, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others. **Standard 1: Communication** Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts. **Standard 3: Connections** Connect with other disciplines	The study of World Language enables individuals to participate in multiple communities and enriches their experiences. **Theme:** Personal Life **Topics:** Physical descriptions Personality characteristics Feelings and emotions	**Enduring Understandings:** • The study of a World Language expands individuals' opportunities. • Language is tool to connect with the world. **Essential Questions:** • In what ways does the study of World Language open doors for individuals? • What difference does the study of a World Language make in an individual's life? • What does it take to become a global citizen?	**Formative Assessments:** Are the students talking about their emotions, feelings, personalities, and physical appearance? Conversations **Summative Assessments:** Written and Oral tests Conversations

and gain access to information			

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Curriculum Scope and Sequence

Delaware Design-Lab High School **Grade 10, 11 or 12** **Spanish II**

Unit 1: TeleDelaware - Pre-Production **Time Frame:** 6 weeks			
Students will work in groups to produce a Spanish-language television production in which they are American guests learning to speak Spanish and sensitively trying to understand the culture. They can select a type of show such as Programas, Anuncios, Novelas y Series, Noticias, Deportes, Entretenimiento, Musica, Estilo de Vida, Tu Ciudad, Social. The first unit is the pre-production stage. Groups of students will write a pilot script and orally pitch their idea to the class for a TV show. Groups will select a script they want to produce. During this time they are receiving instruction to develop communicative competence enabling them to listen, speak, read and write in Spanish. Students will research Spanish-language television productions such as those found on the Univision Network (www.Univision.com) and Mundo Disney (www.Disney.es).			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**
Standard 1: Communication Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts. **Standard 1.1** Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs. **Standard 1.2** Students comprehend and interpret written and oral language on a variety of topics.	Language is at the heart of all human interaction. Include the following in their television productions: **Home Life** • Daily Routine • Rooms of the House and Household Chores • Family Meals • Childhood Experiences **Student Life** • Classes and School Routines • School-Related Activities • Health and Fitness **Leisure Time** • Indoor and Outdoor Activities • Shopping • Special Events	**Enduring Understandings:** • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. • Language learning involves taking risks and learning from one's mistakes. **Essential Questions:** • Are words alone sufficient for communication? • What is communication? What do you need to be able to do to communicate in another language?	**Formative Assessments:** Are the students using Spanish to listen, speak, read and write as they develop their productions? Questioning Sketch Journaling Observation of oral discourse **Summative Assessments:** **The Script:** Is the language used in the script clear, accurate, compelling and believable? Oral presentations Self-Assessment Vocabulary quizzes **Comprehension**

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Standard 1.3 Students present information, concepts, and ideas in oral and written form on a variety of topics. **Standard 3: Connections** Connect with other disciplines and gain access to information **Standard 2: Cultures** Gain knowledge of other cultures through the study of language	**Vacation and Travel** • Travel Plans and Activities • Countries and Nationalities • Asking For and Giving Directions Programas Anuncios Novelas y Series Noticias Deportes Entretrenimiento Musica Estilo de Vida Tu Ciudad Social Interrogative words Formal vs. informal "you" Personal pronouns Noun/adjective agreement and placement	• When do mistakes interfere with communication? Does practice make perfect?	*Learners' understanding* Understand general information and messages related to learned topics Understand information and messages supported by verbal and nonverbal clues, repetition, contextual cues, and visuals **Comprehensibility** *Learners being understood* Make themselves understood by using sounds, words/phrases/ basic sentence structures on learned topics Are understood by teachers and others accustomed to beginning language learners **Vocabulary Use** Recognize and use limited vocabulary related to concrete objects and actions on familiar topics Recognize and use words and phrases as lexical items with limited awareness of grammatical structure and cultural connotation

Unit 2: Production Design
Time Frame: 6 weeks

Students will work with Spanish 1 students to collect and create the props, costumes, sets, lighting, etc. necessary to communicate the Hispanic culture appropriate to their production. In the process of developing their Spanish language skills, students will

develop the script, create storyboards, select music, design sets, create costumes, select props and develop the images, objects, spaces and experiences that communicate Hispanic culture. Their classroom will become a series of sets for taping TV shows.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 2: Cultures Gain knowledge of other cultures through the study of language **Standard 2.1** Students demonstrate knowledge of social patterns and conventions and interact appropriately in cultural settings. **Standard 3: Connections** Connect with other disciplines and gain access to information **Standard 1: Communication** Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts.	Culture and language are inseparable; they influence and reflect each other. Students will learn vocabulary needed to communicate about: Entertainment Food Daily Life Seeing a doctor Celebrations Showing a visitor around	• A people's perspectives, practices and products are windows to their culture. • Language and culture are inseparable, like body and soul. • Language and culture evolve. They are bound by people, time and place. • What is a culture? What is the connection between a people's perspectives, practices, products and their language? • How do language and culture influence and reflect each other? • How do people, time and place affect language and culture?	**Formative Assessments:** Sketchbook: Are the students using sketchbooks to keep notes and make sketches of Hispanic material culture. **Summative Assessments:** Drawings: Do the storyboards, set designs, costume designs and concept drawings clearly, accurately, and convincingly capture the language and culture of their production? **Cultural Awareness** *Learners' cultural understanding* Develop an awareness of the similarities and differences between the native and target cultures Demonstrate the attempt to use the verbal and nonverbal behaviors that are culturally appropriate.

Unit 3: Production **Time Frame: 6 weeks**

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Each group of students will produce their television show and each student will play roles such as directing, filming, lighting, production design, art direction, stage managing, acting, sound recording, music recording, etc. Communication will be in Spanish. Students will make connections with other disciplines through study of the spectrum of contemporary Hispanic culture including Autos, Belleza y Moda, Casa, Cine, Cocina, Deportes, Dinero, Entretenimiento, Futbol, Juegos, Musica, Noticias, Novelas y Series, Radio, Salud, Tecnologia, Television, Vida y Familia, Videos.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 3: Connections Connect with other disciplines and gain access to information **Standard 3.1** Students reinforce and broaden their knowledge of other disciplines through the target language. **Standard 2: Cultures** Gain knowledge of other cultures through the study of language **Standard 1: Communication** Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts.	The study of World Languages helps students enhance learning and provide access to other content areas, strategies, and resources. Concepts: Verbs: gustar, encantar, interesar, importer, quedar Present tense Irregular “yo” verbs Prepositions and pronouns Contemporary Hispanic culture: Autos, Belleza y Moda, Casa, Cine, Cocina, Deportes, Dinero, Entretenimiento, Futbol, Juegos, Musica, Noticias, Novelas y Series, Radio, Salud, Tecnologia, Television, Vida y Familia, Videos	• Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines. • What is the connection between the study of a world language and other content areas? • Strategies used to acquire a language are transferable to other areas of learning throughout life. • Learning another world language enables one to access information available only in that language. • What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other content areas? • Why is it important to access primary information?	**Formative Assessments:** Are the students working collaboratively and communicating mainly in Spanish while they work? **Summative Assessments:** Television Production: Does the students’ production accurately portray Hispanic language and culture in a clear and compelling manner? **Language Control** *Accuracy of learners’ language use* Use and recombine words, phrases, memorized chunks, and simple sentences Produce language marked by errors, false starts, pauses, and native and/or other languages

Unit 4: Daily Rushes
Time Frame: 6 weeks

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Students will share their work in progress with people who are fluent in Spanish and knowledgeable about Hispanic cultures to gain feedback on the authenticity and accuracy of the language, images, material culture, customs, etc. depicted in their work. Students will do research by viewing Spanish language television shows and movies to increase their awareness of how cultures are communicated aurally and visually. They will get feedback from students, teachers and others in Spanish speaking cultures outside the school.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Goal 4: Comparisons Develop insight into the nature of language and culture **Standard 4.1** Students learn that different languages use different ways to communicate and can apply this knowledge to their own language. **Standard 2: Cultures** Gain knowledge of other cultures through the study of language **Standard 1: Communication** Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts. **Standard 3: Connections** Connect with other disciplines and gain access to information	Comparing and contrasting one's own and other languages and cultures enable individuals to gain new insight about self and the world. Concepts: Television and movies shape our perception of cultures through the settings, costumes, music, sounds, props, movements and gestures associated with that culture. Concepts: Hispanic film-makers like Guillermo del Toro and Pedro Almovodar depict aspects of their cultures in their films.	• By learning another language individuals can better understand how both the native and other languages work. • By studying another culture, individuals can better understand and appreciate their native and other cultures. • Comparing and contrasting world languages and cultures promote individuals' ability to process information. • Why do they say or write it that way? Why can't they say or write it our way? • How does studying another culture make an individual understand and appreciate his/her own? • In what way does the study of another language and culture develop an individual's critical thinking skills?	**Formative Assessments:** Are the students looking at Spanish language television shows to develop their language skills and compare the visual cultures with their own designs? **Summative Assessments:** Written and Oral Presentation: Did the students effectively seek and receive feedback from knowledgeable outsiders? Did the students revise their work based on the feedback from others? **Communication Strategies** Use repetition, verbal and nonverbal expressions, clarification or confirmation requests or checks, native or other languages, and visuals Demonstrate the attempt to

			use communication strategies

Unit 5: The Big Premiere
Time Frame: 6 weeks

Students will edit their productions with titles, graphics and music and share their productions with other students, teachers and parents in live showings and on-line. They will disseminate and distribute their production for other students to see in a variety of Spanish speaking venues. Students will use their productions as an opportunity to talk with Spanish-speaking students and get feedback on their level of understanding the language and culture.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Goal 5: Communities Participate in multilingual communities, the global society, and world market place **Standard 5.1** Students use the language both within and beyond the school setting. **Standard 3: Connections** Connect with other disciplines and gain access to information . **Standard 1: Communication** Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts.	The study of World Language enables individuals to participate in multiple communities and enriches their experiences.	**Enduring Understandings:** • The study of a World Language expands individuals' opportunities. • Language is tool to connect with the world. **Essential Questions:** • In what ways does the study of a World Language open doors for individuals? • What difference does the study of a World Language make in an individual's life? • What does it take to become a global citizen?	**Formative Assessments:** Are the students in contact with others to gain feedback on their work? **Summative Assessments:** Presentation/Exhibit: Did the students complete a television show with Spanish dialogue, music, visual culture, settings, etc.? Did the students share their television shows with others in live settings and on-line? Are their productions clear, accurate, and compelling to a variety of audiences?

Attachment J

Curriculum Scope and Sequence

Delaware Design-Lab High School **Any grade** **Visual Art Foundation**

Students interested in exploring visual art can elect this introductory foundation to visual art. This course introduces students to working in two-dimensions, three-dimensions, spatially, and interactively, alternating with units on coming up with ideas, visual communication with drawings and photographs, looking at and analyzing art, understanding the role of the artist, and presenting their work. In subsequent years, if fine art is their passion, they can next take a Portfolio class and then a Capstone Project class in which they focus on areas of visual art that they find most interesting and valuable for them. Whether or not students choose to continue in fine art, this course provides valuable knowledge, skills and understandings with useful applications in their lives, education, careers, and futures.

Unit 1: Visual Thinking
Time Frame: 1 week introduction (continued throughout course)

Students will explore the nature and value of Visual Thinking. Visual thinking is one of a number of forms of non-verbal (non-linguistic) thought, such as kinesthetic, aural, or mathematical reasoning. Visual thinking (visual/spatial learning, picture thinking, right brained learning) is the phenomenon of thinking through visual processing. Visual thinking often uses parts of the brain that are emotional and creative to organize information in an intuitive and simultaneous way. About 75% of people use visual/spatial thinking regularly so about 25% of students may have some difficulty understanding or appreciating the power of visual thinking.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	**Big Idea** Visualization is an effective means to understand the world, think about important ideas, and communicate information, ideas and emotions to others. Seeing is active and involves many parts of the brain and body to perceive, interpret, analyze, understand and communicate about what we are seeing.	**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	**Formative Assessments:** Sketchbook Class assignments Discussion notes Group critique notes **Summative Assessments:** Students will keep a sketchbook of images and ideas using techniques of visual note-taking based on Mike Rohde's book "The Sketchnote Handbook." The sketchbooks will demonstrate differentiated type

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		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?	(titles/headings, subheadings, typography, hand-writing, italics, etc.); sketches/drawings/diagrams, etc.; connectors/dividers (arrows, lines, dashes, dots, etc.); frames/containers (text boxes/squares, balloon frames/circles/ovals, cartoon speech boxes, etc.); bullets/numbers/icons (a wide variety) showing complete page layouts and arrangements. This unit will introduce the techniques of visual note-taking that will be checked occasionally during the class (formative assessment) and graded at the end of the class (summative assessment) based on a rubric.

Unit 2: The Golden Mean to an End
Time Frame: 2 weeks

This unit of instruction is designed to guide students through the interesting applications of the Golden Mean by uncovering the geometry inherent in nature and apply these principles to design and creation of art. We will explore how artists use this Golden Ratio as a means of organizing a work of art to create masterpieces throughout history. Students will be introduced to the mathematical properties of the Golden Mean and select patterns from nature to inspire original compositions. Students will begin by searching how the Golden Ratio appears in everyday objects with which they come in contact. The unit will explore examples found in nature and how the ancient Egyptians, the Mayans, and Greeks incorporated it into their art, architecture, and designs.

Lessons and activities within the unit are adapted from work by Dr. David L. Narain (2001), http://cuip.uchicago.edu/~dlnarain/golden/, of Chicago Public Schools and Grace Hall, http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm (source is Princeton Online), of Wilkes Central High School, Wilkesboro, North Carolina.

Standards	Themes/ Big Ideas/	Essential Questions/	Assessments

Attachment J

Alignment	Concepts	Learning Targets	
Visual Art • Standard 1: Understanding and applying media, techniques and process. ▪ 1.1 – Select and use different media, technologies and processes that are used to create works of art. ▪ 1.2 – Use selected two-dimensional and three-dimensional media to communicate ideas. • Standard 2: Using knowledge of structures and functions. ▪ 2.3 – Identify the principles of design. ▪ 2.5 – Evaluate works of art in terms of structure and function. ▪ 2.6 – Analyze the principles of design. ▪ 2.7 – Select and use the principles of design in a work of art. ▪ 2.9 – Plan, design and execute multiple solutions to challenging visual art problems.	**Big Idea** • Design is inherent in nature. • Humans share an innate sense of balance and proportion that is expressed in a variety of ways.	**Unit Enduring Understandings** Students will understand that: ▪ Design is a plan and process. ▪ Artists make thoughtful choices in creating works of art. ▪ Form and function may or may not be related to one another. ▪ Art is a universal symbol system that transcends language barriers. ▪ Timeless works of art are deemed important for a variety of reasons. ▪ Reflection, assessment, and refinement are key steps in the process of creating art. ▪ There is a relationship between mathematics and visual art. ▪ Design is thinking creatively. **Unit Essential Questions** • How is design expressed in the natural and human-made environment? • To what extent does good design integrate form with function? • What makes a great work of art? • How might science and art be related? **Knowledge and Skills** ▪ Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2. **Students will know…** • The Golden Mean as a means of organizing a work of art. • How artists have used the Golden Mean	**Formative Assessments:** Sketchbook: Are the students using sketchbooks to keep notes and make sketches. **Summative Assessments:** Students will analyze and compare examples in nature with artworks created by man then demonstrate properties of the Golden Mean. Students will use information from the analysis to generate ideas to design a composition using the Golden Mean and inspired by nature. These concepts will carry over to a series of drawings exploring how the Golden Mean is used in figure drawing and portraiture. We have examined how geometry and math are related to design. These mathematical properties appear throughout nature. We will design a composition based upon the Golden Mean and inspired by a pattern from nature. This work should include the following guidelines: ▪ Students will choose a pattern from nature that is created through the

• Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas. ▪ 3.2 – Integrate a variety of sources for subject matter, symbols and/or ideas which communicate an intended meaning in a work of art. **Secondary Standards and PLEs** ***Visual Art Standards and PLEs*** • Standard 4: Understanding the visual arts in relation to history and cultures –4.1, 4.2, 4.3, 4.4, 4.5. • Standard 5: Reflecting upon and assessing the characteristics and merits of their works of others – 5.2, 5.3. • Standard 6: Making connections between visual arts and other disciplines – 6.3. ***English Language Arts Standards and GLEs*** • Standard 1: Use written and oral English appropriate for various purposes and audiences. ▪ 1.3 (9–12) – Writers		to create masterpieces throughout history. • Art vocabulary: Golden Mean, Golden Ratio, Golden Spiral, Phi, The Divine Proportion, Fibonacci Numbers, Parthenon, Vitruvian Man. • Historic information about art relating to the Golden Mean. **Students will be able to…** • Compare, analyze, and discuss works of art. • Design and complete compositions based upon the Golden Mean. • Organize visual information. • Use technology to locate and access resources. • Talk about and critique their personal work. • Identify works of art that illustrate the Golden Mean.	phenomenon of the Golden Mean such as the pattern in a Nautilus Shell or the pattern from the seedpod of a sunflower to inspire an original design. ▪ Students will use the layouts provided on the transparencies to create an original work of art for the composition. The solutions to this problem are infinite. ▪ Show students books and magazines with patterns from nature and suggest ways they could use them. Allow them to use the Internet to further research natural patterns. ▪ Have students select a background color for the entire painting and paint that color within the masking taped area, overlapping enough to create a straight edge when the tape is removed. ▪ Using the Golden Ratio pattern that they chose, they must determine what

will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative and expressive pieces. ***Mathematics Standards and GLEs*** • Standard 7: Communication (Grades 9-12) - Students will be able to organize and consolidate their mathematical thinking through communication. • Standard 8: Connections (Grades 9-12) - Students will be able to recognize and use connections among mathematical ideas; Students will be able to recognize and apply mathematics in contexts outside of mathematics. ***History Standards and GLEs*** • Standard 1: Grades 9-12 - Students will analyze historical materials to trace the development of an idea or trend across space or over a			part of the design will be the center of interest and place it in the section of the pattern of the Golden Ratio. ▪ Students will use chalk or pencil to draw the composition. ▪ Upon the due date, conclude the lesson with a critique using the rubric as a foundation for the discussion. ▪ Allow students to make changes to their work based on suggestions during the critique before grading or displaying the work.

prolonged period of time in order to explain patterns of historical continuity and change. • Standard 2: Grades 9-12 - Students will develop and implement effective research strategies for investigating a given historical topic.			

Unit 3: Ineffable Ideas
Time Frame: 2 weeks

Ineffable means unable to be explained in words. Students will learn how to come up with original, personal, unique, visual ideas that are difficult to express in words. What is hard to explain in words, that is of importance to you? Who are you really? What don't people know or understand about you? How are you unique and special? How can you use images to express what you feel and think about yourself and the world that can't be said in words?

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	**Big Idea** Some things that are difficult to say in language can be expressed with images, objects, spaces or visual experiences.	**3. Enduring Understandings:** Art, media and design may be created solely to fulfill a need to create. Art, media and design is a universal symbol system that transcends 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?	**Formative Assessments:** Sketchbook: Are the students using sketchbooks to keep notes and make sketches. **Summative Assessments:** Students will create a self-portrait that explores their own uniqueness as individuals, their place in culture, who they really are, and what is of real

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 **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		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? **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?	importance to them that other people may not know or understand about them.

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			

Unit 4: I Can See Clearly Now
Time Frame: 2 weeks

While most people have the power to see, we need to train ourselves to see more clearly, accurately and intently. This unit will introduce a "visual fitness" program that will help students build visual "muscles", power, acuity, strength, endurance, flexibility and skills.
Unlike the rapid visualization techniques students are learning in order to draw in their sketchnote books, this process will be slow, meticulous and insightful. The students will do drawings that demonstrate careful observation and the ability to translate the slow movement of the eye over the contours of the subject coordinated to the slow movement of the hand and pencil on the paper. This is more of an exercise in seeing than it is in drawing. The goal is to train one's eye and mind to observe carefully for longer and longer periods of time before becoming fatigued or being distracted. The point of fatigue or distraction will be evident in the line quality of the drawing. This power of observation increases with practice like any other physical/mental skill.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 3: Choosing and evaluating a range of	**Big Idea** The ability to observe carefully	**3. Enduring Understandings:** Art, media and design may be created	**Formative Assessments:** Sketchbooks

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	can be improved with practice and training.	solely to fulfill a need to create. Art, media and design is a universal symbol system that transcends 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:** How can we use line to show the character of a person, place or thing in a drawing? How can we develop our observational skills to enrich our visual understanding of the world around us? What do we really see for the first time as a result of careful observation?	Drawing exercises Where is it clear that the student lost their concentration? **Summative Assessments:** Students will do a contour line drawing of a person, place or thing that demonstrates close and careful observation. The drawings will demonstrate sustained observation and coordination.

Unit 5: I See the Light
Time Frame: 2 weeks

Seeing is a powerful capacity dependent upon the processing of light that comes through our eyes, is interpreted by our brains and understood in our minds. In this unit, students will learn to consciously and intuitively increase their powers of perception, interpretation, understanding and communication of light through visual images, objects, spaces and experiences. Students will explore the range and limits of human physical

and psychological perception of the visible spectrum and the power of sight.			
Standards Alignment	**Themes/ Big Ideas/ Concepts**	**Essential Questions/ Learning Targets**	**Assessments**

Attachment J

Visual Art • Standard 1: Understanding and applying media, techniques and process. ▪ 1.1 – Select and use different media, technologies and processes that are used to create works of art. ▪ 1.2 – Use selected two-dimensional and three-dimensional media to communicate ideas. • Standard 2: Using knowledge of structures and functions. ▪ 2.3 – Identify the principles of design. ▪ 2.5 – Evaluate works of art in terms of structure and function. ▪ 2.6 – Analyze the principles of design. ▪ 2.7 – Select and use the principles of design in a work of art. ▪ 2.9 – Plan, design and execute multiple solutions to challenging visual art problems. • Standard 3: Choosing and evaluating a range of	**Big Idea** Seeing is dependent on the light that reaches the eye and is processed by the brain.	**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?	**Formative Assessments:** Are the students using their sketchnote books to capture images and ideas from class discussions, readings, and research? **Summative Assessments:** Students will do a shaded drawing of a person, place or thing that demonstrates the ability to see how light is modulated, reflected, shaded, and bounced by objects. Students will strive for a wide range of values (10 or 12) from bright white to deep black. They will observe carefully to see highlights, shade and shadows along with bounced or reflected light from a variety of textures, colors, values and reflective surfaces. The drawings will demonstrate careful observation, understanding of structures and light, and facility with drawing media.

subject matter, symbols and ideas. ▪ 3.2 – Integrate a variety of sources for subject matter, symbols and/or ideas which communicate an intended meaning in a work of art.			

Unit 6: Mama Don't Take My Kodachrome Away
Time Frame: 2 weeks

A photograph is literally a graphic image of light made using a camera, in which an image is focused onto film or other light-sensitive material and then made visible and permanent by chemical treatment or digital processing. Photography is a key way to understand our world visually. The ability to take and to interpret photographs are important competencies for all students. Students will apply the skills in observation of light they began developing in the drawing exercise to composing clear and compelling photographs. They will control the composition similar to doing a painting by carefully considering everything that appears in the photo – the placement and light of the subject, the background, the mood and tone, the meaning, etc.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
• Standard 1: Understanding and applying media, techniques and process. ▪ 1.1 – Select and use different media, technologies and processes that are used to create works of art. ▪ 1.2 – Use selected two-dimensional and three-dimensional media to	**Big Idea** Cameras and photographs are important tools for seeing, understanding and communicating about the world.	**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	**Formative Assessments:** Composing an image Editing an image **Summative Assessments:** Students will take and edit digital photographs that are clear, compelling, and demonstrate knowledge and skills with composition, cropping, focal point, the rule of thirds, foreground, middle ground, background, negative space, three-point lighting,

communicate ideas. • Standard 2: Using knowledge of structures and functions. ▪ 2.3 – Identify the principles of design. ▪ 2.5 – Evaluate works of art in terms of structure and function. ▪ 2.6 – Analyze the principles of design. ▪ 2.7 – Select and use the principles of design in a work of art. ▪ 2.9 – Plan, design and execute multiple solutions to challenging visual art problems. • Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas. ▪ 3.2 – Integrate a variety of sources for subject matter, symbols and/or ideas which communicate an intended meaning in a work of art.		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?	color balance, color temperature, etc.

Unit 7: Can You Spare Some Change? **Time Frame: 2 weeks**

Attachment J

Change is another word for growth and learning. We all have a desire to be unique and special in some way but the social structures that surround us embed systems of meaning, beliefs, rules, values, knowledge, and ways of being that constrain our own freedom of choice and individuality. Being an independent thinker is not easy in the context of the cultural, social, political, and peer pressures of our lives. Who we are as human beings is shaped by our genetic makeup, the process of maturation, the environment in which we live, our families and peers, our education and our own experiences. In this unit, students will explore the natural and inescapable tension between being responsible members of society and freethinking individuals with the right to pursue life, liberty and happiness. This unit gets at the essence of what it means to be an artist and innovator in our society.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 4: Understanding the visual arts in relation to history and cultures 4.1 Identify historical and cultural characteristics of works of art 4.2 Describe how the arts and artists influence each other across history and cultures 4.3 Compare the purpose of works of art and design in history and cultures 4.4 Speculate on how history and culture give meaning to a work of art 4.5 Describe and differentiate the roles of artists in society across history and cultures 4.6 Describe how history and cultures influence the visual arts 4.7 Describe how the visual arts influence history and cultures	**Big Idea** The goal of the artist is to challenge people's normal perceptions and understanding of the world.	**Enduring Understandings:** Following instruction students will understand that: Art has been created by all people, in all times and in all places. Art changes over time and can be disruptive to cultural norms. Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms. **Essential Questions:** To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? How do images, objects, spaces and experiences change over time?	**Formative Assessments:** Sketchnote books Discussion Research/inquiry **Summative Assessments:** Students will produce a visual image, object, space or experience that explores the tension between being a unique individual and the pressure to conform. They will examine media, laws, rules, bullying, peer pressure and other cultural and societal factors that constrain individuality, innovation and change. Students will make a visual statement (work of art, poster, photos, ad, video) that expresses the struggle to be true to oneself in the face of outside pressure to conform.

Unit 8: The Objects of My Affection

Attachment J

Time Frame: 2 weeks

Seeing, thinking and communicating in three-dimensions requires different sensibilities than working in two-dimensions. In three dimensions there is more attention paid to form, texture, tactility, ambient light, balance and depth. Students will learn to look at objects from all sides from low-relief to high-relief and in-the-round. They will use materials such as clay, plaster, paper mache and foam that are easy to shape into 3 dimensional forms.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	**Big Idea** Objects are another way of seeing, thinking and communicating information, ideas and feelings.	**Enduring Understandings:** Following instruction students will understand that: Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. **Essential Questions:** To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function?	**Formative Assessments:** Sketchnote books Discussion Research/inquiry **Summative Assessments:** Students will make a three-dimensional sculpture that shows an understanding of form, texture, negative space, structure and stability. Are the sculptures unique, original, structurally sound, physically balanced and well-crafted?

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 **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			

Unit 9: Who Says? **Time Frame: 2 weeks**
In addition to creating works of art, students will develop critical visual thinking skills that enable them to see, interpret, understand and evaluate

visual images, objects, places and experiences. Students will select an image, object, space or experience about which they will analyze, discuss, write and present their ideas. The goal is to help others see and understand something they didn't know before or hadn't noticed.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	**Big Idea** We can learn to make better judgments and evaluations of the visual images, objects, spaces and experiences around us.	**Enduring Understandings:** Following instruction students will understand that: 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. **Essential Questions:** What makes some works of art great? When does a work of art 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 art?	**Formative Assessments:** Sketchbooks Discussions Written reviews **Summative Assessments:** Students will write a review of a visual image, object, space or experience and present their ideas to the class based on a rubric developed with the participation of the students as part of the learning experience.

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			

Unit 10: Space and Beyond
Time Frame: 2 weeks

The design of spaces and places influence how we feel, how productive we are, and the quality of the experiences in our lives, at work, and at play. We can design our environments to make our lives better, protect the environment, conserve energy, sustain resources, and make our lives, work and play more satisfying. Our environments include our natural surroundings (landscape), our buildings (architecture), spaces in which we live, work and relax (interiors), places we can gather and have recreation (parks, playgrounds, public squares, etc.), and places dedicated to enjoyment and entertainment (theatres, theme parks, etc.). All of these spaces and places can be made more effective through good design.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 6: Making	**Big Idea**	**Enduring Understandings:**	**Formative Assessments:**

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	Spaces and places are ways in which we see, think and communicate information, ideas and feelings.	Following instruction students will understand that: Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes. **Essential Questions:** How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	Sketchnote books Class discussion Interviews Drawings and plans Written design briefs Oral presentations **Summative Assessments:** Groups of students will select a room or area in the school to study and create designs that suggest ways in which the spaces could be more effective, useful and interesting. They will create visual and oral presentations of their ideas with models and explanatory text.

Unit 11: What an Experience!
Time Frame: 2 weeks

Students will explore images, objects, places and experiences with which people physically interact. Such interactive experiences are common in games, with toys, at theme parks and in a children's museum. These experiences can be designed to be more effective, meaningful and enjoyable. Experience design can be applied to everyday experiences like that of waiting in a line, being served at a restaurant, or making a purchase. Sometimes those experiences are frustrating or upsetting. How could they be designed to provide a better experience?

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 6: Making connections between visual art, media and design and	**Big Idea** We learn to see, think and communicate by interacting	**Enduring Understandings:** Following instruction students will understand that:	**Formative Assessments:** Are the students able to identify experiences that are

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	with people, places and things that become part of our experiences.	Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes. **Essential Questions:** How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	pleasant and others that aren't? **Summative Assessments:** Students will design or redesign some interactive experience and try out their solution to see if it provides a better experience for the participant or user based on a rubric they develop together as part of the project.

Unit 12: You Move Me
Time Frame: 2 weeks

Students will explore our perception of movement in objects, spaces, film, video and animation including the movement of subjects in a frame and the range of movement of the camera. They will experiment with squash and stretch in animation, dollying, tracking, craning and zooming in video and film, and how movement advances a story or enhances our enjoyment. They will have an opportunity to study examples in existing works and create their own movement effects in a space, film, video or short animation.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
Standard 6: Making connections between visual art, media and design and other disciplines 6.1 Compare and contrast	**Big Idea** New media forms like television, video, film, animation, and digital media make it easier to communicate	**Enduring Understandings:** Following instruction students will understand that: Learning can be deepened by connecting visual art to other disciplines.	**Formative Assessments:** Sketchbooks Class projects Discussions

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.	with images, objects, spaces and experiences that are not static but involve movement.	Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes. **Essential Questions:** How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?	**Summative Assessments:** Students will create movement in a space, a short video or animated film in which they show effective and compelling movement of the subject, background and point of view (camera) with visual devices such as zoom, pan, tilt, track, crane, dolly, etc.

Unit 13: It's Showtime!
Time Frame: 1 week

Students will explore the variety of ways we document, store, present, preserve and retrieve visual images, objects, places and experiences. They will learn to analyze and critique images, objects, spaces and visual experiences in ways that convey clear, insightful and articulate information, ideas and evaluations that help others see and understand something they may have missed before. They will compile a portfolio, write an artist's statement, create an exhibit, and make a visual and oral presentation of their work.

Standards Alignment	Themes/ Big Ideas/ Concepts	Essential Questions/ Learning Targets	Assessments
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	**Big Idea** We have a variety of ways to document, store, share, and analyze our visual world of images, objects, places and experiences	**Enduring Understandings:** Following instruction students will understand that: 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.	**Formative Assessments:** Students will maintain sketchbooks, compile portfolios, curate exhibits and present projects **Summative Assessments:**

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 **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		**Essential Questions:** What makes some works of art great? When does a work of art 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 art?	Students will assess the work they have done during the course in their sketchbooks, portfolios, exhibits and presentations as well as the work of others in self, peer, group and teacher critique sessions, exhibits and presentations.

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.			

Bullying Prevention, Cyber-Bullying, and Anti-Hazing Policy

The **Delaware Design-Lab High School** (hereinafter referred to as DDLHS) recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. 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. DDLHS strives to provide a safe learning and work environment for all students and all employees.

I. Prohibition of Bullying and Hazing

To further these goals and as required by 14 Del. C. 4112D, the District 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]

"School function" includes any field trip or any officially sponsored public or charter school event in the State.

"School property" means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school district or charter school including, but not limited to, any kindergarten, elementary, secondary, or vocational-technical school or charter school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school or charter school.

II. Definition of Bullying

As used in this policy, bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

A. Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; or

B. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or

C. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or

D. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

Explanation: Bullying is usually defined as involving **repeated** acts of aggression that aim to dominate another person by causing pain, fear or embarrassment. However, one act alone may constitute bullying if the requisite intent and effect set forth in the definition are met. An individual or a group may perpetuate bullying. It may be direct or indirect. Although a person may be repeatedly

[1] Legal or Regulatory Requirements are in *italics* throughout the policy.

bullied, a different person might be doing the bullying each time, which may make it difficult to recognize that bullying is occurring. An act is intentional if it is the person's conscious objective to engage in conduct of that nature. The actions listed below are some examples of intentional actions, which may become bullying depending on their reasonably foreseeable effect:

Physical bullying: Pushing, shoving, kicking, destroying of property, tripping, punching, tearing clothes, pushing books from someone's hands, shooting/throwing objects at someone, gesturing, etc.

Verbal bullying: Name calling, insulting, making offensive comments, using offensive language, mimicking, imitating, teasing, laughing at someone's mistakes, using unwelcome nicknames, threatening

Relational Bullying: Isolation of an individual from his or her peer group, spreading rumors.

Cyber-Bullying: **** Bullying by using information and communication technologies. Cyber-bullying may include but is not limited to:

1. Denigration: spreading information or pictures to embarrass,
2. Flaming: heated unequal argument online that includes making rude, insulting or vulgar remarks,
3. Exclusion: isolating an individual from his or her peer group,
4. Impersonation: Using someone else's screen name and pretending to be them
5. Outing or Trickery: forwarding information or pictures meant to be private.

Sexual Bullying: Unwanted touch of a sexual nature, unwanted talking about private parts, unwanted comments about target's sexuality or sexual activities.

DDLHS considers this list by way of example only, and is by no means exhaustive. These actions become bullying if they meet the definition with regard to intent and reasonably foreseeable effect. This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the education environment. Similar behaviors that do not rise to the level of bullying may still be prohibited by other DDLHS policies or building, classroom or program rules.

Cyber-Bullying Forbidden ****

In addition to the policy prohibiting bullying that DDLHS will put in place pursuant to 14 Del.C. §4112D(b)(2), DDLHS shall also prohibit cyber-bullying as per 14 DE Admin. Code 624**.** Cyber-bullying (as defined herein) is bullying by students directed at other students. Incidents of cyber-bullying shall be treated in the same manner as incidents of bullying. Notice of DDLHS's policy against cyber-bullying shall be provided to students, staff, and faculty in the same manner as notice of the school's policy against bullying.

Definition of Cyber-Bullying

A. Cyber-bullying means the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through

means other than face-to-face interaction, which (1) interferes with a student's physical well-being; or (2) is threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school district or charter school. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.

B. Whether speech constitutes cyber-bullying will be determined from the standpoint of a reasonable student of the same grade and other circumstances as the victim.

C. The place of origin of speech otherwise constituting cyber-bullying is not material to whether it is considered cyber-bullying under this policy, nor is the use of school district or charter school materials.

D. Upon implementation of this policy, and again at the beginning of each academic year, DDLHS shall inform students in writing of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings. From implementation of this policy, postings on Facebook, Twitter, MySpace, YouTube, and Pinterest (and other social media sites as they become available) shall be included in DDLHS's list of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings.

E. Nothing in this policy shall limit in any way a school district's or charter school's ability to regulate student conduct, including bullying, in any manner provided for by existing law, regulation, or policy.

III. Definition of Hazing

A. As used in this policy, hazing means any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by the Delaware Design-Lab High School. The term shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property. For purposes of this definition, any activity as described in this definition upon which the

admission or initiation into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

B. Hazing prohibited. Any person who causes or participates in hazing commits a class B misdemeanor. DDLHS prohibits hazing by any school employee or student. This policy prohibits students or other persons associated with any organization operating under the sanction of or recognized as an organization by the institution from engaging in any activity, which can be described as hazing.

C. Enforcement and penalties.

a. DDLHS shall provide a program for the enforcement of such rules and shall adopt appropriate penalties for violations of such rules to be administered by the person or agency at the institution responsible for the sanctioning or recognition of such organizations.

b. Such penalties may include the imposition of fines, the withholding of diplomas or transcripts pending compliance with the rules or pending payment of fines and the imposition of probation, suspension or dismissal.

c. In the case of an organization, which authorizes hazing in blatant disregard of such rules, penalties may also include rescinding of permission for that organization to operate on DDLHS school property or to otherwise operate under the sanction or recognition of the institution.

d. All penalties imposed under the authority of this section shall be in addition to any penalty imposed for violation of paragraph B (described above in this subsection) or any of the criminal laws of this State or for violation of any other institutional rule to which the violator may be subject.

e. Rules adopted pursuant hereto shall apply to acts conducted on or off school property whenever such acts are deemed to constitute hazing.

IV. School-wide Bully Prevention Program

The DDLHS shall develop a school-wide bully prevention program and is committed to adopting a program that is research-based.

A. DDLHS will strive to meet these goals:
   1. Reduce existing bullying problems among students
   2. Prevent development of new bullying problems
   3. Achieve better peer relations and staff-student connections at school

B. In order to be a school-wide program, the program must contain:
   1. School-level components
      a. All school staff will to strive to:
         i. Treat others with warmth, positive interest and involvement
         ii. Set firm limits for unacceptable behavior
         iii. Apply nonphysical, non-hostile negative consequences when rules are broken.

iv. Act as authorities and positive role models
v. Solve bullying problems in a consistent manner across all grade levels and all school locations.

b. *A Coordinating Committee will be created, as described in Section V of this policy.*
c. *The school's supervisory system in non-classroom areas will be reviewed as set forth in Section V(B)(9) of this policy.*
d. The following principles will apply to everyone on school property or at a school function:
i. I will not bully others
ii. I will try to help anyone that I suspect is being bullied
iii. I will try to include students who are left out.
iv. If someone is being bullied, I will tell an adult
e. School-wide programs may also include a school kick-off event, committee and staff trainings, school-wide questionnaires, staff discussion group meetings, and programs to involve parents, as determined by the Coordinating Committee.

2. Classroom level components
a. Post and enforce principles against bullying
b. Regular, ongoing class meetings, discussions, or role playing activities
c. Involve parents in bullying prevention
d. Find creative ways to incorporate issues involving bullying into the regular curriculum.

3. Individual Level Components
a. Supervise students' activities
b. Ensure that all staff intervenes appropriately on the spot when suspected bullying occurs
c. Discuss bullying behavior with students who bully and (separately) with targets of bullying, and with their parents.
e. Develop Behavioral Intervention Plans for involved students, with a graduated response.
f. Address bystander involvement.

4. Community Level Components
a. Develop partnerships with community members to support your school's program
b. Help spread anti-bullying message in the community
c. Involve community members in the Bully Prevention Coordinating Committee.

C. Resources and Curricula

A list of recommended supplemental materials and resources will be attached to this policy. The DDLHS encourages staff to find or create appropriate bullying prevention resources that can be used within the overall structure set forth above without compromising the fidelity of the school-wide program. Classroom curricula may be used as one part of the implementation of the school-wide program, but must not be the sole component of the program.

D. When setting up their school wide bully prevention program, DDLHS will avoid the following:

1. Relying on quick fixes. A one-time speaker may be one component of the program but by itself does not meet the requirements of a school wide program.
2. Providing group treatment or self-esteem programs for students who bully is inappropriate as research shows that these methods are counterproductive.
3. Focusing on anger control management for those who bully. Bullying is not a result of uncontrolled anger toward the target, but rather proactive aggressive behavior. Anger management may be more appropriate for participants in mutual conflicts or for those who are being bullied.
4. Providing Mediation/Conflict Resolution for bullying. The power imbalance involved in bullying may make the process intimidating for the victim and therefore inappropriate. These methods are useful only where the peers involved in conflict were formerly friends, or in situations of normal peer conflict that is not based on a power imbalance.
5. Exposing a specific victim's feelings to the bully or class.

V. Coordinating Committee

DDLHS shall 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. A majority of the members of the site-based committee shall be members of the school professional staff, of which a majority shall be instructional staff. The committee also shall contain representatives of the administrative staff, support staff, student body (for school enrolling students in grades 7 through 12), parents and staff from the before- or after-school program(s). These representatives shall be chosen by members of each respective group except that representatives of the non-employee groups shall be appointed by the school principal. The committee shall operate on a 1-person, 1-vote principle. In the event a site-based school discipline committee has been established pursuant to § § 1605(7)(a) and (b), of Title 14 of the Delaware Code, that committee shall vote whether or not to accept the aforementioned responsibilities.

A. When setting up the Committee the principal may wish to consider including other persons in addition to those required, such as a school counselor, school psychologist or other school-based mental health professional, a school resource officer, a nurse, a librarian, or a representative from the medical, business or faith-based community who might have a stake in the results of the program. The principal should also decide on an appropriate award system for the committee, within available resources.

B. The Committee shall:

1. Hold regular meetings
2. Select a coordinator of the program
3. Consider, decide upon and coordinate any staff training sessions (beyond the 1 hour gang and bully prevention training required in 14 Del. C. 4123A), as needed.
4. Create and maintain a training log (either paper or electronic) to keep a record of the school staff which have been trained, and what training they have received. Decide upon the need for and provide short, concise training updates in writing or at staff meetings.
5. Consider, decide upon and oversee formal or informal evaluation techniques and materials (such as questionnaires), as needed
6. Consider, decide upon and order materials, as needed
7. Consider, decide upon and lead staff discussion groups as needed

8. Consider and decide upon additional guidelines for consistent positive consequences for those who follow the rules and consistent negative consequences for students who break them.
9. Review and refine the school supervisory system.
10. Plan a school kick-off event
11. Establish subcommittees, as needed
12. Decide upon and implement methods of notification to students, parents and the community concerning the school-wide program.

VI. Reporting Requirements

Bullying and hazing are unacceptable and a culture of openness is the best way to counter such behavior. It is the responsibility of each member of the school community: pupils, staff and parents to report instances of bullying or suspicions of bullying, with the understanding that all such reports will be listened to and taken seriously.

A. *Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying or hazing shall immediately report it to the administration. All alleged and substantiated incidents of bullying must be reported to the DOE within 5 working days. Hazing incidents, which also meet the definition of bullying, will be reported as such to the DDOE within the required time period. The report of substantiated incidents shall include the determination of whether the target of the bullying was targeted or reported being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, physical appearance, national origin or other reason.*

1. Initial Concerns
   a. Staff members are encouraged to watch for early signs of bullying and stop them before they worsen.
   b. Even though there has been no report of bullying to a staff member, each staff member is encouraged to be vigilant and look for students who appear to be isolated from other students, about whom other students make inappropriate comments, or who show signs of peer victimization.
   c. To confirm their concerns the staff member may choose to take the following steps:
      i. Intensify observations of student in question
      ii. Confer with colleagues about that student
      iii. Consult the school's bullying database.
      iv. Take an informal survey of students about class climate
      v. Engage in short personal interviews with some students
      vi. Conduct a brief sociometric survey
      vii. Contact the parent to see how student likes school
      viii. Speak privately with the victim

2. Written Report
   a. If measures confirm the staff member's concerns that a student is being bullied, if a staff member receives a report of a bullying or hazing matter, or

if a staff member observes a bullying incident, they must inform the person designated by the administration immediately and in writing within 24 hours. The written report shall be reasonably specific as to actions giving rise to the suspicion of bullying and shall include:

i. Persons involved, designating bully, target, and bystanders roles.
ii. Time and place of the conduct and alleged, number of incidents.
iii. Potential student or staff witnesses.
iv. Any actions taken.

b. Short, easy to use forms can be obtained from the principal or district office.

VII. Investigative Procedures

A. *DDLHS will have a procedure for the school administration to promptly investigate in a timely manner and determine whether bullying or hazing have occurred. Part of the procedure of the investigation of such instances shall include a determination of whether the target of the bullying or hazing was targeted or reported being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, physical appearance or national origin. This subsection does not preclude the school from identifying other reasons or criteria why a person is a target of bullying.*

1. All complaints must be appropriately investigated and handled consistent with due process requirements.

2. Each principal will designate a person or persons to be responsible for responding to bullying complaints.

3. Neither complainant nor witnesses should be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. However, efforts should be made to increase the confidence and trust of the person making the complaint. Whenever practical, the investigating person will make efforts to document the bullying from several sources. This prevents the bully, when confronted, from assuming that the victim is the complainant. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities.

4. After receiving notice of the suspected bullying or hazing, either through a short form, an incident report, or an anonymous or other written complaint, the designated person will review the complaint in conjunction with any other related complaints. Reasonable steps will then be taken by the designated person to verify the information and to determine whether the information would lead a reasonable person to suspect that a person has been a victim of bullying.

5. Once the administrator has confirmed that a person has been the victim of bullying or hazing, the administrator will take prompt investigatory steps to determine who committed the acts of bullying and whether others played a role in perpetuating the bullying. The administrator will avoid forewarning the student suspects, and will interview suspects separately and in rapid succession.

6. After identifying those who committed the act or acts of bullying or hazing, the administrator will apply disciplinary action, consistent with due process rights, and the range of consequences identified herein. The bully will be informed that graduating consequences will occur if the bullying continues.

7. The administrator will keep a written record of the bullying incident, and any disciplinary actions taken. The administrator will keep any written statements of those committing the bullying, victims and witnesses. Discussions with all parties should be documented as soon as possible after the events. The school will not destroy or discard any material records or evidence while a criminal investigation into or prosecution relating to the incident is ongoing.

8. A follow-up will be completed two weeks later to determine whether the bullying has continued, and whether additional consequences are needed. An additional follow-up will occur in two months, regardless of whether new incidents have been reported.

9. Each confirmed incident must be recorded in the School Register of Bullying Incidents.

B. *All reported incidents of bullying, regardless of whether the school could substantiate the incident, must be reported to the Department of Education by the principal or his designee within five (5) working days pursuant to Department of Education regulations.* Hazing incidents, which also meet the definition of bullying, will be reported as such to the DDOE within the required time period.

C. The administrator should be aware that some acts of bullying might also be crimes, which under the School Crime Reporting Law (14 Del. C. 4112), are required to be reported to the police and /or the Department of Education.

VIII. Non-Classroom Supervision

To the extent that funding is available, DDLHS must develop a plan for a system of supervision in non-classroom areas. The plan shall provide for the review and exchange of information regarding non-classroom areas.

A. The Coordinating Committee will review and refine the supervisory system specifically to make bullying less likely to happen using the following techniques:

1. Determine the “hot spots” for bullying in the building, and why those hot spots exist.
2. Consider ways of either keeping certain groups apart during transition, or building positive collaborations between older and younger students.
3. Consider adult density in hot spots, if necessary.
4. Consider the attitude and behaviors of supervising adults in hot spots, and determine a way to increase their competence in recognizing and intervening in bullying situations.
5. Determine and disseminate a consistent graduated method by which all staff will recognize and respond to bullying.
6. Develop and provide a method for communication of staff so that staff who observe bullying can intervene and notify other staff involved in supervising the same students during the day.
7. Develop a consistent and user-friendly school-wide method of logging bullying incidents or observations about students at risk for bullying or being bullied.
8. Develop or review the policy for hallway supervision before and after school and during the time when students are moving between classes

IX. Consequences for Bullying

Bullying Prevention, Cyber-Bullying, and Anti-Hazing Policy

Consequences for bullying or hazing should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences should be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

A. Consequences should take into account:
   1. Nature and severity of the behaviors
   2. Degrees of harm
   3. Student's age, size and personality (including development and maturity levels of the parties involved)
   4. Surrounding circumstances and context in which the incidents occurred
   5. Prior disciplinary history and incidences of past or continuing patterns of behavior
   6. Relationships between the parties involved (including any imbalance of power between the perpetrator and victim)
   7. Ease of use for staff (within available resources and time constraints)

B. *The appropriate range of consequences for bullying is as follows:*
   1. Removal of positive reinforcers:
      a. Time-out.
      b. Loss of a privilege.
   2. Use of negative or unpleasant stimuli:
      a. Rebuke or verbal reprimand clearly specifying what is not acceptable and consequences if repeated.
      b. Notice to parent.
      c. Serious talk with school staff member.
      d. Serious talk with school staff member with parents present.
      e. Supervised break times.
      f. Behavioral report cards sent home.
      g. Creation of a behavior contract.
      h. In-school suspension.
      i. Detention.
      j. A period of inclusion in the Learning Support Unit.
      k. Reassignment of seats in class, lunch or on bus.
      l. Forbidden to enter certain areas of school.
      m. Reassignment of classes.
      n. A referral to an external agency
      o. Reassignment to another school, or another mode of transportation.
      p. Expulsion.
      q. Report to Law Enforcement officials
   3. In addition, but never as replacement for disciplinary action, formative activities should be given, which may include:
      a. Reparation to victim in the form of payment for or repair of damage to possessions out of bullies own money.
      b. Cooperation with assessment of problems.
      c. Education about what bullying is and why it is not acceptable.
      d. Documentation on books or films about bullying.
      e. Completion of bully related workbooks.

f. Completion of Letter of acknowledgement of actions to victim (only after reviewed by staff and never in cases of sexual bullying).
g. Completion of psychological assessment or evaluation.
h. Completion of counseling (In house or referral to an outside agency, individual or family).
i. Cooperation with a behavioral management program developed in consultation with a mental health professional.
j. Submission to a psychological, psychiatric or neuropsychiatric evaluation before bully can return to school.
k. Completion of community service.

C. The DDLHS believes that positive consequences should be given when students are obeying the rules about bullying. These consequences may include:

1. Enthusiastic, concrete, behavior-specific praise
2. Creative consequences that are truly positive for your students considering their age, sex, and maturity level.

D. The DDLHS believes that victims should be given support. If bullying is suspected, staff members will make an effort to:

1. Find a private opportunity for discussion with victim.
2. Discuss with victim what support they need.
3. Ensure their safety.
4. Record the event and follow through with actions.
5. Provide the victim with opportunities to gain peer support.
6. Refer the victim to available help in school.
7. Provide the victim with an opportunity to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face, if the victim chooses to do so.
8. Make referrals to external agencies if necessary.
9. Provide the victim with information for mental health or medical treatment needs.

X. Training and Education

A. DDLHS will provide a combined training each year totaling at least one (1) hour in the identification and reporting of criminal youth gang activity pursuant to § 617, Title 11 of the Delaware Code and bullying prevention pursuant to § 4112D, Title 14 of the Delaware Code. The training materials shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association and the Delaware Association of School Administrators. Any in-service training required by this section shall be provided within the contracted school year as provided in 14 Del. C. § 1305(e).

B. All school employees must either attend the provided training session live or participate via the on-line training module provided by the DDOE through its Professional Development Management System (PDMS). Regardless of training content delivery used, staff with Identify Management System (IMS) accounts shall verify training by

checking the assurance statement for the bullying/gang identification course in the Blackboard course delivery system. School administration will finalize verification through the PDMS.

C. 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 incidents of bullying. DDLHS's bullying prevention and intervention efforts shall be aligned with research-based frameworks for the
   1. Prevention of delinquency and
   2. Promotion of healthy social and emotional development.

Education for DDLHS faculty and staff will be based on two research-based frameworks:
   1. 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)
   2. Partnership with Children, The Center for Capacity Building, http://www.partnershipwithchildrennyc.org/ (promotion of healthy social and emotional development)

XI. Reporting Procedures

A. *The procedures for a student and parent, guardian or relative caregiver pursuant to § 202(f) of this Title or legal guardian to provide information on bullying activity will be as follows:*

1. If a child complains of bullying while it is happening, the staff member will respond quickly and firmly to intervene, if safety permits, if the situation appears to that staff member to involve bullying or real fighting.
2. If a child expresses a desire to discuss a personal incidence of bullying with a staff-member, the staff-member will make an effort to provide the child with a practical, safe, private and age-appropriate method of doing so.
3. A letter box will be placed in a place or places selected by the committee, so that students who feel unable to talk to any staff can have a point of contact. Information found in the box must be treated with care and a staff-member or members will be designated to be responsible for this information. Blank "Bullying – request for support forms" will be available to all students, but are not required for a report.
4. Written complaints shall be reasonably specific as to actions giving rise to the complaint and should include information as to:
   a. Conduct involved
   b. Persons involved, designated bully, target, and bystanders' roles
   c. Time and place of the conduct alleged, number of incidents
   d. Names of potential student or staff witnesses.
   e. Any actions taken in response
5. Short, easy to use complaint forms can be obtained from the principal or district office.
6. An electronic system will be established whereby students can email anonymous complaints of bullying that only designated persons will have access to.
7. Anyone may report bullying. A report may be made to any staff member. Reports should be made in writing.

8. Each principal will designate a person or persons responsible for responding to bullying complaints.

9. Every identified complainant who files a written complaint with a staff member will receive a written explanation of results to the extent that it is legally allowed and be given an opportunity to inform the designated person as to whether or not the outcome was satisfactory. Easy to use follow-up forms will be made available.

10. Every confirmed bullying incident will be recorded in the School Register of Bullying incidents, which will be a central record for designated staff to read. This will give an indication of patterns, which may emerge of both bullies and victims.

XII. Anonymous Reports

Formal disciplinary action solely based on an anonymous report is not permitted. Independent verification of the anonymous report is necessary in order for any disciplinary action to be applied.

XIII. Notification of Parents

A Parent, guardian or relative caregiver pursuant to 14 Del. C § 202(f) or legal guardian of any target of bullying or person who bullies another must be notified.

XIV. Retaliation

Retaliation following a report of bullying or hazing is prohibited. The administrator shall determine the consequences and appropriate remedial action for a person who engages in retaliation after consideration of the nature, severity, and circumstances of the act.

XV. Delegation for Responsibility at the School

A. 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.
B. The CEO, Principal (or designee) shall develop administrative regulations to implement this policy.
C. The CEO, Principal (or designee) shall ensure that this policy and administrative regulations are reviewed annually with staff, students, and parents.
D. 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.
E. School administration shall annually provide to the Board of Directors the following information:
    1. DDLHS's Bullying Prevention, Cyber-Bullying, and Anti-Hazing Policy
    2. Report of bullying incidents
    3. Information on the development and implementation of research-based bullying prevention and intervention programs.

XVI. Procedure to Communicate with Medical and Mental Health Professionals.

A. *The following procedures for communication between school staff members and medical professionals who are involved in treating students for bullying issues must be followed:*

1. Pediatricians/Primary Care Physicians and Mental Health Professionals are important links in the overall wellness of the whole child. The ability to communicate

appropriately to identify the optimal health care needs of the child is necessary when issues at school impact the physical and emotional health of the child. This is especially true in bullying due to the social nature of the problem. Release of information forms must be signed by the parent, guardian or relative caregiver pursuant to 14 Del. C. § 202(f) or legal guardian in order for the primary care physician or mental health professional to communicate with school personnel regarding any treatment of a child. Releases should be signed both at school and at the physician or mental health professional's office before communication may take place according to HIPAA and FERPA guidelines.

2. If a parent refuses to sign a release form at school the school will review this policy with them, explaining the reasons the release would be advantageous to their child.

3. After confirmation that a child has been involved in a bullying incident, if the administrator's designee recommends a mental health evaluation be completed, the school may:

a. Require that return to school will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.

b. Require that student remain in in-school suspension and that return to regular class schedule will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.

4. Summary of this evaluation shall be shared at a meeting with student, parent/guardian and school administrator's designee) prior to return to school or the general population.

B. Emergency evaluations can be obtained through Christiana Care Health Services Emergency Center at Christiana or Wilmington Hospital (302)-733-1000, the Rockford Center (866)-847-4357. Crisis services are also available through Child Mental Health, State of Delaware 24 hour hot line (302)-633-5128. Non-emergent services can be obtained through Children and Families First (800)-734-2388, Catholic Charities (302)-655-9624, and Delaware Guidance (302)-652-3948 in New Castle County or by contacting your medical insurance for recommended providers in your area.

XVII. Implementation

The school bullying prevention program must be implemented throughout the year, and integrated with the school's discipline policies and 14 Del. C. § 4112.

XVIII. Accountability

Each school shall notify the district in writing of their compliance with this policy and submit a copy of the procedures they have adopted under this policy by December 1, of each school year. Each school shall verify for the district the method and date that the policy has been distributed, to all students, parents, faculty and staff.

XIX. Awards

In any year when the Delaware Department of Education provides an awards system for exemplary bullying prevention programs, the district shall submit a nomination of 1 exemplary

school and the reasons why it believes that school should receive an award for its Bully Prevention Program, with supporting documentation.

XX. Immunity

A school employee, school volunteer or student is individually immune from a cause of action for damages arising from reporting bullying in good faith and to the appropriate person or persons using the procedures specified in the school district or charter schools' bullying prevention policy, but there shall be no such immunity if the act of reporting constituted gross negligence and/or reckless, willful, or intentional conduct.

XXI. Other Defenses

A. *The physical location or time of access of a technology-related incident is not a valid defense in any disciplinary action by the school district or charter school initiated under this policy provided there is sufficient school nexus.*

B. This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of his or her lawful employment or investigation of a violation of this policy in accordance with school district or charter school policy.

XXII. Relationship to School Crime Reporting Law

An incident may meet the definition of bullying and also the definition of a particular crime under State or federal law. Nothing in this policy shall prevent school officials from fulfilling all of the reporting requirements of § 4112, Title 14 of the Delaware Code, or from reporting probable crimes that occur on school property or at a school function, which are not required to be reported, under that section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in Chapter 9 of Title 16 of the Delaware Code, or any other reporting requirement under State or federal law.

XXIII. School Ombudsperson Information

The telephone number of the Department of Justice School Ombudsman shall be provided in writing to parents, students, faculty and staff; and shall be on the DDLHS website and at the school. The contact information shall also be prominently displayed at the school.

XXIV. Rules and Regulations

Implementation of this policy shall comply with all rules and regulations the Delaware Department of Education may promulgate to implement Title 14 Section 4112D of the Delaware Code.

XXV. 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 will available in the Main Office of the school.
3. This policy will be reviewed within 90 days after the adoption by the DDLHS Board of Directors, and annually by August 1st and thereafter.

Bullying Prevention, Cyber-Bullying, and Anti-Hazing Policy

Appendix L
Delaware Design-Lab High School
Education Plan, School Culture

A Day in the Life of Special Education Students
At Delaware Design-Lab High School

Lamar - Student with Behavioral Disability

Lamar is not a typical student. He wakes up in the morning angry. Lamar came from a Wilmington public school with an Individual Education Plan (IEP) based on the classification, Emotional Disturbance (ED). Lamar was tested with multiple assessments and they show that intellectual, sensory, or health factors cannot explain his difficulty learning. He has an average IQ and is physically healthy.

Lamar's Past

In elementary school, Lamar felt lonely and isolated because his impulsive behaviors pushed away friends he might otherwise have made. In class, he often blurted out disruptive comments. In first grade, the teacher separated Lamar's desk so he wouldn't distract other kids. Classes often seemed excruciatingly slow because he was expected to sit still and be quiet for long periods of time, completing worksheets alone at his desk. In middle school, Lamar often thought teachers and kids were criticizing him, even if they weren't. When he reacted, Lamar wound up in the Principal's office. By the time he left 8th grade, just thinking about school gave Lamar a stomachache.

Miss Mabel, Lamar's loving grandmother and legal guardian, is doing the best she can. She remembers Lamar as a pre-schooler who loved to build things with Legos. At home he had a knack for fixing things that broke. Miss Mabel just wants Lamar to graduate from high school and find a good job. She worries that he may wind up on the street like his friends and could get shot if he doesn't stay in school. She wonders, "Will Lamar make it through high school?"

A New Day in Lamar's Life

Last spring, Miss Mabel was thrilled to find out about the new Delaware Design-Lab High School when her hairdresser gave her a flyer someone dropped off at the beauty salon. Miss Mabel got herself to the information session about the Delaware Design-Lab High School at her neighborhood community center and asked lots of questions. She helped Lamar complete the application. She jumped for joy when Lamar was admitted to the 9th grade class starting in August 2014. She was impressed with the school team who met with her to review Lamar's IEP, develop a Student Success Plan, and set his academic and behavioral goals for the school year. Miss Mabel was grateful to attend a parent workshop before school opened to learn techniques in Positive Behavior Support, so she could work with Lamar at home. She thinks, "This is a new day in my baby's life."

Lamar - 9th Grade Student at the Delaware Design-Lab High School

Before school started, the Special Education teacher and Instructional Support Team used data in Lamar's IEP to plan his academic and behavioral program. Lamar has a regular class schedule. The Special Education teacher visits him to provide support in class and helps the other teachers adapt his assignments, as the IEP requires.

Research-based Practices and Programs to Meet the Needs of Diverse Learners

When he arrives at Delaware Design-Lab High School Lamar feels as if he is treated like every other student. Even though Lamar is receiving additional support, he doesn't feel singled out. He is unaware of the extensive planning, behavioral interventions, and strategic targeting of resources that the staff put in place to increase his school success. At his other school Lamar had a reputation for causing trouble but here he has a clean slate. He doesn't know that all of the teachers, administrators and support staff have been specially trained, but he knows school is different here, and he likes it. Lamar knows that he'll get to work on projects where he'll build things and use some of his skills that were not recognized before, so he wants to do well in school.

Appendix L
Delaware Design-Lab High School
Education Plan, School Culture

Before school opened and throughout the school year, all Delaware Design-Lab High School faculty, administrators and support staff were trained in the Delaware Positive Behavior Support (DE-PBS) system and Corporate Alliance for Drug Education (CADEkids) curriculum and behavioral interventions. The teachers' approach to discipline is coherent. The goal of these programs is to support at-risk students and create a positive single-school culture. With the Check and Connect school-based mentoring program, each student checks-in with a mentor every day to detect any social problems that may emerge. Lamar's mentor makes him feel cared for and tells him he is a vital member of the school community.

All teachers implement Response to Intervention (RTI), an academic and behavioral tiered support system, as common practice. RTI ensures that all students have access to high quality instruction, and that struggling learners, including those with learning disabilities are identified, supported, and served early and effectively.

Once a week the CADEkids Prevention Specialist works with the teachers and students in class on prevention of drug use, violence, and other risk-taking behaviors. Because of his behavioral disorder Lamar is scheduled for a small group with the CADEkids Prevention Specialist. In the small group, Lamar learns social decision making skills, conflict resolution, anger management, impulse control, and gradually builds self-esteem.

Design-based Learning (DBL$^{x©}$) and Challenge-based Learning (CBL$^{x©}$)

In Lamar's Design Studio they're having a critique, which is a regular part of the class. The students have put their sketches up on a tack board, a big wall for display of student work. Students pin their work into a space using a grid on the wall with the letters A-E horizontally across the top, and the numbers 1-5 vertically along the side. The works are referred to by their position on the grid, not the student's name, (for example B-2), so it is clear which piece is being critiqued. Lamar doesn't take criticism well and it makes him angry, but the teacher has carefully explained the difference between criticism and a *critique* that's designed to help each student improve their work.

The DBL$^{x©}$ critique process will be repeated continuously throughout the four years of high school so Lamar will have continual opportunity to transform his relationship to criticism. Over time, Lamar will learn to listen without reacting. He will come to understand that critique is not a personal attack; instead it is about his performance on a particular measure. Lamar will learn to see that failure is not a reflection of his self-worth; rather it is a necessary step on the path to reaching one's goals. Lamar's tendency to react with negative behaviors is gradually replaced with resilience.

Lamar soon understands the Design-Lab Schools Core Value, ***"Design - We are resilient risk takers who fail early and often, share our ideas, and reach innovative solutions",*** displayed throughout the school as part of the DE-PBS school-wide system. The words that are on the walls in each classroom and in the hallways aren't just slogans. They really do mean something.

Monique - Gifted Student with a Physical Disability

Monique loves to learn. She is a gifted student who could read at an early age, published her first zine in the 5th grade, and attended a charter elementary school in Wilmington. Monique was born with spinal bifida and gets around in a wheelchair. When she heard about the new Delaware Design-Lab High School she begged her parents to let her apply because the curriculum has so many "cool" courses that will prepare her for college. Unlike many of her school friends, Monique's parents spend some of their modest income to enhance her education by buying a computer and having Internet service at home. They want her to be their family's first college graduate, and are pleased to read on the school website that the building is wheelchair accessible.

Appendix L
Delaware Design-Lab High School
Education Plan, School Culture

Lamar and Monique Collaborate

Challenge-based Learning (CBL[x©]) requires communication, collaboration, critical thinking, and creativity that help Lamar and Monique make mutually beneficial contributions to each other's learning.

Lamar looks forward to going to school because one of his design projects is to develop adaptive tools for Monique. Lamar and Monique collaborated to design a desk that she could use in the classroom because the standard student desk was too low for her wheelchair. It was an interesting design challenge for both of them. The Design Brief that Lamar and Monique created considered factors such as safety, comfort, convenience, portability, cost, feasibility, and aesthetics. Lamar feels good about himself because in helping Monique, he takes his mind off his own problems. For the first time in his experience of school, Lamar sees that he has skills that are valuable to others.

Lamar is learning that even though Monique is in a wheelchair she's smart and personable. By observing Monique and speaking with her, Lamar is able to see ways in which he can improve her experience in school. In Design Studio, Lamar has learned that every design challenge begins with empathy for the user. He begins to understand the Design-Lab Schools Core Value, "***Empathy - We stretch ourselves to experience life from the vantage point of the client. We care about and include everyone, because everyone matters".***

In turn, Monique has enlisted Lamar to help with her project, which is to make a short sci-fi movie. Lamar is the key grip for Monique's film and has designed a variety of ways for her to attach a camera to her wheelchair. Monique's wheelchair is perfect for creating smooth tracking and dollying shots that are the envy of the classmates. They seek her out as a cinematographer for their own films, to be the "Steady-Cam" operator to capture those smooth camera movements that her wheelchair provides.

Monique is an asset to the class because her wheelchair serves for what otherwise would be a very expensive piece of cinema equipment. The unique movement effects they are able to create together are a factor in Monique's film winning an award in an international student film competition.

Lamar's Progress

In his first year as a 9th grader at the Delaware Design-Lab High School things have improved at home. Lamar's attitude is better. Miss Mabel has seen Lamar's school accomplishments when meeting with his teachers at Parent Teacher conferences. She has celebrated his finished projects at the Student Design Exhibits. Miss Mabel feels hopeful because she herself has received education from the school to help her know how to work with Lamar at home. Even though she didn't finish high school, Miss Mabel feels proud that she can learn new ways to help Lamar be successful.

Monique's Dream

At the Delaware Design-Lab High School, Monique gets to use a full range of her talents and abilities. Today she thinks her dream will be to attend the Delaware College of Art and Design. She knows the skills she is developing will help her in any major at any university. Over the four years of high school Monique will have the opportunity to join clubs, do community service learning projects, take Advanced Placement courses, and learn with an innovative curriculum that is unique among high schools in the nation. Monique will have ample opportunity to design her future, which includes going to college and creating the career of her dreams.

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,

Enrollment & Withdrawal Policy
Student Recruitment Timeline

press releases, public announcements, multi-media list (on-line, print), through Board members and collaborations with feeder schools.

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. Children of Founding Group members.
2. Children of employees currently employed at the school. As permitted by law, employees must be permanent employees working a minimum of 30 hours per week.
3. Siblings of currently enrolled student(s).

Public Lottery

Applications that are received during the Open Enrollment period may be included in the public lottery, approximate date March 1, 2014. The final lottery process will be developed during the pre-opening year and approved by the Board of Directors by December 2013.

A lottery list will be used in the event that the number of applications exceeds the number of openings after preference is given to children of Founding Group members, children of employees, and siblings of currently enrolled student(s).

Waiting List

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.

Enrollment & Withdrawal Policy
Student Recruitment Timeline

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 (hired by the school after the Open Enrollment period closed), permanent employees working a minimum of 30 hours per week. 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. Applicants are required to:

1. Complete a web-based pre-enrollment form.
2. Attend an information session conducted by the school, to be located at the school or at another host site in the community (i.e. community houses of worship, feeder elementary and middle schools, neighborhood community centers).
3. Complete an application, providing all requested information.
4. Mail the completed application with supporting documents to: Delaware Design-Lab High School, 818 N. Market St. Suite 2R, Wilmington, Delaware 19801

Special Provisions

1. 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.
2. English Language Learners will complete a Migrant Agricultural Work survey, to be included in the registration packet for all incoming students.
3. ***After final enrollment***, all incoming students must submit three visual samples of work they have personally produced. On 8.5 X 11" paper, separate pencil drawing of:
   a. a self-portrait
   b. the student's bedroom
   c. an outside view in the student's neighborhood (landscape or cityscape)

While not required for admission, students may submit additional pieces of any creative work they have personally produced. Creative work can include drawing, painting, manga, animation, web or media design, video or audio recordings, programming, graphic design, industrial design, architecture, CAD drawings, fashion design, set or exhibition design, robotics, building projects.

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.

Enrollment & Withdrawal Policy
Student Recruitment Timeline

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, 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.

Enrollment & Withdrawal Policy
Student Recruitment Timeline

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

- 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.

Attachment N
Delaware Design-Lab High School
Education Plan

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	4-26	Teacher Induction & Staff Inservice	Parent Ed. Fri. Aug. 22
	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	1st 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 1st Semester	Parent Ed. Jan. 28

Spring Semester

Jan	26	First Day of Spring Semester
Feb	16	Presidents' Day

REVISED 12 April 2013

Attachment N
Delaware Design-Lab High School
Education Plan

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	3rd 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		

Attachment O

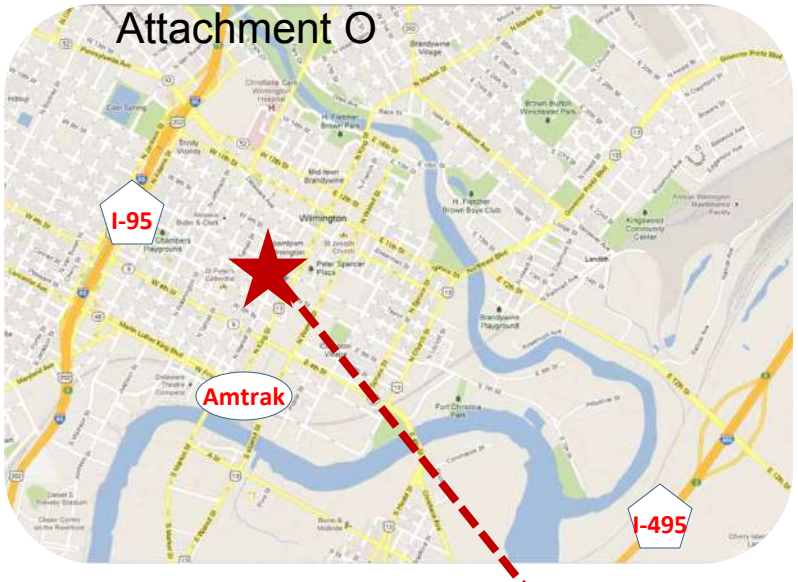
BPG
The Buccini/Pollin Group
OWNER • BUILDER • MANAGER

627 N. Market Street
Wilmington, DE

O1

Attachment O

location



- Convenient access to I-95, 1-295, Route 202 and Amtrak Station
- Surrounded by both garage and surface parking
- Shares the neighborhood with learning institutions such as DCAD, University of Delaware, and Delaware Technical College
- Historic Market Street is now seeing the results of exciting ongoing downtown revitalization efforts

Attachment O

location

O3

Urban Revitalization Efforts Completed

Attachment O

location

O4

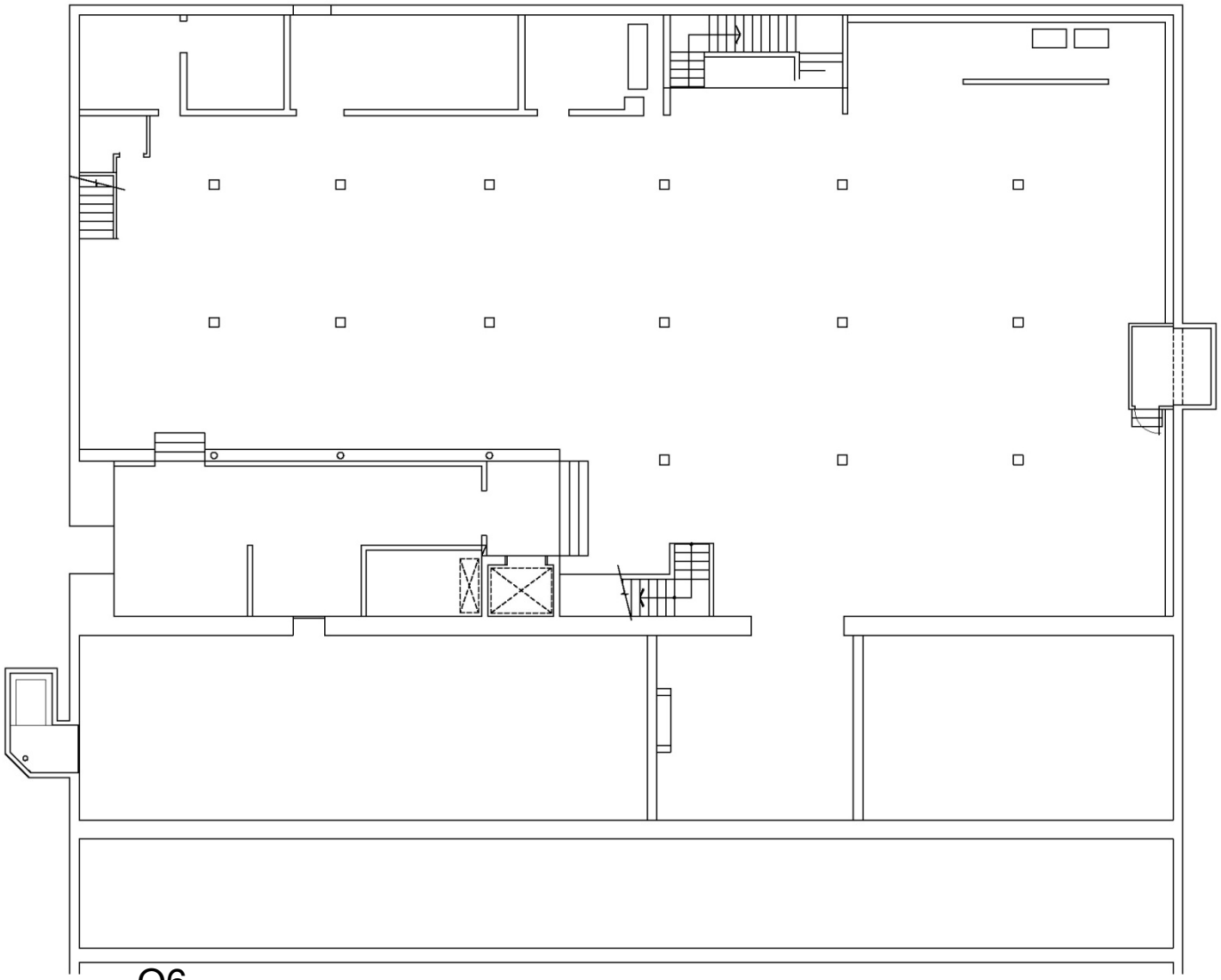
Future Redevelopment Projects

building

- 0.28 acre lot
- Approximately 41,800 gross square feet
- Built in 1957, renovated in 2002
- 3-story building plus full basement
- Includes two ground level retail suites that can be converted to contiguous space

BPG
The Buccini/Pollin Group
OWNER • BUILDER • MANAGER

building



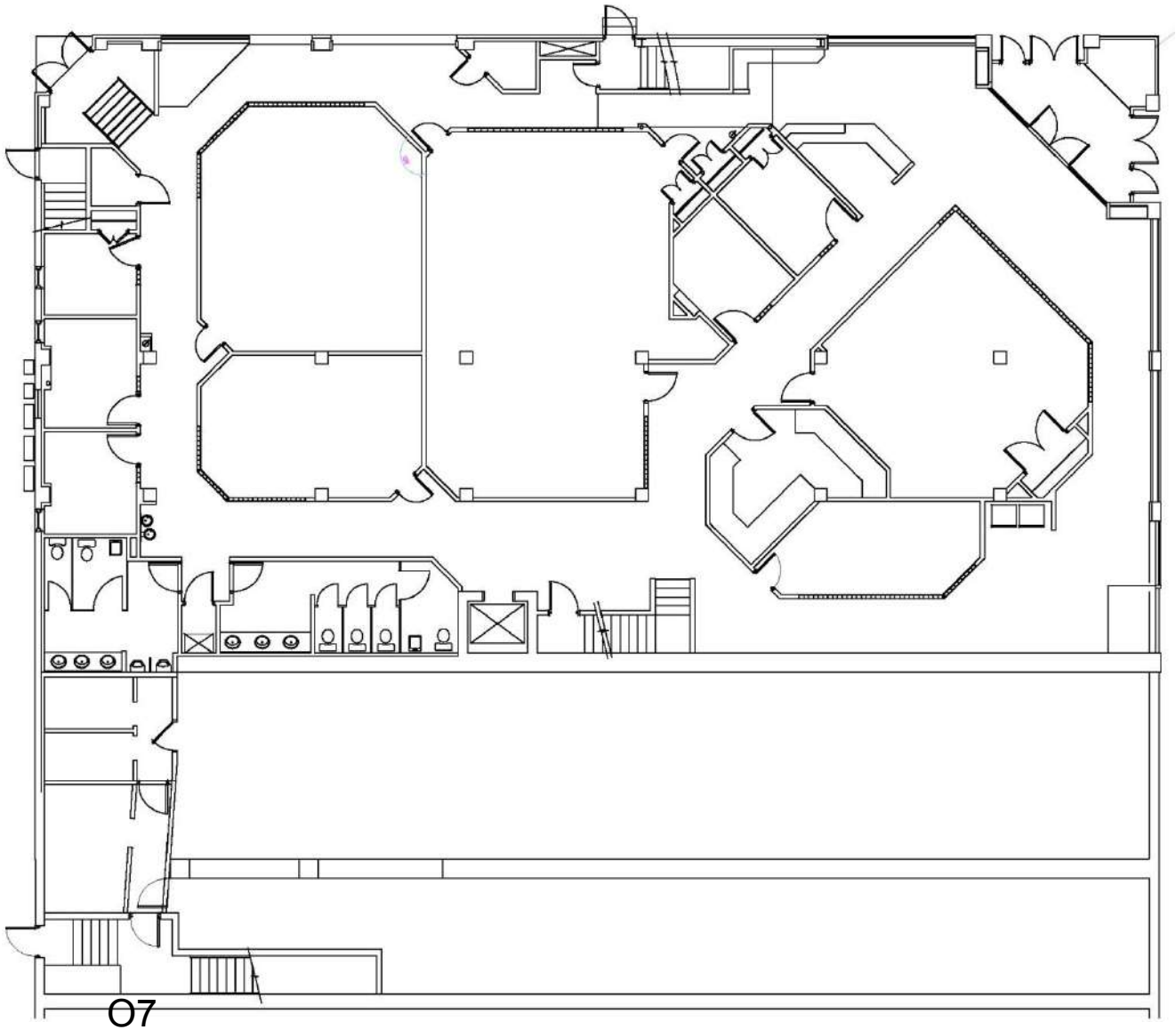
Basement Level

7100 usf +/-

- Building utility areas
- Ample open space for storage

BPG
The Buccini/Pollin Group
OWNER • BUILDER • MANAGER

building



1st Floor

11,160 usf +/-
(including retail)

- Currently built out as large classrooms and administrative offices

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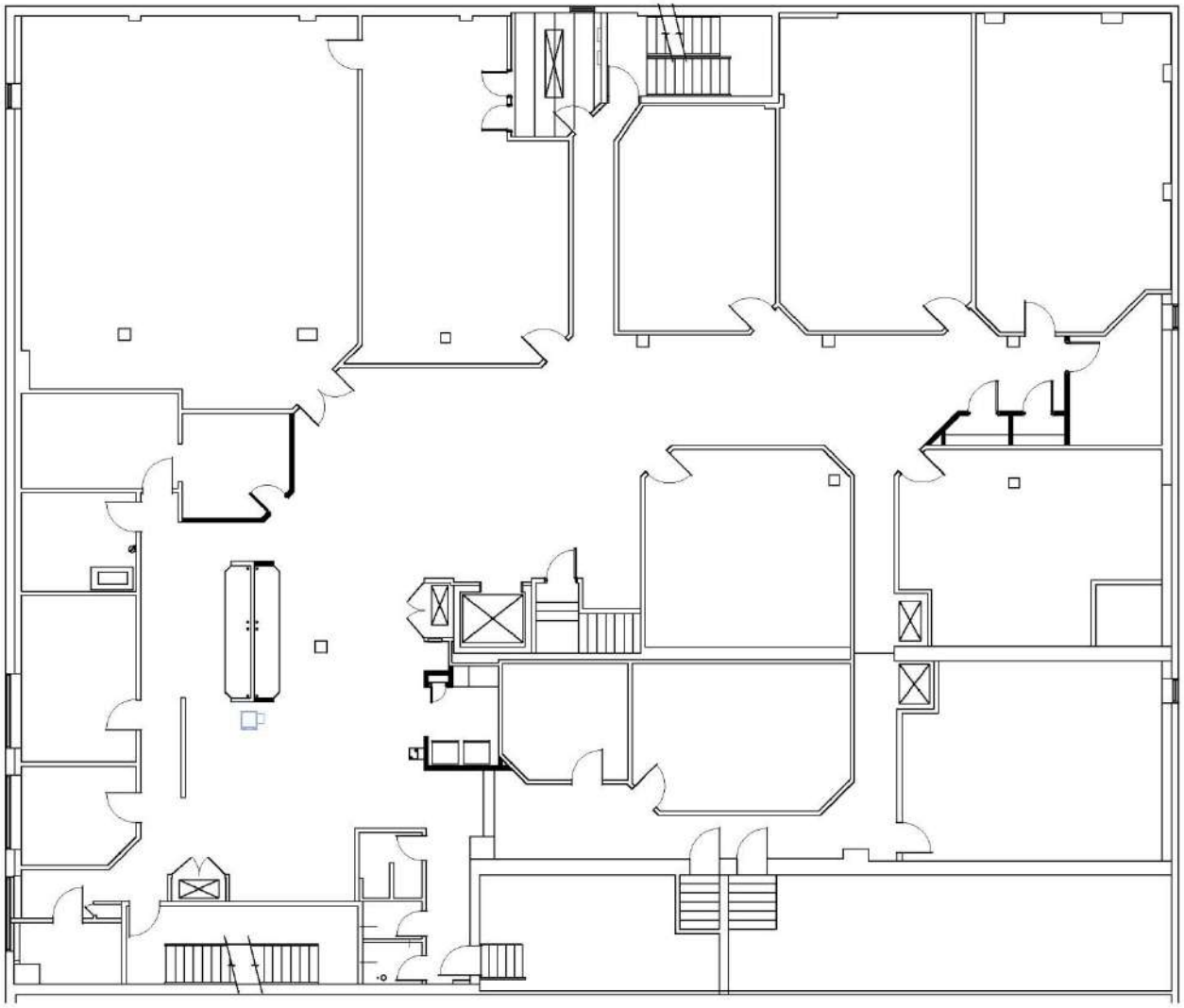
Attachment O



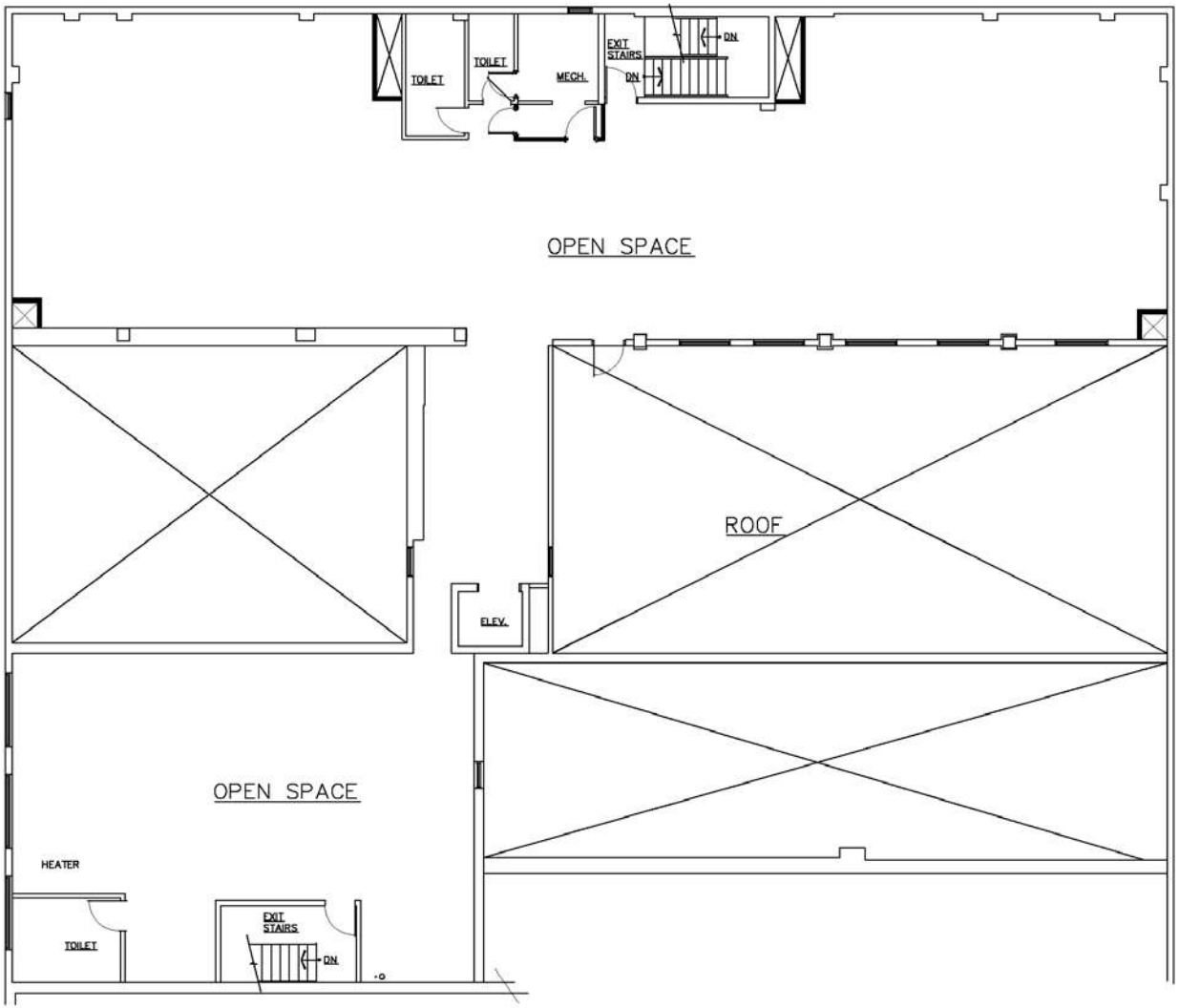
2nd Floor

11,330 usf +/-

• Currently built out as classroom and office space

O8

building



3rd Floor

5,300 usf +/-

• Would make a good research center / open work area

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opportunity

1. Facility optimization

2. Lease flexibility

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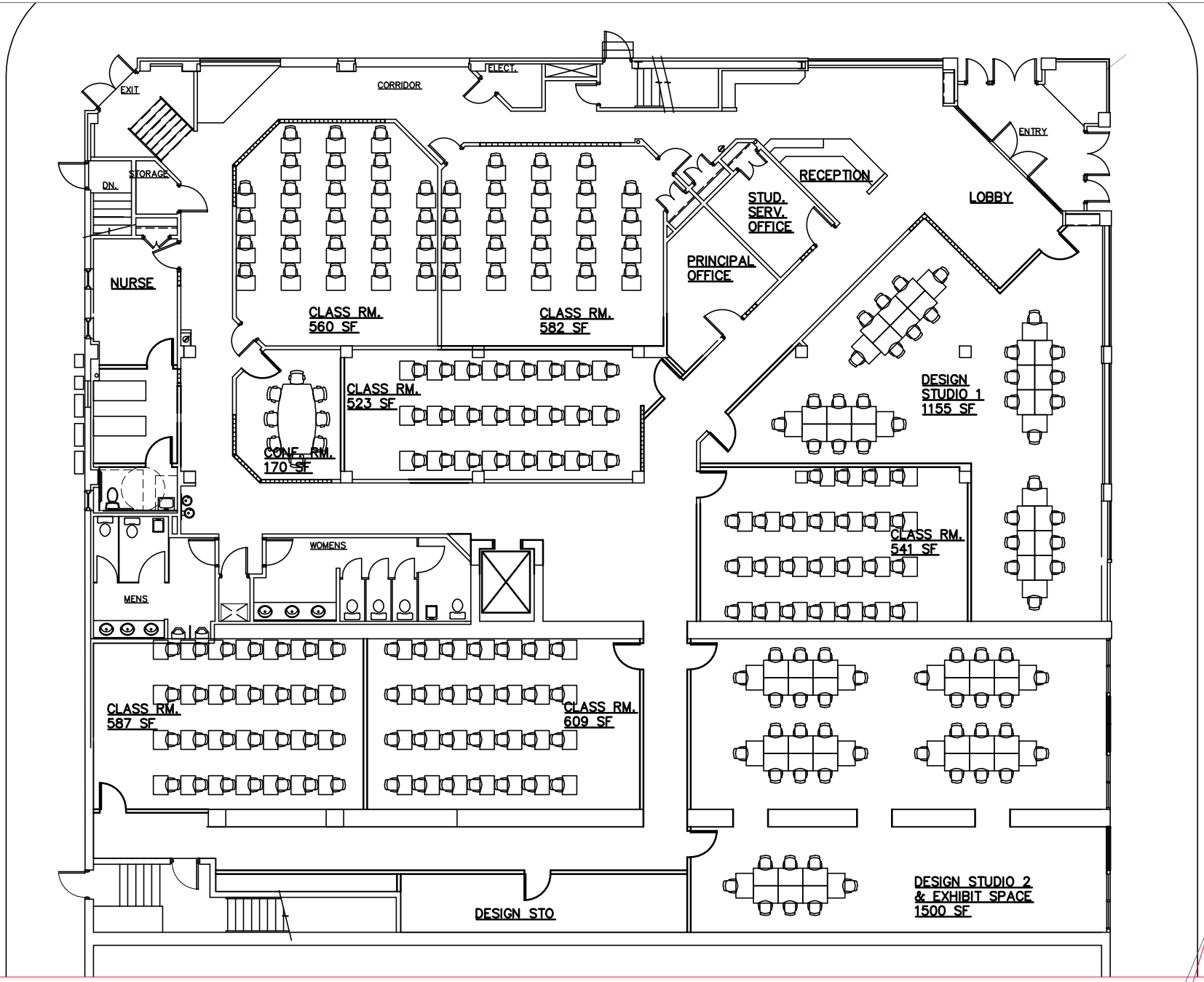
3. Long-term preferred parking arrangements

Central PARKING
Colonial Parking
WPA

For more information contact:
Jeffrey Gannett
302.691.4067
jgannett@bpgroup.net

Attachment O



627 N. Market

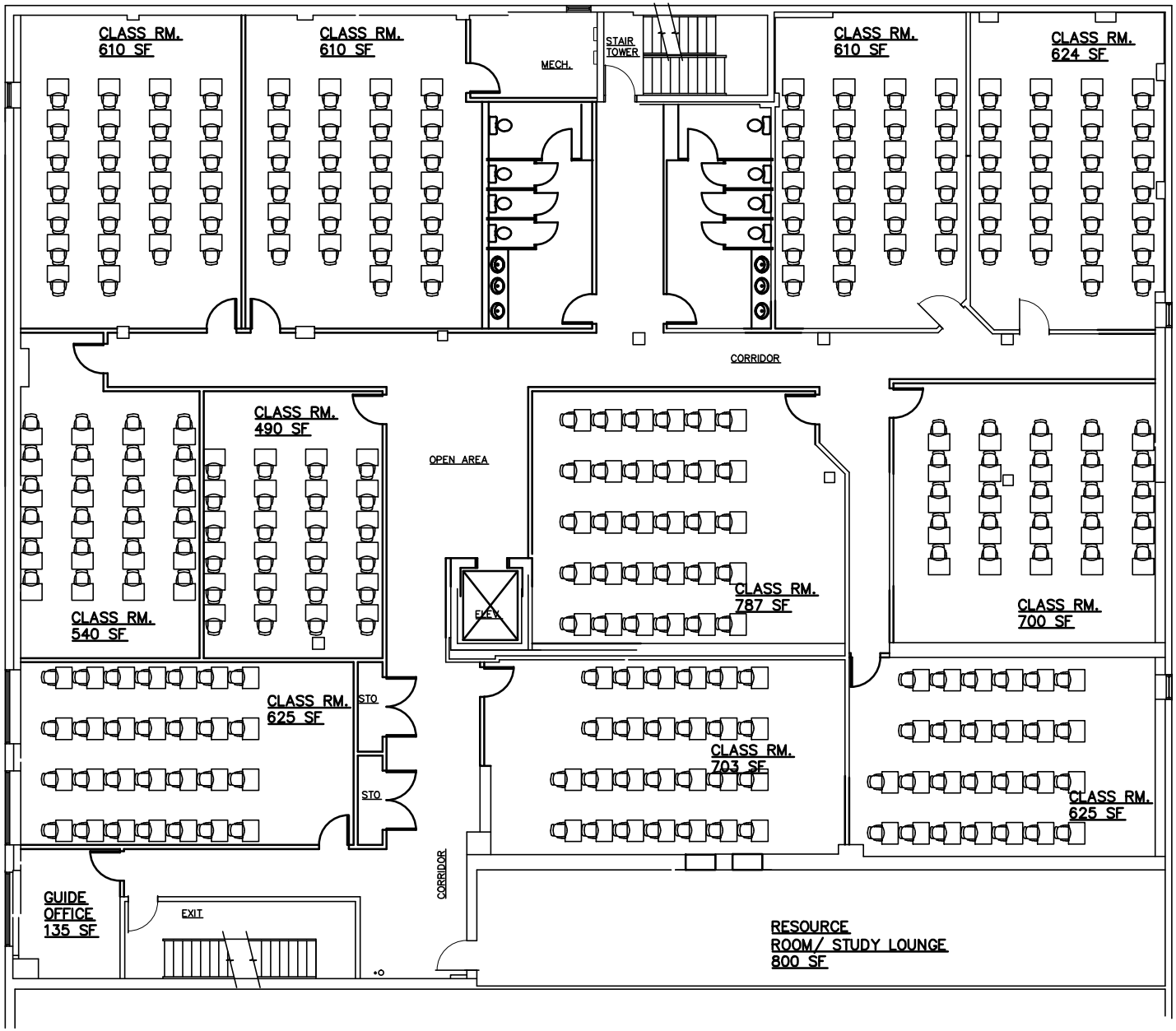
O11

Test Fit for Design Labs

Ground Floor

04.11.2013

The Buccini/Pollin Group



627 N. Market

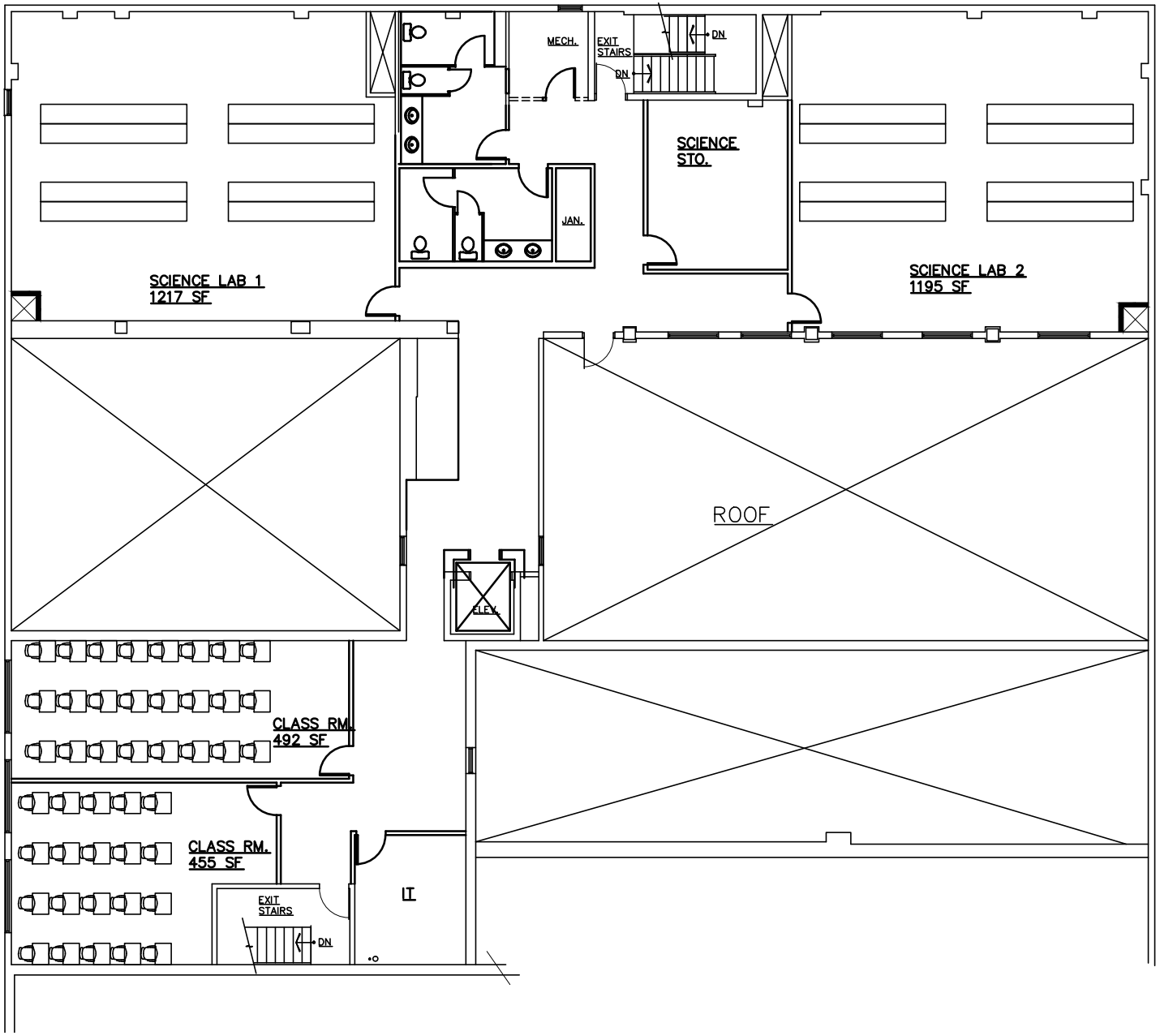
O12

Test Fit for Design Labs

Second Floor

04.11.2013

The Buccini/Pollin Group



627 N. Market

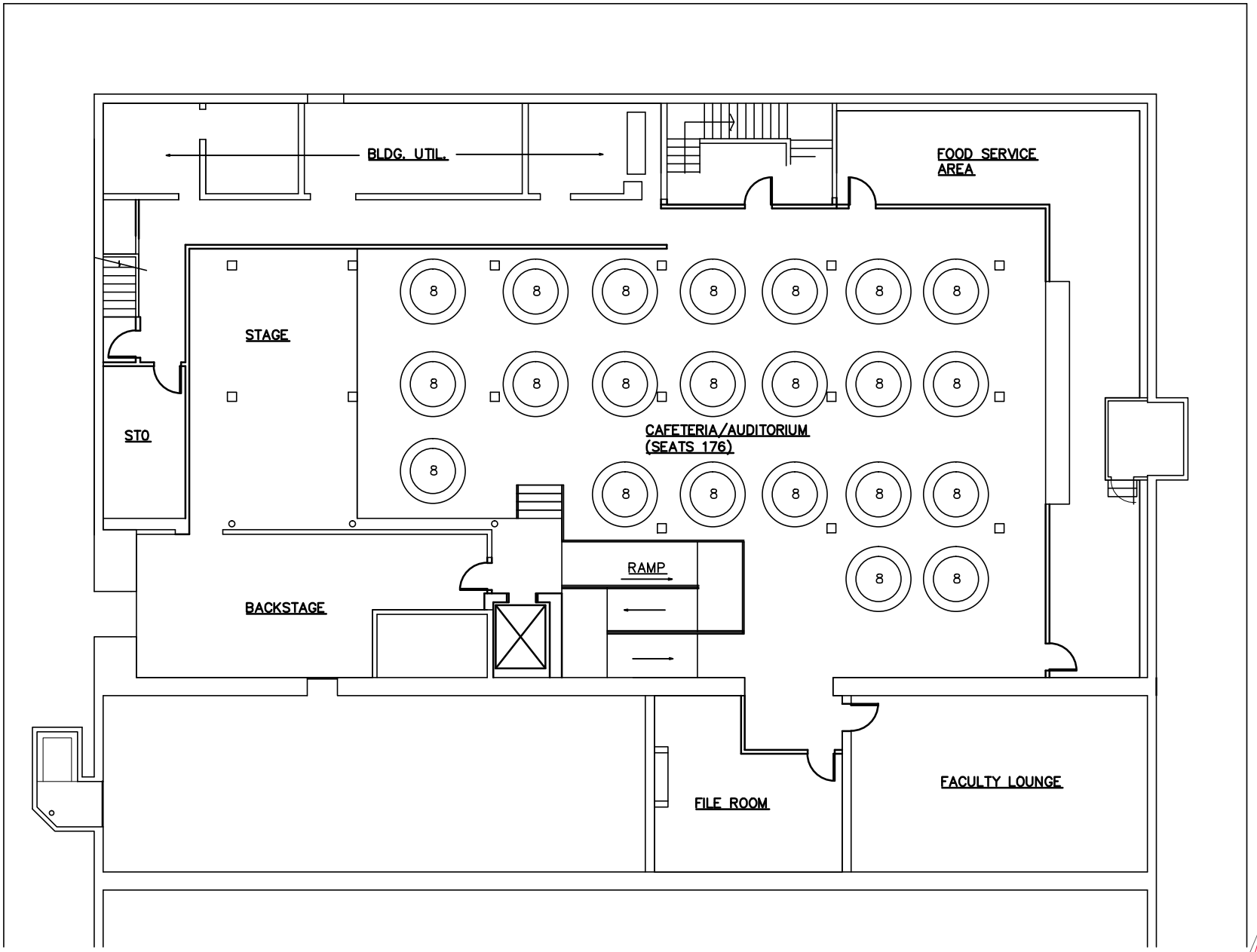
O13

Test Fit for Design Labs

Third Floor

04.11.2013

The Buccini/Pollin Group



627 N. Market

O14

Test Fit for Design Labs

Basement

04.11.2013

The Buccini/Pollin Group

Attachment P
Delaware Design-Lab High School **Revised 12 April 2013**

Budget Narrative

100% Enrollment

REVENUE

Lines 1 & 2 State and Local appropriations per revenue worksheets using anticipated student populations. Colonial and Brandywine School Districts each had 10% of students.

- 12% of students were Special Ed – Basic
- 6% of students were Special Ed – Intensive
- 2% of students were Special Ed – Complex
- These assumptions increase the Special Education unit-count for teachers. We would need to hire an additional four (4) Special Education teachers.

PERSONNEL SALARIES - EXPENSE

Lines 4 to 7 Personnel costs were not changed because they were already at 90% of Christina School District wage scale.
Line 8 Principal/Administrative salaries as per negotiated contracts.
Lines 9 & 11 Nurse and custodian are included at approximately 75% of scale but will be contracted.
Line 10 Clerical. Comparable to clerical positions in existing charter high school.
Line 12 Substitutes. Based on market rate for substitute teacher services.
Line 13 Paraprofessionals in Years 3 and 4
Line 24 Professional Development was reduced to $20,000 for Year 1

STUDENT SUPPORT - EXPENSE

Line 17 Transportation. Per bus company, cost will not exceed state funding based on eligible students
Line 18 Extracurricular. Stipends and fees.
Line 21 Supplies and materials. Estimated costs comparable to existing charter high school.
Line 22 Textbooks. Vendor lists, subscriptions.
Line 23 Curriculum. Development, vendor list, fees.
Line 24 Professional Development. Development, subscriptions, local travel.
Line 25 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 30 Computers. Per Technology Plan less MAP assessment costs and contracted maintenance of $13,520 per year.
Line 31 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.

OPERATIONS & MAINTENANCE OF FACILITIES - EXPENSE

Line 33 Quote per Pratt Insurance
Line 34 - 41 and Line 38 Rent. Lease costs for the proposed facility. Includes all utilities, maintenance, renovation.
Telephone/Communications. Estimated costs comparable to existing charter high school.

ADMINISTRATIVE/OPERATIONS SUPPORT

Line 42 Equipment Lease/Maintenance. Lease of one photocopier for year 1 & 2. Lease of two photocopiers for year 3 & 4.

Budget Narrative

Line 43 Equipment Purchase. Desks and chairs for students at $300 each for additional students each year
Line 44 Supplies and Materials. Estimated costs comparable to existing charter high school.
Line 45 Printing and Copying. Estimated costs comparable to existing charter high school.
Line 46 Postage and Shipping. Estimated costs comparable to existing charter high school.
Line 48 Staffing (recruitment) was increased to $10,000 for each year.
Line 49 Technology Plan. Per technology plan, costs of annual maintenance by Innovative Schools vendor.
Line 50 Other – Cost of annual audit. Audit was reduced to 0$ for Year 1 because the audit doesn't occur until after year-end.

MANAGEMENT COMPANY
Line 55 Innovative Schools contract.
2% contingency each year, starting Year 1, as per DE Technical Assistance Manual

80% Enrollment

REVENUE
Lines 1 & 2 State and Local appropriations per revenue worksheets using anticipated student populations. Colonial and Brandywine School Districts each had 10% of students.

- 12% of students were Special Ed – Basic
- 6% of students were Special Ed – Intensive
- 2% of students were Special Ed – Complex
- These assumptions increase the Special Education unit-count for teachers. We would need to hire an additional four (4) Special Education teachers.

PERSONNEL SALARIES - EXPENSE
Lines 4 to 7 Personnel costs were not changed because they were already at 90% of Christina School District wage scale. Eliminated one special teacher position ***for year 1 only.***
Line 8 Principal/Administrative salaries as per negotiated contracts. Principal salary reduced an additional $25,000 ***for year 1 only*****.**
Lines 9 & 11 Nurse and custodian are included at approximately 75% of scale but will be contracted.
Line 10 Clerical. Comparable to clerical positions in existing charter high school.
Line 12 Substitutes. Based on market rate for substitute teacher services.
Line 13 Paraprofessionals in Years 3 and 4
Line 24 Professional Development was reduced to $20,000 for Year 1

STUDENT SUPPORT - EXPENSE
Line 17 Transportation. Per bus company, cost will not exceed state funding based on eligible students
Line 18 Extracurricular. Stipends and fees.
Line 21 Supplies and materials. Estimated costs comparable to existing charter high school.
Line 22 Textbooks. Vendor lists, subscriptions.
Line 23 Curriculum. Development, vendor list, fees.

Budget Narrative

Line 24 Professional Development. Development, subscriptions, local travel.

Line 25 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 30 Computers. ***90%*** of Technology Plan less MAP assessment costs and contracted maintenance of $13,520 per year.

Line 31 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.

OPERATIONS & MAINTENANCE OF FACILITIES - EXPENSE

Line 33 Quote per Pratt Insurance

Line 34 - 41 and Line 38 Rent. Lease costs for the proposed facility. Includes all utilities, maintenance, renovation.

Telephone/Communications. Estimated costs comparable to existing charter high school.

ADMINISTRATIVE/OPERATIONS SUPPORT

Line 42 Equipment Lease/Maintenance. Lease of one photocopier for year 1 & 2. Lease of two photocopiers for year 3 & 4.

Line 43 Equipment Purchase. Desks and chairs for students at $300 each for additional students each year

Line 44 Supplies and Materials. Estimated costs comparable to existing charter high school.

Line 45 Printing and Copying. Estimated costs comparable to existing charter high school.

Line 46 Postage and Shipping. Estimated costs comparable to existing charter high school.

Line 48 Staffing (recruitment) was increased to $10,000 for each year.

Line 49 Technology Plan. Per technology plan, costs of annual maintenance by Innovative Schools vendor.

Line 50 Other – Cost of annual audit. Audit was reduced to 0$ for Year 1 because the audit doesn't occur until after year-end.

MANAGEMENT COMPANY

Line 55 Innovative Schools contract.
2% contingency each year, starting Year 1, as per DE Technical Assistance Manual

Fixed Costs - Costs not dependent on student enrollment.

- Rent
- Equipment Lease
- Technology Maintenance
- Audit
- Innovative Schools Contract

Attachment Q

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

Revised 6/29/2012

	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		$2,074,264		$3,240,424		$4,266,300		$4,689,178	
2	School District Local Fund Transfers	$0		$1,370,635		$2,181,738		$2,948,328		$3,210,039	
3	Prior Year Carryover Funds	$0		$0		$510,478		$2,391,925		$4,660,546	
	STATE LOCAL & LOANS REVENUE	**$0**		**$3,444,899**		**$5,932,640**		**$9,606,553**		**$12,559,763**	
	State Local & Loans Expenses										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
	Personnel Salaries / Other Employer Costs		FTE		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	25.00
5	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Special Teachers (phys Ed, Art, Music)	$0	0.00	$118,115	2.50	$236,935	5.00	$283,476	6.00	$293,490	6.00
7	Counselors	$0	0.00	$51,458	1.00	$77,187	1.50	$102,916	2.00	$102,916	2.00
8	Principal/Administrative	$0	0.00	$248,065	3.00	$248,065	3.00	$328,065	4.00	$328,065	4.00
9	Nurse	$0	0.00	$44,955	1.00	$44,955	1.00	$44,955	1.00	$44,955	1.00
10	Clerical	$0	0.00	$30,138	1.00	$30,138	1.00	$60,276	2.00	$60,276	2.00
11	Custodial	$0	0.00	$23,401	1.00	$23,401	1.00	$23,401	1.00	$23,401	1.00
12	Substitutes	$0	0.00	$8,000	0.50	$8,000	0.50	$8,000	0.50	$8,000	0.50
13	Other	$0	0.00	$0	0.00	$0	0.00	$93,791	3.00	$93,791	3.00
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**	**44.50**
	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		$20,000		$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**		**$706,424**		**$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		$10,000		$10,000		$10,000		$10,000	
49	Technology Plan	$0		$13,520		$13,520		$13,520		$13,520	
50	Other	$0		$0		$16,000		$16,000		$16,000	
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	**$0**		**$142,320**		**$127,220**		**$151,420**		**$153,320**	
	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**		**$2,934,421**		**$3,540,715**		**$4,946,006**		**$5,082,494**	
56	**# Students**	0		0		0		0		0	
	REVENUE LESS EXPENDITURES	**$0**		**$510,478**		**$2,391,925**		**$4,660,546**		**$7,477,270**	
	2 % CONTINGENCY CHECK	$0.00		$68,897.98		$118,652.80		$192,131.05		$251,195.27	

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.

	#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

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

State Funding	Local Funding	Total Funding
$2,074,264	$1,370,635	**$3,444,899**

UNITS	21.59

Enter Estimated # of 10th Graders Here ##

29 Appoquinimink	#	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**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,137.77	$0
Regular Students 4-12	23.00	$3,351.59	$77,087
Special Students 4-12 Basic	4.00	$7,979.98	$31,920
Special Students 4-12 Intense	2.00	$11,171.98	$22,344
Special Students 4-12 Complex	1.00	$25,781.49	$25,781
Totals	**30.00**		**$157,132**

10 Caesar Rodney	#	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**

17 Cape Henlopen	#	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**

13 Capital	#	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**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$3,883.87	$0
Regular Students 4-12	97.00	$3,145.94	$305,156
Special Students 4-12 Basic	14.00	$7,490.33	$104,865
Special Students 4-12 Intense	7.00	$10,486.46	$73,405
Special Students 4-12 Complex	2.00	$24,199.52	$48,399
Totals	**120.00**		**$531,825**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,765.74	$0
Regular Students 4-12	23.00	$2,240.25	$51,526
Special Students 4-12 Basic	4.00	$5,333.93	$21,336
Special Students 4-12 Intense	2.00	$7,467.51	$14,935
Special Students 4-12 Complex	1.00	$17,232.71	$17,233
Totals	**30.00**		**$105,029**

37 Delmar	#	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**

36 Indian River	#	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**

15 Lake Forest	#	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**

16 Laurel	#	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**

18 Milford	#	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**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,211.22	$0
Regular Students 4-12	97.00	$3,411.09	$330,876
Special Students 4-12 Basic	14.00	$8,121.63	$113,703
Special Students 4-12 Intense	7.00	$11,370.28	$79,592
Special Students 4-12 Complex	2.00	$26,239.12	$52,478
Totals	**120.00**		**$576,649**

23 Seaford	#	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**

24 Smyrna	#	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**

35 Woodbridge	#	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**

Attachment Q

Charter School Revenue Calculation - Estimate

State Funding

Student Total:	300						
Regular:	240						
Special:	60						
Location							
Districts:							
Appoquinimink	0	Christina	120	Laurel	0		
Brandywine	30	Colonial	30	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:	225						

Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	240.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	36.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	18.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	6.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	21.59	$30,894	$667,103
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.14	$59,411	$8,318
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 =	0.09	$42,544	$3,829
Percentage Driver Education Teacher =	1.00	$37,468	$37,468
Nurse =	0.16	$40,315	$6,529
Academic Excellence Units =	1.20	$37,483	$44,980
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.29	$42,890	$12,254
Related Services Specialist Intensive	0.55	$42,890	$23,395
Related Services Specialist Complex	0.77	$42,890	$32,992
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 =	30.82		
Total Staffing For Health Insurance =	30.82		
Total Salary Costs			$1,029,926
OEC Rate		28.53%	$293,838
Health Insurance Per FTE		$8,611	$265,354

Subtotal Personnel Revenue	**$1,589,119**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$ -
Division II Units (No Vocational Courses) =	21.59	
Division II - All Other Costs - Current Unit Value =	$ 2,955	$ 63,809
Division II - Energy - Current Unit Value =	$ 2,435	$ 52,580
Division III - Equalization - Unit Value =	**$ 6,465**	$ 139,601
Academic Excellence Division III =		$ 7,758
MCI/Annual Maintenance =		$ 16,929
LEP =		$ -
Student Transportation Amount =		$ 204,469

Subtotal Other Sources	**$485,146**
Grand Total State Sources	**$2,074,264**

Attachment Q

County	Transportation 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

Q7

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.

	#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

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

State Funding	Local Funding	Total Funding
$3,240,424	$2,181,738	**$5,422,162**

UNITS	34.30

Enter Estimated # of 10th Graders Here ##

29 Appoquinimink	#	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**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,137.77	$0
Regular Students 4-12	38.00	$3,351.59	$127,360
Special Students 4-12 Basic	6.00	$7,979.98	$47,880
Special Students 4-12 Intense	3.00	$11,171.98	$33,516
Special Students 4-12 Complex	1.00	$25,781.49	$25,781
Totals	**48.00**		**$234,538**

10 Caesar Rodney	#	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**

17 Cape Henlopen	#	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**

13 Capital	#	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**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$3,883.87	$0
Regular Students 4-12	152.00	$3,145.94	$478,183
Special Students 4-12 Basic	22.00	$7,490.33	$164,787
Special Students 4-12 Intense	11.00	$10,486.46	$115,351
Special Students 4-12 Complex	4.00	$24,199.52	$96,798
Totals	**189.00**		**$855,119**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,765.74	$0
Regular Students 4-12	38.00	$2,240.25	$85,130
Special Students 4-12 Basic	6.00	$5,333.93	$32,004
Special Students 4-12 Intense	3.00	$7,467.51	$22,403
Special Students 4-12 Complex	1.00	$17,232.71	$17,233
Totals	**48.00**		**$156,768**

37 Delmar	#	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**

36 Indian River	#	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**

15 Lake Forest	#	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**

16 Laurel	#	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**

18 Milford	#	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**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,211.22	$0
Regular Students 4-12	152.00	$3,411.09	$518,486
Special Students 4-12 Basic	23.00	$8,121.63	$186,797
Special Students 4-12 Intense	11.00	$11,370.28	$125,073
Special Students 4-12 Complex	4.00	$26,239.12	$104,956
Totals	**190.00**		**$935,313**

23 Seaford	#	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**

24 Smyrna	#	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**

35 Woodbridge	#	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**

Attachment Q

Charter School Revenue Calculation - Estimate

State Funding

Student Total:	475						
Regular:	380						
Special:	95						
Location							
Districts:							
Appoquinimink	0	Christina	189	Laurel	0		
Brandywine	48	Colonial	48	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:	356						

Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	380.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	57.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	28.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	10.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	34.30		$30,894	$1,059,614
Administrative Assistant =	1.00		$50,290	$50,290
Percentage 11 Month Supervisor =	0.23		$59,411	$13,665
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 =	0.14		$42,544	$5,956
Percentage Driver Education Teacher =	1.40		$37,468	$52,455
Nurse =	0.26		$40,315	$10,371
Academic Excellence Units =	1.90		$37,483	$71,218
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.45		$42,890	$19,403
Related Services Specialist Intensive	0.85		$42,890	$36,392
Related Services Specialist Complex	1.28		$42,890	$54,987
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 =	47.86			
Total Staffing For Health Insurance =	47.86			
Total Salary Costs				$1,601,863
OEC Rate			28.53%	$457,011
Health Insurance Per FTE			$8,611	$412,111

Subtotal Personnel Revenue	**$2,470,985**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$	-
Division II Units (No Vocational Courses) =	34.30		
Division II - All Other Costs - Current Unit Value =	$ 2,955	$	101,352
Division II - Energy - Current Unit Value =	$ 2,435	$	83,517
Division III - Equalization - Unit Value =	**$ 6,465**	$	221,740
Academic Excellence Division III =		$	12,284
MCI/Annual Maintenance =		$	26,804
LEP =		$	-
Student Transportation Amount =		$	323,742

Subtotal Other Sources	**$769,439**
Grand Total State Sources	**$3,240,424**

Attachment Q

County	Transportation 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

Q10

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.

	#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

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

State Funding	Local Funding	Total Funding
$4,266,300	$2,948,328	**$7,214,628**

UNITS	46.33

Enter Estimated # of 10th Graders Here ##

29 Appoquinimink	#	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**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,137.77	$0
Regular Students 4-12	53.00	$3,351.59	$177,634
Special Students 4-12 Basic	8.00	$7,979.98	$63,840
Special Students 4-12 Intense	4.00	$11,171.98	$44,688
Special Students 4-12 Complex	1.00	$25,781.49	$25,781
Totals	**66.00**		**$311,944**

10 Caesar Rodney	#	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**

17 Cape Henlopen	#	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**

13 Capital	#	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**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$3,883.87	$0
Regular Students 4-12	208.00	$3,145.94	$654,356
Special Students 4-12 Basic	31.00	$7,490.33	$232,200
Special Students 4-12 Intense	15.00	$10,486.46	$157,297
Special Students 4-12 Complex	5.00	$24,199.52	$120,998
Totals	**259.00**		**$1,164,850**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,765.74	$0
Regular Students 4-12	53.00	$2,240.25	$118,733
Special Students 4-12 Basic	8.00	$5,333.93	$42,671
Special Students 4-12 Intense	4.00	$7,467.51	$29,870
Special Students 4-12 Complex	1.00	$17,232.71	$17,233
Totals	**66.00**		**$208,507**

37 Delmar	#	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**

36 Indian River	#	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**

15 Lake Forest	#	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**

16 Laurel	#	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**

18 Milford	#	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**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,211.22	$0
Regular Students 4-12	208.00	$3,411.09	$709,507
Special Students 4-12 Basic	31.00	$8,121.63	$251,771
Special Students 4-12 Intense	15.00	$11,370.28	$170,554
Special Students 4-12 Complex	5.00	$26,239.12	$131,196
Totals	**259.00**		**$1,263,027**

23 Seaford	#	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**

24 Smyrna	#	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**

35 Woodbridge	#	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**

Attachment Q

Charter School Revenue Calculation - Estimate

State Funding

Student Total:	650					
Regular:	522					
Special:	128					
Location						
Districts:						
Appoquinimink	0	Christina	259	Laurel	0	
Brandywine	66	Colonial	66	Milford	0	
Caesar Rodney	0	Delmar	0	Red Clay	259	
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	522.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	78.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	38.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	12.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	46.33	$30,894	$1,431,449
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.31	$59,411	$18,417
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 =	0.19	$42,544	$8,083
Percentage Driver Education Teacher =	1.00	$37,468	$37,468
Nurse =	1.05	$40,315	$42,250
Academic Excellence Units =	2.60	$37,483	$97,456
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.62	$42,890	$26,626
Related Services Specialist Intensive	1.15	$42,890	$49,388
Related Services Specialist Complex	1.54	$42,890	$65,985
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 =	62.86		
Total Staffing For Health Insurance =	62.86		
Total Salary Costs			$2,084,483
OEC Rate		28.53%	$594,703
Health Insurance Per FTE		$8,611	$541,315
Subtotal Personnel Revenue			**$3,220,501**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$ -
Division II Units (No Vocational Courses) =	46.33	
Division II - All Other Costs - Current Unit Value =	$ 2,955	$ 136,918
Division II - Energy - Current Unit Value =	$ 2,435	$ 112,824
Division III - Equalization - Unit Value =	**$ 6,465**	$ 299,552
Academic Excellence Division III =		$ 16,809
MCI/Annual Maintenance =		$ 36,680
LEP =		$ -
Student Transportation Amount =		$ 443,016
Subtotal Other Sources		**$1,045,799**
Grand Total State Sources		**$4,266,300**

Attachment Q

County	Vo Tech	Transportation 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.

	#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

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

State Funding	Local Funding	Total Funding
$4,689,178	$3,210,039	**$7,899,217**

UNITS	50.38

Enter Estimated # of 10th Graders Here ##

29 Appoquinimink	#	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**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,137.77	$0
Regular Students 4-12	57.00	$3,351.59	$191,041
Special Students 4-12 Basic	8.00	$7,979.98	$63,840
Special Students 4-12 Intense	4.00	$11,171.98	$44,688
Special Students 4-12 Complex	1.00	$25,781.49	$25,781
Totals	**70.00**		**$325,350**

10 Caesar Rodney	#	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**

17 Cape Henlopen	#	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**

13 Capital	#	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**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$3,883.87	$0
Regular Students 4-12	223.00	$3,145.94	$701,545
Special Students 4-12 Basic	34.00	$7,490.33	$254,671
Special Students 4-12 Intense	17.00	$10,486.46	$178,270
Special Students 4-12 Complex	6.00	$24,199.52	$145,197
Totals	**280.00**		**$1,279,683**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,765.74	$0
Regular Students 4-12	57.00	$2,240.25	$127,694
Special Students 4-12 Basic	8.00	$5,333.93	$42,671
Special Students 4-12 Intense	4.00	$7,467.51	$29,870
Special Students 4-12 Complex	1.00	$17,232.71	$17,233
Totals	**70.00**		**$217,468**

37 Delmar	#	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**

36 Indian River	#	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**

15 Lake Forest	#	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**

16 Laurel	#	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**

18 Milford	#	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**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,211.22	$0
Regular Students 4-12	223.00	$3,411.09	$760,673
Special Students 4-12 Basic	34.00	$8,121.63	$276,135
Special Students 4-12 Intense	17.00	$11,370.28	$193,295
Special Students 4-12 Complex	6.00	$26,239.12	$157,435
Totals	**280.00**		**$1,387,538**

23 Seaford	#	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**

24 Smyrna	#	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**

35 Woodbridge	#	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**

Attachment Q

Charter School Revenue Calculation - Estimate

State Funding

Student Total:	700					
Regular:	560					
Special:	140					
Location						
Districts:						
Appoquinimink	0	Christina	280	Laurel	0	
Brandywine	70	Colonial	70	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:	525					

Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	560.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	84.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	42.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	14.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	50.38	$30,894	$1,556,575
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.34	$59,411	$20,200
Percentage Transportation Supervisor =	0.08	$59,411	$4,753
Principal =	1.00	$60,849	$60,849
Assistant Principal =	1.65	$55,189	$91,062
Percentage Visiting Teacher =	0.20	$42,544	$8,509
Percentage Driver Education Teacher =	1.00	$37,468	$37,468
Nurse =	1.08	$40,315	$43,460
Academic Excellence Units =	2.80	$37,483	$104,952
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.67	$42,890	$28,593
Related Services Specialist Intensive	1.27	$42,890	$54,587
Related Services Specialist Complex	1.79	$42,890	$76,982
Clerical Units =	5.00	$28,368	$141,840
Custodial Units =	1.00	$23,401	$23,401
Cafeteria Manager =	0.00	$26,491	$0
Cafeteria Worker =	0.00	$16,835	$0
Total Staffing =	69.27		
Total Staffing For Health Insurance =	69.27		
Total Salary Costs			$2,303,521
OEC Rate		28.53%	$657,194
Health Insurance Per FTE		$8,611	$596,457

Subtotal Personnel Revenue	**$3,557,172**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$	-
Division II Units (No Vocational Courses) =	50.38		
Division II - All Other Costs - Current Unit Value =	$ 2,955	$	148,887
Division II - Energy - Current Unit Value =	$ 2,435	$	122,687
Division III - Equalization - Unit Value =	**$ 6,465**	$	325,737
Academic Excellence Division III =		$	18,102
MCI/Annual Maintenance =		$	39,501
LEP =		$	-
Student Transportation Amount =		$	477,094

Subtotal Other Sources	**$1,132,006**
Grand Total State Sources	**$4,689,178**

County	Transportation 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

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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

Revised 6/29/2012

	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		$1,669,894		$2,599,790		$3,450,448		$3,659,388	
2	School District Local Fund Transfers	$0		$1,101,161		$1,743,617		$2,363,032		$2,531,443	
3	Prior Year Carryover Funds	$0		$0		$358,633		$1,340,356		$2,411,804	
	STATE LOCAL & LOANS REVENUE	**$0**		**$2,771,055**		**$4,702,040**		**$7,153,836**		**$8,602,635**	
	State Local & Loans Expenses										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
	Personnel Salaries / Other Employer Costs		FTE		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	25.00
5	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Special Teachers (phys Ed, Art, Music)	$0	0.00	$63,783	1.50	$236,935	5.00	$283,476	6.00	$293,490	6.00
7	Counselors	$0	0.00	$46,312	1.00	$77,187	1.50	$102,916	2.00	$102,916	2.00
8	Principal/Administrative	$0	0.00	$200,759	3.00	$248,065	3.00	$328,065	4.00	$328,065	4.00
9	Nurse	$0	0.00	$40,460	1.00	$44,955	1.00	$44,955	1.00	$44,955	1.00
10	Clerical	$0	0.00	$27,124	1.00	$30,138	1.00	$60,276	2.00	$60,276	2.00
11	Custodial	$0	0.00	$21,061	1.00	$23,401	1.00	$23,401	1.00	$23,401	1.00
12	Substitutes	$0	0.00	$8,000	0.50	$8,000	0.50	$8,000	0.50	$8,000	0.50
13	Other	$0	0.00	$0	0.00	$0	0.00	$93,791	3.00	$93,791	3.00
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**	**44.50**
	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		$75,600		$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**		**$465,975**		**$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		$42,000		$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		$10,000		$10,000		$10,000		$10,000	
49	Technology Plan	$0		$13,520		$13,520		$13,520		$13,520	
50	Other	$0		$0		$16,000		$16,000		$16,000	
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	**$0**		**$92,160**		**$113,280**		**$136,240**		**$137,760**	
	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**		**$2,412,422**		**$3,361,683**		**$4,742,032**		**$4,893,387**	
56	**# Students**	0		0		0		0		0	
	REVENUE LESS EXPENDITURES	**$0**		**$358,633**		**$1,340,356**		**$2,411,804**		**$3,709,248**	
	2 % CONTINGENCY CHECK	$0.00		$55,421.10		$94,040.79		$143,076.72		$172,052.70	

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.

	#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

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

State Funding	Local Funding	Total Funding
$1,669,894	$1,101,161	**$2,771,056**

UNITS	17.28

Enter Estimated # of 10th Graders Here ##

29 Appoquinimink	#	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**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,137.77	$0
Regular Students 4-12	19.00	$3,351.59	$63,680
Special Students 4-12 Basic	3.00	$7,979.98	$23,940
Special Students 4-12 Intense	2.00	$11,171.98	$22,344
Special Students 4-12 Complex	0.00	$25,781.49	$0
Totals	**24.00**		**$109,964**

10 Caesar Rodney	#	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**

17 Cape Henlopen	#	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**

13 Capital	#	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**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$3,883.87	$0
Regular Students 4-12	76.00	$3,145.94	$239,091
Special Students 4-12 Basic	12.00	$7,490.33	$89,884
Special Students 4-12 Intense	6.00	$10,486.46	$62,919
Special Students 4-12 Complex	2.00	$24,199.52	$48,399
Totals	**96.00**		**$440,293**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,765.74	$0
Regular Students 4-12	19.00	$2,240.25	$42,565
Special Students 4-12 Basic	3.00	$5,333.93	$16,002
Special Students 4-12 Intense	2.00	$7,467.51	$14,935
Special Students 4-12 Complex	0.00	$17,232.71	$0
Totals	**24.00**		**$73,502**

37 Delmar	#	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**

36 Indian River	#	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**

15 Lake Forest	#	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**

16 Laurel	#	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**

18 Milford	#	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**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,211.22	$0
Regular Students 4-12	76.00	$3,411.09	$259,243
Special Students 4-12 Basic	12.00	$8,121.63	$97,460
Special Students 4-12 Intense	6.00	$11,370.28	$68,222
Special Students 4-12 Complex	2.00	$26,239.12	$52,478
Totals	**96.00**		**$477,402**

23 Seaford	#	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**

24 Smyrna	#	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**

35 Woodbridge	#	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**

Attachment R

Charter School Revenue Calculation - Estimate

State Funding

Student Total:	240						
Regular:	190						
Special:	50						
Location							
Districts:							
Appoquinimink	0	Christina	96	Laurel	0		
Brandywine	24	Colonial	24	Milford	0		
Caesar Rodney	0	Delmar	0	Red Clay	96		
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	190.00	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	16.00	Unit size Special Students 4-12 Intense =	6				
Special Students 4-12 Complex	4.00	Unit Size Special Students 4-12 Complex =	2.6				
# of Div I Units Generated =	17.28			$30,894	$533,739		
Administrative Assistant =	1.00			$50,290	$50,290		
Percentage 11 Month Supervisor =	0.12			$59,411	$7,129		
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 =	0.07			$42,544	$2,978		
Percentage Driver Education Teacher =	0.80			$37,468	$29,974		
Nurse =	0.13			$40,315	$5,224		
Academic Excellence Units =	0.96			$37,483	$35,984		
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.23			$42,890	$9,836		
Related Services Specialist Intensive	0.48			$42,890	$20,795		
Related Services Specialist Complex	0.51			$42,890	$21,995		
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 =	24.61						
Total Staffing For Health Insurance =	24.61						
Total Salary Costs					$832,345		
OEC Rate				28.53%	$237,468		
Health Insurance Per FTE				$8,611	$211,944		
Subtotal Personnel Revenue					**$1,281,756**		

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$	-
Division II Units (No Vocational Courses) =	17.28		
Division II - All Other Costs - Current Unit Value =	$ 2,955	$	51,052
Division II - Energy - Current Unit Value =	$ 2,435	$	42,068
Division III - Equalization - Unit Value =	**$ 6,465**	$	111,693
Academic Excellence Division III =		$	6,206
MCI/Annual Maintenance =		$	13,543
LEP =		$	-
Student Transportation Amount =		$	163,575
Subtotal Other Sources			**$388,138**
Grand Total State Sources			**$1,669,894**

County	Transportation 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.

	#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

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

State Funding	Local Funding	Total Funding
$2,599,790	$1,743,617	**$4,343,407**

UNITS	27.42

Enter Estimated # of 10th Graders Here ##

29 Appoquinimink	#	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**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,137.77	$0
Regular Students 4-12	30.00	$3,351.59	$100,548
Special Students 4-12 Basic	5.00	$7,979.98	$39,900
Special Students 4-12 Intense	2.00	$11,171.98	$22,344
Special Students 4-12 Complex	1.00	$25,781.49	$25,781
Totals	**38.00**		**$188,573**

10 Caesar Rodney	#	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**

17 Cape Henlopen	#	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**

13 Capital	#	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**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$3,883.87	$0
Regular Students 4-12	122.00	$3,145.94	$383,805
Special Students 4-12 Basic	18.00	$7,490.33	$134,826
Special Students 4-12 Intense	9.00	$10,486.46	$94,378
Special Students 4-12 Complex	3.00	$24,199.52	$72,599
Totals	**152.00**		**$685,607**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,765.74	$0
Regular Students 4-12	30.00	$2,240.25	$67,208
Special Students 4-12 Basic	5.00	$5,333.93	$26,670
Special Students 4-12 Intense	2.00	$7,467.51	$14,935
Special Students 4-12 Complex	1.00	$17,232.71	$17,233
Totals	**38.00**		**$126,045**

37 Delmar	#	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**

36 Indian River	#	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**

15 Lake Forest	#	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**

16 Laurel	#	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**

18 Milford	#	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**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,211.22	$0
Regular Students 4-12	122.00	$3,411.09	$416,153
Special Students 4-12 Basic	18.00	$8,121.63	$146,189
Special Students 4-12 Intense	9.00	$11,370.28	$102,333
Special Students 4-12 Complex	3.00	$26,239.12	$78,717
Totals	**152.00**		**$743,392**

23 Seaford	#	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**

24 Smyrna	#	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**

35 Woodbridge	#	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**

Attachment R

Charter School Revenue Calculation - Estimate

State Funding

Student Total:	380						
Regular:	304						
Special:	76						
Location							
Districts:							
Appoquinimink	0	Christina	152	Laurel	0		
Brandywine	38	Colonial	38	Milford	0		
Caesar Rodney	0	Delmar	0	Red Clay	152		
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	304.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	46.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	22.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	8.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	27.42	$30,894	$847,103
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.18	$59,411	$10,694
Percentage Transportation Supervisor =	0.04	$59,411	$2,376
Principal =	1.00	$60,849	$60,849
Assistant Principal =	0.65	$55,189	$35,873
Percentage Visiting Teacher =	0.11	$42,544	$4,680
Percentage Driver Education Teacher =	1.12	$37,468	$41,964
Nurse =	0.21	$40,315	$8,291
Academic Excellence Units =	1.52	$37,483	$56,974
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.36	$42,890	$15,558
Related Services Specialist Intensive	0.67	$42,890	$28,593
Related Services Specialist Complex	1.03	$42,890	$43,990
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 =	38.30		
Total Staffing For Health Insurance =	38.30		
Total Salary Costs			$1,287,372
OEC Rate		28.53%	$367,287
Health Insurance Per FTE		$8,611	$329,805

Subtotal Personnel Revenue	**$1,984,464**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$ -
Division II Units (No Vocational Courses) =	27.42	
Division II - All Other Costs - Current Unit Value =	$ 2,955	$ 81,025
Division II - Energy - Current Unit Value =	$ 2,435	$ 66,767
Division III - Equalization - Unit Value =	**$ 6,465**	$ 177,269
Academic Excellence Division III =		$ 9,827
MCI/Annual Maintenance =		$ 21,443
LEP =		$ -
Student Transportation Amount =		$ 258,994

Subtotal Other Sources	**$615,325**
Grand Total State Sources	**$2,599,790**

County	Transportation 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.

	#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

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

State Funding	Local Funding	Total Funding
$3,450,448	$2,363,032	**$5,813,480**

UNITS	37.13

Enter Estimated # of 10th Graders Here ##

29 Appoquinimink	#	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**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,137.77	$0
Regular Students 4-12	42.00	$3,351.59	$140,767
Special Students 4-12 Basic	6.00	$7,979.98	$47,880
Special Students 4-12 Intense	3.00	$11,171.98	$33,516
Special Students 4-12 Complex	1.00	$25,781.49	$25,781
Totals	**52.00**		**$247,944**

10 Caesar Rodney	#	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**

17 Cape Henlopen	#	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**

13 Capital	#	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**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$3,883.87	$0
Regular Students 4-12	167.00	$3,145.94	$525,372
Special Students 4-12 Basic	25.00	$7,490.33	$187,258
Special Students 4-12 Intense	12.00	$10,486.46	$125,838
Special Students 4-12 Complex	4.00	$24,199.52	$96,798
Totals	**208.00**		**$935,266**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,765.74	$0
Regular Students 4-12	42.00	$2,240.25	$94,091
Special Students 4-12 Basic	6.00	$5,333.93	$32,004
Special Students 4-12 Intense	3.00	$7,467.51	$22,403
Special Students 4-12 Complex	1.00	$17,232.71	$17,233
Totals	**52.00**		**$165,729**

37 Delmar	#	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**

36 Indian River	#	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**

15 Lake Forest	#	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**

16 Laurel	#	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**

18 Milford	#	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**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,211.22	$0
Regular Students 4-12	167.00	$3,411.09	$569,652
Special Students 4-12 Basic	25.00	$8,121.63	$203,041
Special Students 4-12 Intense	12.00	$11,370.28	$136,443
Special Students 4-12 Complex	4.00	$26,239.12	$104,956
Totals	**208.00**		**$1,014,093**

23 Seaford	#	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**

24 Smyrna	#	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**

35 Woodbridge	#	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**

Attachment R

Charter School Revenue Calculation - Estimate

State Funding

Student Total:	520					
Regular:	418					
Special:	102					
Location						
Districts:						
Appoquinimink	0	Christina	208	Laurel	0	
Brandywine	52	Colonial	52	Milford	0	
Caesar Rodney	0	Delmar	0	Red Clay	208	
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	418.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	62.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	30.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	10.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	37.13	$30,894	$1,146,999
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.25	$59,411	$14,853
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 =	0.15	$42,544	$6,382
Percentage Driver Education Teacher =	1.12	$37,468	$41,964
Nurse =	0.28	$40,315	$11,226
Academic Excellence Units =	2.08	$37,483	$77,965
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.50	$42,890	$21,280
Related Services Specialist Intensive	0.91	$42,890	$38,991
Related Services Specialist Complex	1.28	$42,890	$54,987
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 =	50.75		
Total Staffing For Health Insurance =	50.75		
Total Salary Costs			$1,693,044
OEC Rate		28.53%	$483,026
Health Insurance Per FTE		$8,611	$437,033

Subtotal Personnel Revenue	**$2,613,103**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$ -
Division II Units (No Vocational Courses) =	37.13	
Division II - All Other Costs - Current Unit Value =	$ 2,955	$ 109,711
Division II - Energy - Current Unit Value =	$ 2,435	$ 90,405
Division III - Equalization - Unit Value =	**$ 6,465**	$ 240,027
Academic Excellence Division III =		$ 13,447
MCI/Annual Maintenance =		$ 29,344
LEP =		$ -
Student Transportation Amount =		$ 354,413

Subtotal Other Sources	**$837,345**
Grand Total State Sources	**$3,450,448**

County	Vo Tech	Transportation 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.

	#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

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

State Funding	Local Funding	Total Funding
$3,659,388	$2,531,443	**$6,190,832**

UNITS	39.77

Enter Estimated # of 10th Graders Here ##

29 Appoquinimink	#	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**

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,137.77	$0
Regular Students 4-12	45.00	$3,351.59	$150,822
Special Students 4-12 Basic	7.00	$7,979.98	$55,860
Special Students 4-12 Intense	3.00	$11,171.98	$33,516
Special Students 4-12 Complex	1.00	$25,781.49	$25,781
Totals	**56.00**		**$265,979**

10 Caesar Rodney	#	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**

17 Cape Henlopen	#	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**

13 Capital	#	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**

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$3,883.87	$0
Regular Students 4-12	180.00	$3,145.94	$566,269
Special Students 4-12 Basic	27.00	$7,490.33	$202,239
Special Students 4-12 Intense	13.00	$10,486.46	$136,324
Special Students 4-12 Complex	4.00	$24,199.52	$96,798
Totals	**224.00**		**$1,001,630**

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$2,765.74	$0
Regular Students 4-12	45.00	$2,240.25	$100,811
Special Students 4-12 Basic	7.00	$5,333.93	$37,338
Special Students 4-12 Intense	3.00	$7,467.51	$22,403
Special Students 4-12 Complex	1.00	$17,232.71	$17,233
Totals	**56.00**		**$177,784**

37 Delmar	#	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**

36 Indian River	#	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**

15 Lake Forest	#	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**

16 Laurel	#	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**

18 Milford	#	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**

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	$4,211.22	$0
Regular Students 4-12	180.00	$3,411.09	$613,996
Special Students 4-12 Basic	27.00	$8,121.63	$219,284
Special Students 4-12 Intense	13.00	$11,370.28	$147,814
Special Students 4-12 Complex	4.00	$26,239.12	$104,956
Totals	**224.00**		**$1,086,050**

23 Seaford	#	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**

24 Smyrna	#	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**

35 Woodbridge	#	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**

Attachment R

Charter School Revenue Calculation - Estimate
State Funding

Student Total:	560					
Regular:	450					
Special:	110					
Location						
Districts:						
Appoquinimink	0	Christina	224	Laurel	0	
Brandywine	56	Colonial	56	Milford	0	
Caesar Rodney	0	Delmar	0	Red Clay	224	
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	450.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	68.00	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	10.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	39.77	$30,894	$1,228,794
Administrative Assistant =	1.00	$50,290	$50,290
Percentage 11 Month Supervisor =	0.27	$59,411	$16,041
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 =	0.16	$42,544	$6,807
Percentage Driver Education Teacher =	1.12	$37,468	$41,964
Nurse =	0.30	$40,315	$12,026
Academic Excellence Units =	2.24	$37,483	$83,962
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.54	$42,890	$23,022
Related Services Specialist Intensive	0.97	$42,890	$41,590
Related Services Specialist Complex	1.28	$42,890	$54,987
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 =	53.71		
Total Staffing For Health Insurance =	53.71		
Total Salary Costs			$1,787,592
OEC Rate		28.53%	$510,000
Health Insurance Per FTE		$8,611	$462,510

Subtotal Personnel Revenue	**$2,760,102**

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		$ -
Division II Units (No Vocational Courses) =	39.77	
Division II - All Other Costs - Current Unit Value =	$ 2,955	$ 117,534
Division II - Energy - Current Unit Value =	$ 2,435	$ 96,851
Division III - Equalization - Unit Value =	**$ 6,465**	$ 257,144
Academic Excellence Division III =		$ 14,482
MCI/Annual Maintenance =		$ 31,601
LEP =		$ -
Student Transportation Amount =		$ 381,675

Subtotal Other Sources	**$899,287**
Grand Total State Sources	**$3,659,388**

County	Transportation 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