

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

Delaware Institute of Technology (DIT) Charter

Name of Proposed School

Timothy J. Nolan

Name of the Head of the Board of Directors

Proposed Opening Date

Grades for School

Rodney Bailey

Name of Contact Person

106 Newbury Court

Mailing Address of Contact Person

302-595-4132

Telephone Number of Contact Person

302-595-4132

Fax Number of Contact Person

ditcharter@comcast.net

E-mail Address of Contact Person

First Year Enrollment

180

Total Number

Second Year Enrollment

300

Total Number

Third Year Enrollment

450

Total Number

Fourth Year Enrollment

510

Total Number

First Year Grade Span

Second Year Grade Span

Third Year Grade Span

Fourth Year Grade Span

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

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year.

	Year 1	Year 2	Year 3	Year 4
Kindergarden				
1'st Grade				
2'nd Grade				
3'rd Grade				
4'th Grade				
5'th Grade				
6'th Grade				
7'th Grade				
8'th Grade				
9'th Grade	90	120	150	150
10'th Grade	90	90	120	150
11'th Grade		90	90	120
12'th Grade			90	90
Total Enrollment	180	300	450	510

Introduction

- A) As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application. For renewals and modifications, please update this information if necessary. Otherwise, indicate that this information remains unchanged from your last application. If this is your first renewal or modification using the on line application, please supply this information as it appeared on your last application. Please follow the same process for all of the sections of this application.

Response:

The Delaware Institute of Technology (DIT) Charter School will provide the growing population in central New Castle County, Delaware with a challenging technology centered college preparatory education. Our mission is to provide a challenging college preparatory curriculum coupled with a career focus to meet the educational needs of students with an interest in Science, Technology, Engineering, Math (STEM) & Leadership in a safe, highly productive learning environment.

The high school will serve a total of 600 students in grades nine through twelve, and include a senior exhibition requirement for graduation. The DIT target population includes any high school student in New Castle County interested in a rigorous college preparatory curriculum that fulfills their ambition to obtain a career in science, math, and technology. DIT will offer exciting career pathways in Architecture and Design, Biomedical Technology, Computer and Information Technology, Engineering, and Leadership to enhance students' skills and knowledge of how to apply their STEM education to real-life challenges and careers. The Science curriculum will include Biology, Chemistry, and Physics courses that will only be offered as 1.5 credit courses to allow additional classroom time for sufficient laboratory activities and experiments. The problem-based Math curriculum has also been carefully selected to provide DIT students with the skills necessary to be successful in the STEM career/college major of their choice.

There have been numerous reports that students in the United States are falling behind their counterparts in other countries in the areas of mathematics and science. According to experts ranging from White House advisors to leading education organizations, the state of math and science instruction in the United States is in crisis. Experts suggest that the skills of American students in STEM are declining in relation to students from other industrialized nations. In addition, jobs requiring STEM degrees are projected to increase four times as fast as overall job growth, and many job openings will not be filled by United States citizens (BHEF 2005). Researchers have also found that many college students who leave the science field reported some problems related to high school science preparation; including not understanding calculus, lack of laboratory experience or exposure to computers, and no introduction to theoretical material or to analytic modes of thought.

Recognizing the need to bolster STEM education, The Race to the Top national education reform program has made STEM schools a "competitive priority," and awards applicants' additional points for demonstrating support for STEM programs. The need for DIT and schools focusing on STEM education has also been clearly identified by Delaware Senator Kaufman through his introduction of the STEM Education Coordination Act of 2009.

The founding group of educators and community members are convinced that DIT will address the needs of a considerable segment of the student population in central New Castle County that are currently not being adequately served by any other public, private, charter, or parochial high school. We further believe that DIT will fill an important niche among Delaware schools in offering a rigorous academic curriculum coupled with a emphasis on career exploration and preparation to ensure a strong educational foundation for students interested in pursuing STEM related careers.

Sources:

<http://www.eschoolnews.com/news/top-news/index.cfm?i=61789&page=3>

<http://www.trsef.org/wordpress/wp-content/uploads/pdw-stem-crisis.pdf>

<http://www.gao.gov/new.items/d06114.pdf>

www.gao.gov/cgi-bin/getrpt?GAO-06-114

<http://www.bhef.com/>

1. Applicant Qualifications

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

Response:

Rodney D. Bailey
17 Bay Boulevard
Newark, DE 19702
(302) 595-4132

Rodney has over fifteen years of teaching, educational program management and leadership experience in Delaware. His broad background includes educational program (and financial) management at Delaware Technical & Community College, educational program coordination for the Red Clay Consolidated School District, service as high school Technology Department Chair, and eight years of full-time secondary education teaching experience. Rodney earned a Masters of Education in Educational Leadership from the University of Delaware, and holds a State of Delaware Secondary Principal certificate. In addition, he holds a Bachelor of Science degree in Plant Science and was an award-winning Landscape Designer/Architect before opting for a career in education in 1992.

Rodney currently serves as the Workforce Training Program Manager at Delaware Technical & Community College. He is responsible for programs that generate over \$800,000 of annual revenue, as well as writing for and managing the Department of Education funded ABE/GED Program and several Department of Labor funded occupational training programs. During his four years at the college, Rodney also served as a Department Chair for Youth Programs; which includes the leadership and management of over \$1.5 million federal and state funded programs.

Rodney received a great deal of recognition during his four years of service as the Program Coordinator for the District-wide School-To-Careers Program for the Red Clay Consolidated School District. He was instrumental in the development of the district's first career pathway in Biotechnology, as well as leader in the transformation of the Office Technology and Child Development Career Pathways. Rodney was invited to speak about the success of the School-To-Careers program at several local and national conferences; including the Connecting Classrooms & Communities Conference in Beaver Creek, CO., the Middle States Commission on Higher Education in Philadelphia, PA., and the League for Innovation Conference in Orlando, FL. In addition, Rodney served the Red Clay Consolidated School District for seven years as a teacher and the McKean High School Technology Department Chair, where he supervised and mentored over ten staff members each year. He was a Superstars In Education Award recipient, and twice received the Young Outstanding Agriculture Teacher Award.

In addition to his experience in public education, Rodney also served for over a year as the Director of a 200-student proprietary career school. In this role he effectively managed all campus finances, facilities maintenance, payroll, financial reports, grievance investigations, and staffing. In addition, Rodney provided all staff training, instructor mentoring, staff and program evaluations, academic counseling, and supervised the daily operations the school.

Rodney was instrumental in the conception and development of DIT, bringing together his various experiences in teaching, educational leadership, program management, budget and fiscal management, science, and architecture. If approved, it is likely that he will serve as the Executive Director of DIT.

Catherine Houghton
1192 Irishtown Road
North East, MD

(410) 392-4212

Catherine has over 28 years experience as a Delaware educator. She taught science and technology courses (grades 7-12) for Christina School District for 21 years, and was selected as Christina's Teacher of the Year in 2000. Catherine is currently working as a Teacher -on-Loan at the University of Delaware writing 12th grade Environmental Science and Astrobiology courses for the Delaware Recommended Curriculum (NASA Curriculum Project). For the past 6 years, Catherine served as Christina's Secondary Science Instructional Coach and Secondary Science District Chair. Additionally, she served as Chair of the Instructional Leadership Council for Glasgow High School. In these roles, Catherine has coached/mentored teachers, planned and implemented district and building level professional development, facilitated Professional Learning Communities, and assisted in implementation of Learning-Focused Solutions. She was instrumental in establishing an advisory program at Glasgow High School, and facilitated the development of district- wide common science course assessments and protocols for analysis/interpretation of this assessment data. Catherine has experience in preparing school improvement grants and consolidated grants. She recently served as a proposal reviewer for the National Science Foundation.

Catherine has represented the school and district in various committees including the Delaware Science Coalition, Distributed Leadership, and Vision 2015. She has played an active role in numerous state committees for developing state science standards and aligning science standards, curricula and assessments. Catherine's experience also includes: Co-principal investigator for a NSF-funded project "Engineered Environment Laboratory Curriculum" developing a problem-based curriculum integrating science, technology and mathematics; Superstars in Education Award recipient; Consulting Curriculum Writer-WHYY for "What's up in Technology TIEs," College of New Jersey and "Solid Waste Management" DuPont, Wilmington, DE.

Catherine earned a Masters degree in Curriculum and Instruction from Western Maryland University and a Bachelors degree in Biology from the University of Delaware. She currently holds a teaching license in Delaware with certification in Natural Sciences 7-12. Catherine has played an active role in determining the curriculum and instructional focus for DIT. If approved, it is likely that she will serve as the DIT Dean of Instruction.

Timothy J. Nolan
106 Newbury Court
Middletown, DE 19709
(302) 299-5299

Tim is a lifelong Delawarean and has been an educator for 22 years. He began his career as a middle and high school teacher. In 1995, he started his administrative career as an Assistant Principal at Middletown High School. Tim was subsequently named Principal in the Red Clay Consolidated School District. Currently, Tim serves as the Dean of Students at Glasgow High School.

During his twelve years as a school administrator, Tim led a number of school based initiatives. He was instrumental in the opening of the "new" Middletown High School in 1997, and he created 9th grade Academies at both Middletown and McKean High Schools. Tim also served as cluster leader for Red Clay Consolidated School District's Middle School Principals for two years and sat on the District Curriculum Committee. While in Red Clay, Tim served as a school leader working with the community to successfully pass two multi-million dollar referendums.

Serving as a building principal for seven years, Tim oversaw the entire operation of the school. He was the instructional leader, serving as a mentor to teachers as they guided students through the curriculum. Tim is student centered, and has shown an aptitude toward improving school climate and student performance. He worked closely with school staff; building leadership teams and parent partner groups to bring about many innovative programs to schools. Tim is accessible to students, parents, teachers and the community. He works very hard to make sure that all stakeholders have input to improve their school community. Tim also managed all aspects of running a school, including personnel, building management, athletics, transportation, and maintenance.

At home, Tim has served as a volunteer soccer coach in the MOT Community. He started two travel soccer teams, one for boys and one for girls. Tim believes that DIT will serve a very important niche in the education community, and he is very excited about providing his experience and leadership. If approved, Tim has agreed to serve as the Chair of the DIT Board of Directors.

Elliot Seifert

6 Beech Hill Drive
Newark, DE 19711
(302)738-0124

Elliot is a member of the information technology industry, and currently works for a local company as a website developer. Previously, Elliot served as a public school teacher for six years teaching mathematics and computer science, in which he is dual certified. He has a Bachelor of Science degree in Computer Science and Masters Degree in Educational Technology, both from the University of Delaware. Elliot was also instrumental in the development and implementation of the master schedule for a 1200 student high school. Elliot has served as the leader in the development of the Computer and Information Technology Career Pathway. If approved, it is likely that he will serve as the DIT Technology Coordinator, Computer Science Career Pathway teacher, and teacher representative on the DIT Board of Directors.

Richard B. Carroll
1206 North DuPont Street
Wilmington, DE 19806
(302) 651-7821

Rick is a graduate of the Cornell University Law School, as earned a Bachelor's Degree from the University of Richmond. He is currently an Associate at Richards, Layton and Fingers in Wilmington, Delaware. Rick specializes on transitional matters involving Delaware corporations, including mergers and acquisitions and corporate governance.

Rick made an unsuccessful bid for the State of Delaware Legislature in 2010, but continues to be a leader in his community. He has been a valuable member of the DIT committee, leading in the development of the Board of Director's by-laws and providing legal advice as the need arises.

H. Timothy Foxx, III
232 Lake Arrowhead Circle
Bear, DE 19701
(302) 981-6542

Tim currently manages the Educational Talent Search Program, which is federally funded through the Department of Education. He has taught high school students in the areas of Verbal Communication and Career Readiness Skills, and he has spent the past five years developing and implementing strategies that improve academic performance of youth in grades 6 through 12. Tim also serves as an adjunct Math instructor at Delaware Technical & Community College, and he is certified as a Chronic and Infectious Disease Prevention Educator. Prior to coming to Delaware Technical & Community College, Tim spent over 5 years in Health Prevention policy development and project management.

Tim earned a Master's of Public Administration with a concentration in Fiscal and Resource Management and a Bachelor's in Political Science/Economics, both from the University of Delaware. He is a community leader in Delaware, and brings to DIT a wealth of student support experience. Tim has been a leader in the development of DIT's student support policies and procedures. In addition, Tim was able to use his community leadership education and experience in the development of DIT's Leadership Academy. If approved, Tim has agreed to serve on the DIT Board of Directors.

William Conley, III
13 Farmhouse Road
Newark, DE 19711
(302) 559-5738

Bill is a retired educator with 37 years of experience in the classroom and as an administrator. He has served in a wide variety of positions including Assistant Principal, Social Science teacher and Department Chairperson, Athletic Director, and Student Government Adviser. Bill has a broad experience in the coaching area, including a State Championship title and 9 additional Blue Hen titles. He has served as chairman of many committees, including the 1993 National Association of Student Government Conference. Bill was selected by the Delaware Association of Student Councils as the 2002 Delaware Administrator of the Year.

In addition, Bill is a retired LTC in the Army Reserve. He served as a Company Commander in Munich, Germany and also as Commander of the 2076th USAR School in Wilmington, Delaware. Bill is currently the Education Coordinator/Board member for the Delaware Military Heritage and Education Foundation.

Joseph Dean McGrory
1632 Bear-Corbitt Road
Bear, DE 19701
(302) 824-9677

Dean is a graduate of Delaware Technical & Community College and graduated from the Delaware State Police Academy in 1990. While assigned in the Troop 9 patrol section, Dean had the opportunity to work with the Appoquinimink School District; teaching various D.A.R.E type programs at Townsend Elementary School, Cedar Lane Elementary School, and Olive B. Loss Elementary School. Since 2003, Dean has served as a School Resource Officer for Glasgow High School, Shue Middle School, Compass Alternative School, and Parkway Alternative School. He is currently the SRO at Kirk Middle School, and has just completed his 21st year as a Master Corporal with the Delaware State Police. Dean has served as an excellent resource in the creation of DIT, and been a leader in the development of DIT's student behavior and discipline policies and procedures.

Charles Watkins, Jr.
120 Loretta Lane
Bear, DE 19701
(302) 834-0656

Mr. Watkins holds a bachelor's degree from Florida Southern, and began his personnel career serving in the United States Navy for four years as a Personnelman aboard the USS Essex, where he supervised a personnel office staff charged with personnel responsibilities for the ship's complement of over 3,000 sailors. Following his Navy service, Mr. Watkins completed a thirty-seven year career with the State of Delaware, serving as a Personnel Officer for the Department of Corrections, the Department of Health and Social Services, and finishing with twenty years service as the Director of Human Resources for the Department of Services for Children, Youth and Their Families. During this tenure, he was responsible for all facets of human resources for over 1,400 employees in 24/7 operations, some of which included federal funding and/or mandates. Mr. Watkins' scope of assignment and knowledge include payroll, FLSA, FMLA, EEO, AA, ADA, EEOC complaint processing, labor relations and contract negotiations (five collective bargaining agreements, AFSCME, DSEA, SSEA) and extensive interaction with the State's Department of Justice in defense of various State issues. Mr. Watkins retired in June 2009, compiling 41 years of personnel/human resource training and experience. If approved, it is likely that he will serve as the part-time Human Resources Director for DIT.

Kathryn A. Bailey
17 Bay Boulevard
Newark, DE 19702
(302) 595-4132

Kathryn is a certified Secondary School Counselor, and has served over ten years in Delaware as a classroom specialist for Jobs for Delaware Graduates (JDG), Inc. She is currently serving as a full-time Guidance Counselor at Kirk Middle School after completing a 6-month temporary Guidance Counselor position at Glasgow High School. While at Glasgow, Kathryn was responsible for a caseload of 400 students in grades 9-12. In addition, she served as the homebound student coordinator, Glasgow's homeless advocate, testing coordinator, and the college scholarship counselor. Kathryn has been instrumental in guiding DIT's student policies and procedures. In addition, Kathryn has been the leader in insuring that DIT has an effective student discipline and behavior modification program.

David Byers
2409 W 18th St
Wilmington, DE 19806

David is an exceptional Technology Education teacher and a leader in the restructuring of technology education in Delaware. He has a wealth of educational experience, including a degree in Architecture from the University of Pennsylvania. David was instrumental

in guiding the development of many our educational processes; especially in the design of DIT's Architecture Career Pathway.

Richard Liu
206 Wills Farm Road
Lincoln University, PA 19352
(484) 702-7371

Richard is currently an outstanding Delaware science teacher, and also served for many years as an exceptional math teacher. He has taught a variety of courses, including Algebra, Calculus, and Physics. Richard served DIT as an excellent resource for both math and science curriculum design, as well as provided guidance in the development of the Engineering Career Pathway.

Van Link
(302) 632-2588

Van has over 25 years experience at the Delaware Department of Finance Division of Accounting. His service includes over 20 years in various positions reconciling the Statewide Payroll Exceptions, processing Journal Vouchers to correct Account Balances and various research and agency training projects. Van spent 15 years as a State Accountant responsible for the final processing/reconciliation of documents from various State Agencies, School Districts and the Universities and Colleges.

Van was the State Accountant assigned as the "first contact" in the Department of Finance for Charter Schools to assist them with their financials, and he maintained this position until he retired on August 1, 2010. This included establishing Charter Schools' various accounts and training their personnel to do Accounts Payable and Accounts Receivable in State's Accounting System (DFMS). During Van's service in the Division of Accounting he developed exceptional working relationships with the Dept of Education, the Charter School Office, the Office of Management and Budget, and the Office of the State Treasurer. Van is currently working as a Casual/Seasonal employee at the Dept of State in their Financial Office which has provided him with increase my knowledge and additional certifications in the new First State Financial (FSF) System. If approved, it is likely that Van will serve as the primary accountant for DIT.

David C. Bailey
809 Cambridge Drive
Newark, DE 19711
(302) 731-5021

David retired in 2008 after twenty-six years of service as the Chief Financial Officer of Speakman Company in Wilmington, Delaware. He continues to serve as a consultant and as the Secretary of the Speakman Company Board of Directors. In addition, David serves as the Finance Committee chair and Treasurer of the Mid-Atlantic Employers Association, and is the former Audit Committee Chair and Finance Committee member for the United Way of Delaware. He is an active and long-standing member of the Institute of Management Accountants (AMA), Association of Financial Professionals, and the Benefits Management Association. David currently serves on the Board of Directors of the Newark Senior Center as Treasurer and chair of the Finance Committee, as a mentor and Business Advisory Board member at Neumann College, and as Diaconate Board chairman at Calvary Baptist Church in Newark, Delaware. David has provided oversight and guidance in developing the DIT budget. If approved, David has agreed to provide DIT with fiscal and budgetary oversight as a volunteer.

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

Response:

Delaware is rapidly becoming home to large number of high-tech industries. The Middletown and southern New Castle County area is one of the fastest growing areas in Delaware. In addition, this area is currently under-served by existing public, private, charter, and parochial high schools for students seeking an innovative, technology focused college preparatory education. To that end, Mr.

Bailey recruited and coordinated a group of educators, curriculum area specialists, and community members for the development of the Delaware Institute of Technology (DIT) to meet what is considered by many to be a need within our community. There are no partnerships with existing schools, educational programs, business, non-profit organizations, or any other entities or groups; with the exception of the Math Coalition and the Science Coalition of Delaware.

- C) List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school. (Renewal/Modifications – provide original documentation and any changes)

Response:

Timothy J. Nolan
106 Newbury Court
Middletown, DE 19709
(302) 299-5299
Former High School & Middle School Principal
State of Delaware Certified Teacher & Administrator
Current High School Dean of Students & Community Member
Board Chairperson

Rodney D. Bailey
17 Bay Boulevard
Newark, DE 19702
(302) 595-4132
Community Member
Educational Administrator
State of Delaware Certified Teacher and Administrator

Catherine Houghton
1192 Irishtown Road
North East, MD
(410) 392-4212
Certified Secondary Science Teacher
Former District Secondary Science Instructional Coach
District Secondary Science District Co-Chair

Elliot Seifert
6 Beech Hill Drive
Newark, DE 19711
(302) 738-0124
Business Community Member
Certified Teacher
(To serve as DIT Teacher Representative)

Richard B. Carroll
1206 North DuPont Street
Wilmington, DE 19806
(302) 651-7821
Community Member

Attorney at Law

William Conley, III
13 Farmhouse Road
Newark, DE 19711
(302) 559-5738
Community Member
Retired Delaware Teacher and Secondary Administrator

H. Timothy Foxx, III
232 Lake Arrowhead Circle
Bear, DE 19701
(302) 981-6542
Community Member
Educational Program Manager
Former Health Prevention Policy and Project Manager

J. Dean McGrory
1632 Bear-Corbitt Road
Bear, DE 19701
(302) 824-9677
Community Member
State Police Officer
Former Charter School Board Member

Charles Watkins, Jr.
120 Loretta Lane
Bear, DE 19701
(302) 834-0656
Community Member
Retired Department of Services for Children, Youth & Their Families Human Resources Director

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

Response:

When a vacancy on the board occurs, DIT will advertise the vacancy in local newspapers, on the web, and seek recommendations from other board members. At this time, it is intended that the school director will serve on the board, as well as one teacher representative. In addition, the DIT Parent Association will be made aware of any parent vacancy that occurs on the school website and through a memo sent home with students. Vacancies for the teaching representative will be posted on the school website, emailed to each teacher, and notices will be placed in teacher mailboxes.

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

- Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.
- Business management, including but not limited to accounting and finance.
- Personnel management.
- Diversity issues, including but not limited to outreach, student recruitment, and instruction.
- At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.
- School operations, including but not limited to facilities management.

Response:

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

Catherine Houghton is among the leaders in science education in the State of Delaware. She has participated in and led numerous science reform efforts throughout her 28 years as a science educator, teacher mentor, and faculty training provider. Catherine has been the leader in the development of the DIT curriculum, and would likely continue to serve a leadership role in curriculum, assessment, and instructional supervision upon approval of this application.

Rodney Bailey has over fifteen years of educational experience, including five years of educational program management at Delaware Technical & Community College, four years of District-level educational program coordination for the Red Clay Consolidated School District, seven years as high school Technology Department Chair, and eight years of full-time secondary education teaching experience. Rodney earned a Masters of Education in Educational Leadership from the University of Delaware and holds a Secondary Principal certificate.

Elliot Seifert is a member of the information technology industry, and currently works for a local company as a website developer. Previously, Elliot served as a public school teacher for six years teaching mathematics and computer science, in which he is dual certified. He has a Bachelor of Science degree in Computer Science and Masters Degree in Educational Technology, both from the University of Delaware.

Richard Liu is an outstanding Delaware science teacher, and also served for many years as an exceptional math teacher. He has taught a variety of courses, including Algebra, Calculus, and Physics. Richard served DIT as an excellent resource for both math and science curriculum design, as well as provided guidance in the development of the Engineering Career Pathway.

David Byers is an exceptional Technology Education teacher and a leader in the restructuring of technology education in Delaware. He has a wealth of educational experience, including a degree in Architecture from the University of Pennsylvania. David was instrumental in guiding the development of many of our educational processes; especially in the design of DIT's Architecture Career Pathway.

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

Rodney D. Bailey has over fifteen years of educational experience in Delaware. He has four years of educational program (and financial) management at Delaware Technical & Community College, including management and oversight of up to 1.5 million dollars of State and Federal grant budget oversight. In addition, Rodney managed a \$370,000 grant for four years for the Red Clay

Consolidated School District. Rodney was active in the management and oversight of all 509 and Perkins funding for seven years at McKean High School as the Technology Department Chair. He earned a Masters of Education in Educational Leadership from the University of Delaware, and holds a State of Delaware Secondary Principal certificate.

Van Link has over 25 years experience at the Delaware Department of Finance Division of Accounting. His service includes over 15 years as a State Accountant responsible for the final processing/reconciliation of documents from various State Agencies, School Districts and the Universities and Colleges. Van also served as the “first contact” in the Department of Finance for Charter Schools to assist them with their financials. This included establishing Charter Schools’ various accounts and training their personnel to do Accounts Payable and Accounts Receivable in State's Accounting System. During Van’s service in the Division of Accounting he developed exceptional working relationships with the Dept of Education, the Charter School Office, the Office of Management and Budget, and the Office of the State Treasurer.

David C. Bailey retired in 2008 after twenty-six years of service as the Chief Financial Officer of Speakman Company in Wilmington, Delaware. He continues to serve as a consultant and as the Secretary of the Speakman Company Board of Directors. In addition, David serves as the Finance Committee chair and Treasurer of the Mid-Atlantic Employers Association, and is the former Audit Committee Chair and Finance Committee member for the United Way of Delaware. He is an active and long-standing member of the Institute of Management Accountants (AMA), Association of Financial Professionals, and the Benefits Management Association. David currently serves on the Board of Directors of the Newark Senior Center as Treasurer and chair of the Finance Committee.

3. Personnel management.

Rodney D. Bailey served for over a year as the Director of a 200-student proprietary career school. In this role he effectively managed all campus finances, facilities maintenance, payroll, financial reports, grievance investigations, and staffing. In addition, Rodney provided all staff training, instructor mentoring, staff and program evaluations, academic counseling, and supervised the daily operations the school.

As a middle and high school Principal, Tim Nolan oversaw the entire operation of the school for seven years. This included all aspects of staffing and personnel management. As the instructional leader, Tim served as a mentor to both new and seasoned teachers as they guided students through the curriculum. In addition, Tim worked closely with school staff to bring about many innovative programs.

Charles Watkins, Jr. completed a thirty-seven year career with the State of Delaware, serving as a Personnel Officer for the Department of Corrections, the Department of Health and Social Services, and finishing with twenty years service as the Director of Human Resources for the Department of Services for Children, Youth and Their Families. During this tenure, he was responsible for all facets of human resources for over 1,400 employees. Mr. Watkins’ scope of assignment and knowledge include payroll, FLSA, FMLA, EEO, AA, ADA, EEOC complaint processing, labor relations and contract negotiations, and extensive interaction with the State’s Department of Justice in defense of various State issues. Mr. Watkins has over 40 years of personnel/human resource training and experience, and has served (and plans to continue to serve) as an advisor and HR manager for DIT.

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

H. Timothy Foxx, III has taught a highly diverse population of high school students in the areas of Verbal Communication and Career Readiness Skills, and he has spent the past five years developing and implementing strategies that improve academic performance of youth in grades 6 through 12. In addition, Tim recruits and maintains active relationships with over 700 students and their families involved with Tim’s Education Talent Search Program.

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

Timothy Nolan began his career as a middle and high school Special Education teacher. Currently, Tim serves as the Dean of Students for student with special needs at Glasgow High School. Tim is student centered, and has shown an aptitude toward improving student performance. He has served as a member on numerous 504 and IEP meetings, and has extensive experience successfully guiding students with special needs. Tim was instrumental in the development of the DIT Special Need Student Discipline Plan.

H. Timothy Foxx, III currently manages the Educational Talent Search Program, which is federally funded through the Department of Education. He has taught high school students in the areas of Verbal Communication and Career Readiness Skills, and he has spent the past five years developing and implementing strategies that improve academic performance of youth in grades 6 through 12. Tim also serves as an adjunct Math instructor at Delaware Technical & Community College, and he is certified as a Chronic and Infectious Disease Prevention Educator.

Kathryn Bailey is a certified Secondary School Counselor, and has served over ten years in Delaware as a classroom specialist for Jobs For Delaware Graduates (JDG), Inc. Kathryn has served as a guidance counselor for the past year, and together with her JDG experience has served on numerous 504 accommodation plan and IEP meetings. In addition, she has extensive experience with teaching, counseling, and mentoring at risk youth and students with special needs.

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

Timothy Nolan served for twelve years as an Assistant Principal and Principal for several middle and high schools in the State of Delaware. As a principal, Tim Nolan oversaw the entire operation of the school and grounds. He managed all aspects of running a school, including personnel, building management, athletics, transportation, and maintenance. In addition, Tim was instrumental in the opening of the “new” Middletown High School in 1997.

Rodney D. Bailey served for over a year as the Director of a 200-student proprietary career school. In this role he effectively managed all campus finances, facilities maintenance, payroll, financial reports, grievance investigations, and staffing. In addition, Rodney provided all staff training, instructor mentoring, staff and program evaluations, academic counseling, and supervised the daily operations the school.

William Conley, III is a retired educator with 37 years of experience in the classroom and as an administrator. He has served in a wide variety of positions including Assistant Principal, Social Science teacher and Department Chairperson, Athletic Director, and Student Government Adviser. In addition, Bill is a retired LTC in the Army Reserve, and is the Education Coordinator/Board member for the Delaware Military Heritage and Education Foundation.

2. Form of Organization

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

Response:

The Delaware Institute of Technology Charter School was incorporated in the State of Delaware on November 23, 2009 (see appendix A1).

DIT Corporation Officers:

President: Rodney D. Bailey

Vice President: Timothy J. Nolan

Secretary: Richard B. Carroll

Treasurer: Catherine Houghton

DIT Board:

Timothy J. Nolan (Board Chair)

Rodney D. Bailey

Catherine Houghton

Richard B. Carroll

H. Timothy Foxx, III

Elliot Seifert

Charles T. Watkins, Jr.

Joseph Dean McGrory

William Conley, III

Additional DIT Contributors/Founders:

Kathryn A. Bailey

David Byers

Richard Liu

Van Link

David C. Bailey

The DIT Bylaws are attached (appendix A2).

3. Mission, Goals and Educational Objectives

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

Response:

The Delaware Institute of Technology (DIT) Charter School's mission is to provide a challenging college preparatory curriculum coupled with a career focus to meet the educational needs of students with an interest in Science, Technology, Engineering, Math (STEM) and Leadership in a safe, highly productive learning environment. DIT will involve Delaware's current and emerging technology-based companies and institutions of higher education in the learning process. The DIT founding group of educators and community members are convinced that DIT will address the needs of a significant segment of the student population in central New Castle County that are not currently being served by any other public, private, charter, parochial, or vocational-technical high school.

DIT believes that parental involvement is crucial to student success. Parents will be encouraged to visit the school, participate in activities and play an active role in their child's education and secondary school experience. Additionally, the "STEM" business and industry community will also play an active role in DIT, allowing students to interact with adult mentors in meaning educational endeavors.

The primary goal of the Delaware Institute of Technology (DIT) Charter School is to deliver a comprehensive educational experience

that will enable students to make informed college and career decisions, and to enter their post-secondary education with an unyielding base knowledge that allows students to be successful in the college major/career that they chose. It is also our goal to have all students meet or exceed the DCAS performance standards and receive a “Master of Technology” diploma.

To achieve our goal, the administration and staff at DIT will:

- A. Provide an integrated curriculum that supports the Delaware Department of Education content standards.
- B. Provide differentiated instruction to meet the learning needs of all students.
- C. Provide an innovative Science, Technology, Engineering, Math (STEM) & Leadership curriculum that is in alignment with regional and national standards.
- D. Provide students with 1.5 credit, comprehensive science instruction with extensive laboratory activities to increase science learning and understanding.
- E. Provide students with exemplary Career Pathways in STEM and Leadership.
- F. Provide students multiple opportunities to work with members of the STEM business and industry community.
- G. Provide necessary accommodations to students with IEP’s in strict accordance to all special education laws.
- H. Provide a safe and orderly learning environment.
- I. Link with the American School Counselors Association and the State of Delaware School Counselors Standards for Academic, Career, and Personal/Social Development.
- J. Provide opportunities for students and faculty advisors to meet and build relationships through the Advisory Program.
- K. Provide students with opportunities to strive for, and fulfill, their academic, personal and social promise through the use of the “My Voice” assessment and resource guide (see Appendix E5).
- L. Provide students with informal educational opportunities through participation in activities such as Lego competitions, Skills USA, and NASA design challenges.
- M. Coordinate with TechPrep Delaware for advanced college placement and/or college credit/s for successful completion of a DIT Career Pathway.

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

Response:

The DIT Board will utilize the DCAS and eSchoolPLUS reporting information to maintain and analyze student records and performance. The board will have access to monthly and marking period reports that show attendance, grades, discipline measures and performance levels for all students. DIT will implement four, nine-week marking periods with both mid-term and final exams. The Executive Director (or designee) will report to the board at bi-monthly meetings regarding all student academic and behavioral performance, including DCAS progress, grade averages, suspension rates and students in academic trouble. In addition, the board will administer a satisfaction survey twice per year. This survey will be mailed (or emailed) to all parents and teachers and the board will govern the items/categories placed in the survey. Survey results will be shared with the school administration, who shall report back to the board of all modifications that will occur as a result of the survey.

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

Response:

Delaware Institute of Technology (DIT) will follow the guidelines as outlined in 14 Delaware Code, Section 506, as it relates to enrollment using the following procedures:

- DIT will not charge tuition or be engaged in a sectarian or religious practice.
- Students shall be restricted by age and grade verified by current report card and/or birth certificate.
- In the case of over enrollment, a lottery will be conducted for all applications received during the open application period. Each grade will have its own lottery to meet specific enrollment quotas.
- DIT shall not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, national origin, or because the students’ residential school district has a lower per student expenditure than another seeking admission.
- DIT will prominently print/display this information on all printed and/or electronic application and marketing materials.

4. Goals for Student Performance

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

Response:

Performance Goal:

All DIT students will annually perform at least at the State average level of performance on the DCAS in Mathematics, Reading and Science. (Measurement: DCAS scores).

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

Response:

Achievement Target: The Spring 2013 DCAS scores in Mathematics and Reading for students in grades 9 & 10 who enrolled in DIT in the Fall of 2012 will at least meet the State average level of performance.

Achievement Target: The Spring 2014 DCAS scores in Mathematics and Reading for students in grades 10 who enrolled in DIT in the Fall of 2012 will exceed the State average level of performance by 5 %.

Achievement Target: The Spring 2014 DCAS scores in Science for students in grades 10 who enrolled in DIT in the Fall of 2012 will exceed the State average level of performance by 5 %.

Achievement Target: The Spring 2014 DCAS scores in Mathematics and Reading for students in grades 9 & 10 who enrolled in DIT in the Fall of 2013 will at least meet the State average level of performance.

Achievement Target: The Spring 2015 DCAS scores in Mathematics and Reading for students in grades 10 who enrolled in DIT in the Fall of 2013 will exceed the State average level of performance by 5 %.

Achievement Target: The Spring 2015 DCAS scores in Mathematics and Reading for students in grades 9 & 10 who enrolled in DIT in the Fall of 2014 will at least meet the State average level of performance.

Achievement Target: The Spring 2015 DCAS scores in Science for students in grades 10 who enrolled in DIT in the Fall of 2013 will exceed the State average level of performance by 5 %.

Achievement Target: The Spring 2016 DCAS scores in Mathematics and Reading for students in grades 10 who enrolled in DIT in the Fall of 2014 will exceed the State average level of performance by 7 %.

Achievement Target: The Spring 2016 DCAS scores in Mathematics and Reading for students in grades 9 & 10 who enrolled in DIT in the Fall of 2015 will at least meet the State average level of performance.

Achievement Target: The Spring 2016 DCAS scores in Science for students in grades 10 who enrolled in DIT in the Fall of 2014 will exceed the State average level of performance by 7 %.

- C) List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments.

Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results)

Response:

In addition to the DCAS and course-specific assessments (unit assessments, midterm and final exams), assessments will include two benchmark writing assessments given in each ELA course and the PSAT. The writing assessments will be developed by the ELA teachers and will be used to make instructional and curricular decisions. PSAT school summary reports will enable us to compare DIT data with the national- and state-level data on these reports. Data from the formative DCAS assessments will be used to design interventions for students who are performing below grade level expectations.

Teachers will review the results of assessments with students during the advisory period and assist students in setting goals for upcoming assessments. Students' results from all assessments will be recorded in a spreadsheet maintained by their advisory teacher.

Furthermore, additional attendance data, enrollment data, and disciplinary data will be examined annually to identify and track trends in the performance of students and the DIT programs.

Timeline

September: Benchmark writing assessment

October: PSAT

November: DCAS ELA, Math

January: Midterm exams, DCAS ELA, Math

February: Benchmark writing assessment

April: DCAS ELA, Math

May: DCAS Science, Soc. Studies

June: Final exams

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

Response:

NA

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

Response:

NA

5. Evaluating Student Performance

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

Response:

The Executive Director, Dean of Instruction and Teacher Leaders will use assessment data to evaluate curricula and programs,

instructional practices and student achievement levels, then make appropriate recommendations for improvements based on the data. Individual teachers will use the DCAS and writing benchmark assessments to make instructional decisions and to differentiate instruction.

Information from the fall administration of the DCAS will be used to identify instructional needs for each grade and for each individual student. Once instructional needs are established, lessons will be developed to address them. Students will be monitored and further classroom assessments of these skills will be required. The mid-year DCAS will be an indicator of how well the original instructional needs have been addressed and will guide instruction for the remainder of the year.

Teachers will review the results of assessments with students during the advisory period and assist students in setting goals for upcoming assessments. Students' results from all assessments will be recorded in a spreadsheet maintained by their advisory teacher.

School-wide and classroom assessment data will be posted in the halls and classrooms and will be communicated to parents.

A student award/recognition program will be established for those students meeting performance goals.

Students showing exceptional performance will be encouraged to participate in AP courses and research internships in the area of their expertise.

Furthermore, teachers will receive data coaching on accessing and interpreting DCAS data during their Professional Learning Community time. Teachers will also receive training on how to differentiate instruction based on the formative assessment data. This training will be provided by the Teacher Leaders and the Dean of Instruction.

Finally, additional attendance data, enrollment data, and disciplinary data will be examined annually to identify and track trends in the performance of students and the Delaware Institute of Technology (DIT) programs and to make recommendations for improvements.

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

Response:

Students who fall below national norms for their grade level (in the DCAS assessment) will be required to participate in extended day programs in the area of their deficiency. The Descartes Continuum of Learning based on student's test results will be used to specify knowledge and skills to be targeted for acceleration/remediation strategies for individual tutoring of students.

Information from the fall administration of the DCAS will be used to identify instructional needs for each grade and for each individual student. The mid-year DCAS will be an indicator of how well the original instructional needs have been addressed and will guide instruction for the remainder of the year.

Additionally, if students entering the school have previous DCAS scores from their sending school that indicate performance below grade level norms, they will be encouraged to participate in a summer Acceleration/Remediation program prior to beginning Delaware Institute of Technology (DIT) classes in the fall.

Starting in Spring 2013 and thereafter, any student who does not have a PL3 or more on the Mathematics, Reading and Science DCAS will be recommended for the summer Acceleration/Remediation program.

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

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

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

Response:

The Delaware Institute of Technology (DIT) Board of Directors will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Comprehensive Assessment System (Regulation 275, Subsection 4.2.1.1). In addition, the DIT Board shall certify that the proposed school's mean student performance on the DCAS assessments in each content area will meet or exceed the statewide average student performance of students in the same grades for each year of test administration.

6. Educational Program

- A) Provide a scope and sequence document for required content areas ELA, Math, Science, Social Studies, Health Education, Physical Ed, (see below) for proposed grades to be served over the first four years of the school charter. Click here to view a sample Scope and Sequence document.

For new applicants, this is a Phase I requirement. Renewal and modification applicants only, please include the following: Units required in (i) below with duration of instruction and alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school. Alignment of instruction to state content standards for required content areas for grades served by the charter school. Alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school.

Response:

Please see

Appendix G1: Science Scope and Sequence

Appendix G2: Mathematics Scope and Sequence

Appendix G3: English Language Arts Scope and Sequence

Appendix G4: Social Studies Scope and Sequence

Appendix G5: World Language Scope & Sequence

Appendix G6: Visual & Performing Arts Scope & Sequence

Appendix G7: Physical Education & Health Scope & Sequence

Note: The scope and sequence documents for Science, ELA, and Social Studies were taken directly or slightly modified from Delaware Recommended Curriculum documents available in the Learning-Focused Toolbox. As the updates to these documents become available, DIT will make modifications to the scope and sequence documents.

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

- Mathematics
- English Language Arts
- Science
- Social Studies
- World Languages (Renewals Only)
- Visual & Performing Arts (Renewals Only)
- Health Education (Renewals Only)
- Physical Education (Renewals Only)

Response:

Math

The basis for the DIT math curriculum is the Interactive Mathematics Program (IMP). This four-year program of problem-based mathematics replaces the traditional Algebra I-Geometry-Algebra II/Trigonometry-Precalculus sequence. This curriculum meets college entrance requirements and prepares students to use problem-solving skills at school and on the job. The problem-solving approach to building conceptual math knowledge is a good fit with the Delaware Institute of Technology's STEM focus and emphasis on developing problem-solving and critical thinking skills across all curricular areas. Additionally, this is one of the two curricula recommended by the Delaware Math Coalition for the DRC.

The scope and sequence documents submitted indicate the anticipated minimum days to complete unit activities and embedded assessments. However, a distinctive aspect of this curriculum is the further exploration of “the problem” that permits students to delve into various concepts related to the problem at differentiated mathematical levels. Extra math activities shall include the IMP extensions and IMP reinforcement lessons, as well as unit assessments and time for portfolio creation and conferences.

Background information:

"The IMP™ curriculum was designed in response to national reports pointing to the need for a major overhaul in mathematics education.* These and subsequent reports agreed that the current high school curriculum has changed very little in the last century. Yet society has changed, and so have its technological tools.

As students enter the professions and trades, demands will be placed on them that focus on their problem-solving and communication skills. Preparing students for the challenges of business and industry requires a shift in instruction away from routine manipulation of symbols and procedures toward an in-depth, conceptual understanding of mathematics.

The reports call for a mathematics program that integrates traditional areas of mathematics with new topics such as probability, statistics, discrete mathematics, and matrix algebra and including those that use graphing calculators and computers, that encourage cooperative learning, and that are accessible to all students.

IMP fulfills all of the above reforms." (source: IMP website)

The IMP scope and sequence documents were prepared with input from MSERC. DIT plans to continue this collaboration in refining the curriculum documents to show more specific alignment of the units with Delaware standards and GLEs for Phase II of the application.

See appendix E4 for IMP “White paper” research.

The AP Calculus course will be based on recommendations and syllabi from College Board. The textbook under consideration is Finney, Demana, Waits and Kennedy. Calculus—Graphical, Numerical, Algebraic. Third edition. Pearson, Prentice Hall, 2007.

English Language Arts

The basis for the ELA curriculum is the Delaware Recommended Curriculum. Modifications of the DRC ELA curriculum for DIT include a greater emphasis on informational text and research and an emphasis on technical communication skills in some of the senior year ELA units.

Science

The basis of the science curriculum is the Delaware Recommended Curriculum (DRC) for grades 9 through 11. Part of the ninth and 11th grade years are based on "A Natural Approach to Chemistry" by Tom Hsu (Keypress curriculum). The tenth grade course is supported with resources from the PBS Evolution web site and NIH resources.

The Delaware Recommended Curriculum for 9th and 10th grade science is not textbook-driven. The curriculum may be supported with a wide range of multi-media and web-based resources without relying on a single textbook. However, DIT will utilize Earth's Dynamic Geosystems by Earth Comm to supplement the 9th grade Earth Systems Unit. Additionally, since the 9th grade DRC draws from the Alchemy unit of A Natural Approach to Chemistry, by Tom Hsu., the 11th grade course will also use A Natural Approach to Chemistry.

For the physics component of the 11th grade course, DIT is considering Foundations of Physics, by Tom Hsu. Some of the resources and equipment that are part of this program may be useful in the 9th grade Energy unit as well.

The Biology curriculum will be supported with DRC recommended materials from PBS and NIH. DIT is currently reviewing Biology- Core Edition, Miller and Levine (Pearson) as an additional resource since it is a concise textbook and includes a complete online program supported by premium digital content on Biology.com.

DIT intends to base selection for the AP Physics course on College Board Recommendations and other reviews. Fundamentals of Physics, Volume 1, Chapters 1-20, 9th Edition and Volume 2, Chapters 21-44, 9th Edition by David Halliday, Robert Resnick, Jearl Walker may be considered.

All AP science courses will be based on recommendations and syllabi from College Board.

Social Studies

DIT intends to align with the DRC social studies curriculum, but would like to compact the three years required with the one year social studies elective into a three year required curriculum.

Because of the heavy emphasis on Math and Science, as well as an emphasis on career pathway electives, DIT students may not have room in their schedule for a fourth year of social studies. The most recent DRC Social studies documents list World history as a fourth year elective. The DIT board and founding members are in agreement that students should have instruction in World History/World Geography within the three years of required social studies. Options for compacting may include using "Thinking Economics" to support instruction in the economics standards and refocusing the 11th grade social studies course onto World Geography rather than World History.

DIT will incorporate the Delaware Recommended Curriculum Social Studies model units to the extent that a three year program will permit. These include:

- 9th-Project Citizen: Public Policy
- 9th grade-Responsibilities of Citizenship (Updated November 25, 2009)
- 9th grade-Economic Stability
- 10th grade-Historical Research
- 11th Pandemics (Updated October 14, 2009)
- 9th or 11th Dams: Humans Modify the Environment* (Updated October 13, 2009)

*May be taught in conjunction with Science teacher

The ninth grade economics curriculum may be supplemented with the Thinking Economics program which includes interactive computer lessons, classroom activities and teacher resources.

<http://www.thinkingeconomics.com>

The civics/government curriculum may be supplemented with the online resource <http://www.justiceharvard.org/> which includes 12 PBS episodes (total of 24, 30 minute lessons) based on Michael Sandel's Harvard course "Justice". The lessons include related readings, interactive surveys and discussion groups and episode discussion guides. The course focuses on "The Right Thing to Do" and "bringing moral clarity to the alternatives we confront as democratic citizens" and addresses the Delaware citizenship standard.

<http://chronicle.com/article/Michael-Sandel-Wants-to-Talk/48573/>

New York Times review: http://www.nytimes.com/2009/09/26/arts/television/26sandel.html?_r=2&ref=television

The 10th Grade US History course intends to use "The American Journey: Building a Nation", Joyce Appleby, Alan Brinkley, and James M. McPherson, (Glencoe, 2003) to support the U.S. History course

See review By Thomas Fordham Foundation at

[http://www.edexcellence.net/doc/AmericanHistory\[FINAL\].pdf](http://www.edexcellence.net/doc/AmericanHistory[FINAL].pdf)

The World History & Geography course may be supported by several titles from the "The Themes in World History" series (Routledge). These books "provide exciting, new and wide-ranging surveys of the important themes of world history. Each theme is examined over a broad period of time allowing analysis of continuities and change, and introduces students to historians' methods and debates in their context." Titles under consideration include "Revolutions in World History" by Michael D. Richards, "Warfare in World History" by Michael S. Neiberg, "Globalization in World History" by Peter N. Stearns, "Religion in World History" by John C. Super, Briane K. Turley, "Disease and Medicine in World History" By Sheldon Watts.

DIT also intends to use The Delaware Geography Health Initiative set of teaching units aligned to Delaware Geography Standards in grades 9-12. Each unit is structured as an inquiry-oriented research problem for students to solve and uses a GIS-based approach. DIT will contact Maggie Legates at the Delaware Geographic Alliance to obtain a CD-ROM. As always, DIT is open to refining these ideas with DOE during Phase II of the curriculum development process.

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

Response:

DIT intends to be an active member of the Delaware Science Coalition and Math Coalition, as well as participate in the Social Studies Pilot (see appendix E6).

- D) Provide a statement of plans for additional academic support for at risk students. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Response:

DIT intends to use an "RTI- based instructional Model" to meet the needs of diverse learners.

"RTI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. RTI should be used for making decisions about general, compensatory, and special education, creating a well-integrated system of instruction/intervention guided by child outcome data." (Source: National Association of State Directors of Special Education and the Council of Administrators of Special Education, White Paper on RTI, May 2006.)

The RTI model includes a three tiered intervention design.

Tier 1—Intervention in the Everyday Classroom

Teachers will ensure that all students have access to, and progress in, the general education curriculum. Teachers will maintain high expectations and fidelity to the intended curriculum. Teachers will use formative assessment data to inform and differentiate instruction. Teachers will use a variety of Learning-Focused strategies and best practices to meet the needs of all learners.

At Tier 2 (secondary prevention or strategic intervention), students who are identified as being at-risk of experiencing problems receive supplemental or small-group interventions. At Tier 3, the goal is remediation of existing problems and prevention of more severe problems or the development of secondary concerns as a result of persistent problems.

Students that need tier two or three interventions may participate in two extended time programs: An extended day tutoring program (2 days per week- October- May) and a summer Acceleration/Remediation program (6 weeks- July- August).

Students will be identified to participate in these programs based on DCAS scores as well as course grades and teacher recommendations.

Data from DCAS reports, and teacher recommendations will be used to specify knowledge and skills to be targeted for acceleration/remediation strategies for small group and individual tutoring of students as well as for designing the Acceleration/Remediation summer program. This may include use of researched-based intervention curricula/programs such as Read 180 and Saxon Math.

The advisory program will also provide support for at risk students. Advisory teachers will communicate assessment data to students and parents, and assist students with goal setting and relating academic progress to career goals. Advisory teachers will build relationships with students that will enable them to encourage and motivate students to meet and exceed performance goals.

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

Response:

Math

Interactive Mathematics Program (IMP) I (1 credit)

Interactive Mathematics Program (IMP) II (1 credit)

Interactive Mathematics Program (IMP) III (1 credit)

Interactive Mathematics Program (IMP) IV (1 credit)

AP Calculus AB (1 credit)

AP Statistics (1 credit)

Discrete Math (1 credit)

Science

Earth/Physical Science (1 credit)

Biology (1.5 credits)

Chemistry (1.5 credits)

AP Physics (1.5 credits)

English

ELA 9 Fundamentals of Communication (1 credit)

ELA 10 US Literature (1 credit)

ELA 11 World Literature (1 credit)

ELA 12 Literature Analysis & Technical Communication (1 credit)

Social Studies

Government & Economics (1 credit)
US History (1 credit)
World History & Geography (1 credit)
Global Studies (1 credit)
Psychology (1 credit)

World Language
Spanish I (1 credit)
Spanish II (1 credit)
Spanish III (1 credit)
Spanish IV (1 credit)

General Requirements
Health (0.5 credit)
Physical Education 9 (0.5 credit)
Physical Education 11 (0.5 credit)
Drivers Education (0.5 credit)
Senior Project (Capstone) (0.5 credit)

Architecture & Design Career Pathway
Introduction To Drafting (CAD I) (1 credit)
Architectural Drafting (CAD II) (1 credit)
Architectural Design (CAD III) (1 credit)
Architectural Problem Solving (1 credit)
Landscape Architecture (1 credit)
Urban Affairs & Planning (1 credit)

Biomedical Technology Career Pathway
Principles of Biomedical Science (1 credit)
Human Body Systems (1 credit)
Medical Interventions (1 credit)
Biomedical Innovation (1 credit)
Pharmacology (1 credit)

Computer & IT Career Pathway
Intro to Computer Programming (1 credit)
AP Computer Science (1 credit)
Intro to IT (1 credit)
Advanced IT (1 credit)
Computer Graphics Art (1 credit)

Engineering Career Pathway
Introduction to Engineering Design (1 credit)
Principles of Engineering (1 credit)
Engineering Disciplines (1 credit)
Engineering Design & Development (1 credit)
Digital Electronics (1 credit)
Music Technology (1 credit)

Leadership Academy
Introduction to Leadership (1 credit)
Organizational Behavior (1 credit)
Leadership & Management (1 credit)

Project Management (1 credit)
Policies & Legal Issues (1 credit)
Entrepreneurship (1 credit)

*See the following appendices for more information:

Curriculum Matrix (Appendix E1)
Career Pathway Courses & Sequence (Appendix E2)
Core Course Descriptions (Appendix E3)

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

Response:

The typical student to teacher ratio shall be 1:25, with no class exceeding a 1:32 teacher to student ratio.

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

Response:

DIT will feature a Science, Technology, Engineering, & Math (STEM) focus, with intentional coordination among the core content teachers and career/technical teachers to provide opportunities for students to understand and experience connections between all content areas. Additionally, the concept of "Using Technology to Sustainably Meet Human Wants and Needs" will be used as a means of thematically linking curricular areas.

DIT will feature rigorous academic expectations as evidenced by:

A. Emphasis on developing problem-solving, critical thinking skills across all curricular areas.

B. 1½ credit science courses that provide two extended class periods per week . This will enable students to more thoroughly explore science concepts and perform extended scientific investigations. Students will use probe technology and computers to collect data and to generate graphs from the data. They will also use the internet to access real data for analysis and to use computer based simulations and models. In addition, hands-on lab activities will be used extensively in Biology, Chemistry, and Physics; the leading factor in these courses being offered as 1.5 credit classes.

C. Interactive Math Program (IMP) problem-based mathematics program in which students "discover" mathematical concepts in the context of cooperatively solving problems.

D. A Senior capstone/exhibition project.

E. Career focus in 5 "STEM" focused college preparatory career pathways, including Architecture and Design, Biomedical Technology, Computer and Information Technology, Engineering, and Leadership.

DIT intends to use technology for instruction (smartboards, web quests, pod-cast, blogs, web homework, as well as utilize e-readers for textbooks, literature and other resources. Using this technology will permit differentiation as students will be able to self-select certain literature pieces for use in ELA courses.

There will be an emphasis in all content areas to incorporate technology to increase students' opportunities to collaborate with each other, students in other schools, and content experts.

The Pre-Engineering Career Pathway and the Biomedical Career Pathway will use research based curricula from Project Lead The

Way® . The hands-on, project and problem-based PLTW® approach adds rigor to traditional technical programs and relevance to traditional academics. (see appendix E5 for more information)

As part of the “Learning Focused Solutions” professional development, teachers will learn strategies for “Accelerating” “Previewing” and “Scaffolding” to assist students that may be struggling.

The Educational Plan includes an Advisory program. In this program students will meet in an advisory class once per week. The purpose of the advisory program is to build a sense of community within the school, provide career and character education programs and monitoring of students’ academic and assessment performance and progress. Students will also work on completing their Student Success Plans during this time.

Additionally, advisors of seniors will monitor progress of student capstone projects and assist in identifying mentors for these projects. It is anticipated that the students will remain with the same advisor during their time at DIT.

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

Response:

DIT will implement pre-opening staff development days. A minimum of six days are planned which will include three days of “in-house” training to cover DIT Mission/Vision & Policies/Procedures, Training in Advisory process and curriculum, any mandated training (eg. DPAS II, ISAFE) and training in software applications such as Career Cruising and Eschool. The remaining three days will include on-site training by Learning-Focused Solutions consultants.

External professional development will be provided by Learning-Focused Solutions (for all DIT teachers). Professional development will be provided through a contract with Learning- Focused Solutions for their three year “Reaching Balanced Achievement 3 year Alliance Program”. This contract will include a Dedicated Learning-Focused Alliance Advisor (This individual is assigned to the school for the duration of the professional development and is available for consultation.) Year 1 of the Learning Focused Solutions Balanced Achievement Alliance Professional Development package includes three days of training for all teachers and administrators that would occur prior to the school year. There are two additional days for Admin/Teacher Leaders that would occur prior to the school opening.

The summer prior to opening, DIT mathematics teachers will participate in an initial Interactive Math Program training. DIT intends to coordinate with University of Delaware’s MSERC to provide this initial professional development (3-5 days) with follow-up professional development through-out the school year.

Professional development will include time embedded during the weekly schedule for teachers to collaborate in Professional Learning Communities. During this time they will reflect on their instructional practices and develop instructional plans based on review of student work and assessments. This time may also be used for providing other necessary professional development trainings (Eg. DPAS II Goal setting, Eschool, Student Success Plans, Anti-Bullying training, etc.).

Staff training for working with students who have a disability(ies), 504 and IEP plan training, inclusion training, and student disability recognition training will be included as part of the comprehensive staff training before the opening of school in August of each school year. Additional training will be provided throughout the year as needed to maintain high academic performance for students with special needs. Additional training offered as part of DIT's membership with the Math Coalition or Science Coalition will also be offered throughout the year as training becomes available.

In addition to differentiating professional development by content area and position as described above, professional development will be differentiated based on self-reported needs. Upon hire, teachers will complete a professional development survey indicating areas of strengths and areas for growth. This information will be used to design trainings for in-service days and Professional Learning Communities. Teachers with strengths in areas of identified need may facilitate training sessions in those areas.

Experienced teachers will be encouraged to participate in leadership trainings and opportunities to mentor new teachers.

Year 1 2012-2013

Reaching Balanced Achievement 3 Year Alliance

Year 1: Acquiring Knowledge

The Reaching Balanced Achievement Year 1 Alliance includes 8 onsite days:

Leadership, Balanced Achievement, and Accountability (Leadership Team) (1 Day)

Starting and Sustaining Exemplary Practices (Leadership Team) (1 Day)

Learning-Focused Strategies: Transforming Standards into Learning (teachers and administrators) (1 Day)

Learning-Focused Strategies: Connecting Exemplary Practices in Acquisition Lessons (teachers and administrators) (1 Day)

Monitoring for Achievement and Walkthrough Training (Leadership Team) (1 Day)

Conferencing with Teachers and Administrators (1 Day)

Connecting Strategies in Math Acquisition Lessons (teachers and administrators) (1 Day)

Planning for Instruction (teachers and administrators) (1 Day)

What Moves You (5 Different Sets) This includes DVDs for self-guided professional development which can be used as refreshers or to provide teachers with additional information about specific instructional strategies.

Materials for this package:

The Amazing Book of Making Connections for Learning (leadership)

Leadership, Balanced Achievement, and Accountability (leadership)

Starting and Sustaining Exemplary Practices (leadership)

Learning-Focused Strategies: Transforming Standards into Learning Notebook and Flipchart

Learning-Focused Strategies: Connecting Exemplary Practices in Acquisition Lessons Notebook and Flipchart

Connecting Strategies in Math Acquisition Lessons Notebook and Flipchart

What Moves You Sets (Choice of 5)

Conferencing Guide

Monitoring Materials (leadership)

Year 2 2013-2014

Reaching Balanced Achievement 3 Year Alliance

Year 2: Extending Thinking

The Reaching Balanced Achievement Year 1 Alliance includes 8 onsite days:

A Dedicated Learning-Focused Alliance Advisor

Starting and Sustaining Exemplary Practices (Leadership Team) (1 Day)

Learning-Focused Strategies: Connecting Extending Thinking (teachers and admins) (1 Day)

Learning-Focused Strategies: Planning Units for Learning (teachers and administrators) (1 Day)

Monitoring for Achievement and Walkthrough Training (Leadership Team) (1 Day)

Conferencing with Teachers and Administrators (1 Day)

Differentiated Assignments (teachers and administrators) (1 Day)

Vocabulary Instruction (teachers and administrators) (1 Day)

Planning for Instruction (teachers and administrators) (1 Day)

What Moves You (5 Different Sets)

Materials for this package:

Learning-Focused Strategies: Connecting Extending Thinking Notebook and Flipchart

Learning-Focused Strategies: Planning Units for Learning Notebook and Flipchart

Differentiated Assignments Notebook

Vocabulary Instruction Notebook

What Moves You Sets (Choice of 5)

Conferencing Guide
Monitoring Materials (leadership)

Year 3 2014-2015
Reaching Balanced Achievement 3 Year Alliance

Year 3: Closing the Achievement Gap

The Reaching Balanced Achievement Year 1 Alliance includes 8 onsite days:

A Dedicated Learning-Focused Alliance Advisor

Starting and Sustaining Exemplary Practices (Leadership Team) (1 Day)

Catching Kids Up with Acceleration (teachers and administrators) (1 Day)

Scaffolding Grade Level Learning (teachers and administrators) (1 Day)

Reading Assignments in All Content Areas (teachers and administrators) (1 Day)

Writing Assignments in All Content Areas (teachers and administrators) (1 Day)

Monitoring for Achievement and Walkthrough Training (Leadership Team) (1 Day)

Conferencing with Teachers and Administrators (1 Day)

Planning for Instruction (teachers and administrators) (1 Day)

What Moves You (5 Different Sets)

Materials for this package:

Catching Kids Up with Acceleration Notebook

Scaffolding Grade Level Learning Notebook

Reading Assignments Flipchart

Writing Assignments Notebook and Flipchart

What Moves You Sets (Choice of 5)

Conferencing Guide

Monitoring Materials (leadership)

Determining the impact of professional development and monitoring of implementation of learning-focused strategies will occur through walk-throughs conducted by the Curriculum Director and teacher leaders at least three times per year. Additionally, teachers, students and parents will complete yearly surveys regarding instructional practices and learning experiences.

DIT will also partner with the Math & Science Educational Resource Center (MSERC) at the University of Delaware for additional IMP training and support.

- I)** Provide three approved (Submitted units are scored “3” or “4” on the Charter School Unit Review Rubric . Click here to view the Charter School Unit Review Rubric) units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application. Include plans for the modification of approved Delaware Model Units (from the DOE website) to meet the specific needs of the student population of students you serve. Click here to view the Model Unit Modification document.

Response:

To be provided in Phase II.

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

Response:

To be provided in Phase II.

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

Response:

To be provided in Phase II.

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

Response:

To be provided in Phase II.

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

Response:

To be provided in Phase II.

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

Response:

To be provided in Phase II.

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

Response:

To be provided in Phase II.

7. Students with Special Needs

- A)** Describe how the school will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.

Response:

In order to ensure compliance with current federal and state statutes relating to the education of students with disabilities DIT will address the following issues in the manner described.

Evaluation:

Students will participate in a Response to Intervention (RtI) structure. Students that are identified as requiring extra assistance will be moved from Tier 1 (able to meet the standards with little to no accommodation) to Tier 2 (students that require more concentrated instruction within the general classroom setting). Those students in Tier 2 will participate in a co-taught classroom while receiving closer monitoring and more specialized instruction from a certified teacher, in a push in situation. Accommodations for the students would be implemented at this level. The student may require assistance with notes, use of a calculator, small group instruction, extra time, use of low tech assistive technology devices, or other accommodations that would help the student succeed in the general curriculum with more ease. It is not required that the teacher delivering the Tier 2 intervention be a special education teacher. A general education teacher can deliver this instruction. Students will remain at this stage for approximately nine weeks.

At the culmination of the nine week period, students that are still not showing significant growth would move from Tier 2 to Tier 3 (students requiring more concentrated instruction in a specialized support classroom setting). At this stage, students would receive pull out services. These pull out services could be in the form of Curriculum Assistance classes, Specialized Reading programs or Specialized Mathematics programs. Modifications to the general curriculum would be made at this level. Students may require a scribe, diminished requirements for assignments, copies of notes, oral testing, or high tech assistive technology. These modifications would allow that student access to the general curriculum. The teacher that is delivering the pull out, specialized support classes is a certified special education teacher. In these specific classes, students would receive concentrated tutoring as well as specific programs that are designed to boost performance in the core areas. At the culmination of the nine week period, those students that are still not making significant progress would then be referred for special education testing.

Students that are referred for special education services will go through the initial evaluation procedure. Parents and/or guardians of the student would be asked to formally request that their student be tested for special education services, in writing. After the request is received, parents or guardians would be required to attend a meeting at the school. The participants in the meeting would include the parent or guardian, teachers, the School Psychologist or Educational Diagnostician, and any therapists from which the parents or guardians may request services. The School Psychologist or Educational Diagnostician must obtain Consent to Evaluate from the parent or guardian. Without this consent, no testing can occur. After the consent form is received, the School Psychologist or Educational Diagnostician would schedule a time to test the student. Varying forms of assessment would be used to ascertain what, if any, learning differences the student may have. Some of these assessments include but are not limited to: WIAT-2, WRAT-3, ABAS, Conner's Behavior Raters, and Autism Spectrum Assessments, if appropriate. Parents would be asked to complete a full survey that would detail medical and family history. Teachers would be asked to provide written observations of the student. Parents or guardians of a student that has been diagnosed with ADD/ADHD would need to provide a letter from the treating doctor that details the diagnosis and the current treatment.

Once everything has been compiled, another meeting would be scheduled to discuss eligibility, classification, placement, and an Individualized Education Plan, if appropriate. Participants at the meeting would be the same as at the initial meeting. If special education services are determined to be necessary, the student would be placed in specialized support classes with a certified special educator. These classes would differ from the Tier 3 classes in that they would be smaller and self-contained. More modification to the general curriculum would be expected in these classes.

Re-evaluation:

Already identified special education students receive a psycho-educational evaluation every three years. Students that are in need of an evaluation will be tested by the School Psychologist or Educational Diagnostician using assessment measures to include tests such as, the WIAT-2, WRAT-3, ABAS, Conner's Behavior Rater, and Autism Spectrum Assessments if pertinent. A complete records review, parent, student, and teacher interviews would be completed in order to gain a whole picture of the student and their needs. After all assessment measures have been completed, the IEP team will determine if special education services are still necessary and/or if there should be a change in classification or placement. If it is determined that special education services are still appropriate, the IEP would be renewed and appropriate goals and objectives would be included in a new IEP. If the IEP team determines that special education services are no longer required, the student would be placed back in Tier 3 supports and gradually return to Tier 1, if possible.

Accommodations:

Student accommodations will be designed by the IEP team to help students meet their goals and objectives. Accommodations will be delivered by certified and highly qualified special educators. All staff will be notified of accommodations as necessary and professional development training will be provided during in service and during faculty meetings.

Employment of Certified Education Teachers:

The leadership of DIT is committed to teacher recruitment and will utilize all of its resources as life-long Delaware educators to hire highly qualified teachers in all areas, particularly special education. The process will include recruitment of currently serving special educators and through early recruitment at all Delaware Universities.

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

Response:

NA

- C) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

Response:

Students with medical anomalies such as ADD/ADHD that are not relative to a specific learning disability may qualify for a 504 Plan. The 504 Plan would afford the student basic accommodations in order for them to participate in the general curriculum with more ease. Students with a 504 Plan are general education students. However, they have all rights and protections that are afforded to special education students under IDEA. The 504 Plan, like the IEP, must be revisited annually for appropriateness and renewal. The entire leadership team of DIT are responsible for compliance with 504 Plans, the special education coordinator will be responsible for the 504 plan and informing all teachers which students are accommodated by a plan.

- D) Complying with Title VI and VII of the Civil Rights Act of 1964.

Response:

The plan for DIT complying with Title VI & VII of the Civil Rights Act of 1964 is again for the Administrative Team and Special Education coordinator to attend any applicable professional development and for each to maintain a manual for both areas to serve as a reference guide. Further, the leadership of DIT is committed to ensuring a workplace free of discrimination of any kind. A non-discriminatory school where both employees and students are comfortable is the over-riding expectation of the DIT governance team.

- E) Complying with Title IX of the Education amendments of 1972.

Response:

The DIT Administrative Team and/or the Athletic Director will be conversant of what Title IX requires before school opens. During the planning process the Administrative Team and Athletic Director will meet to ensure equal opportunities for both male and female students/athletes. During the planning year the Executive Director will meet with officials from DIAA to discuss all responsibilities as it pertains to Title IX.

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

Response:

As referenced in 7a, DIT's plan for having certified special education teachers available is to advertise for current and retired special education teachers on the DIT website, in the News Journal, and on the Teach Delaware website. DIT will also contact the DSEA retired membership director to request a meeting with that group. Teachers on staff will be encouraged to acquire special education certification, as well as recruit at teacher job fairs at the local Universities. Should a teacher from another state be hired to teach at DIT, he or she must first be eligible for Delaware Certification.

8. Economic Viability

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

Response:

YEAR 1

Executive Director 1

Dean of Instruction 1

Dean of Students 1

Director of Operations 1
Assistant to the Director 0.1
Human Resources Manager 0.25
Special Education Coordinator 0.25
Teachers 8.5
Athletic Director 0.2
Student Advisor 0
Guidance Counselor 0
School Nurse 1
Paraprofessionals 0
Clerical 2.25
Custodial Staff 1.75
Food Service Staff 1.25
STAFF TOTALS 19.55

YEAR 2

Executive Director 1
Dean of Instruction 1
Dean of Students 1
Director of Operations 1
Assistant to the Director 0.25
Human Resources Manager 0.33
Special Education Coordinator 0.33
Teachers 15.25
Athletic Director 0.3
Student Advisor 0
Guidance Counselor 1
School Nurse 1
Paraprofessionals 0.75
Clerical 3.25
Custodial Staff 2.75
Food Service Staff 1.75
STAFF TOTALS 30.96

YEAR 3

Executive Director 1
Dean of Instruction 1
Dean of Students 1
Director of Operations 1
Assistant to the Director 0.5
Human Resources Manager 0.5
Special Education Coordinator 0.5
Teachers 22.5
Athletic Director 0.4
Student Advisor 1
Guidance Counselor 1
School Nurse 1
Paraprofessionals 1
Clerical 3.75
Custodial Staff 4.5
Food Service Staff 1.75

STAFF TOTALS 42.4

YEAR 4

Executive Director 1
 Dean of Instruction 1
 Dean of Students 1
 Director of Operations 1
 Assistant to the Director 0.5
 Human Resources Manager 0.66
 Special Education Coordinator 0.66
 Teachers 26.5
 Athletic Director 0.5
 Student Advisor 1
 Guidance Counselor 1
 School Nurse 1
 Paraprofessionals 2
 Clerical 4
 Custodial Staff 4.5
 Food Service Staff 1.75
 STAFF TOTALS 48.07

*Decimals indicate percentage of full-time position
 (full-time = 37.5 hours/week, 0.75 = 29 hours/week, 0.5 = 19 hours/week, etc..)

**See DIT Organizational Matrix Appendix A3

**See DIT Staffing Plan Appendix C4

Executive Director:

The Executive Director is responsible for the overall management and daily operations of the school, including the education of the student body and the overall climate, safety and morale of staff and students. He or she is responsible for ensuring that all Federal and State regulations and mandates are followed; including state testing, special education laws and regulations, FERPA, and staff evaluations. The Executive Director is also responsible for community and parent relations, marketing, fiscal management/supervision, making final staffing decisions, reporting to the board and maintains communication/interaction with the Department of Education as required. He or she sets the tone for the entire school and makes day-to-day management decisions in the best interest of the students, staff and the overall educational program. The Executive Director provides direct supervision and maintains constant communication with the Dean of Instruction, Dean of Students, and the Director of Operations. The Executive Director reports directly to the board of directors.

Dean of Instruction:

The Dean of Instruction has the ultimate responsibility for the curriculum and instructional materials. He or she actively supports and supervises the instructional staff and Educational Diagnostician (ED), provides teacher mentoring and professional development, participates in teacher interviews and makes hiring recommendations, makes recommendations for textbook, technology and instructional material purchases, meets regularly with department chairpersons, and performs staff evaluations using DPAS II. The Dean of Instruction will attend all IEP and 504 meetings as necessary and assist teachers in developing strategies and lessons to meet the needs of all students. In addition, he or she will be responsible for maintaining, distributing, and reviewing staff handbooks and providing support to all faculty in regard to classroom management and instructional issues as they arise. The Dean of Instruction reports to the Executive Director.

Dean of Students:

The Dean of Students is responsible for the supervision of the student body and all aspects of student services. He or she is responsible for the day-to-day student guidance and enforcement of student discipline policies and the student Code of Conduct. The

Dean of Students is charged with managing all aspects of student services, including counseling, wellness, safety, student government, field trips, fundraisers, student life events (homecoming, school dances, pep rallies, etc...), athletics, clubs and after-school activities. He or she will play a major role in maintaining a positive school climate and be responsible for the database of student demerits and behavior referrals, and actively maintain communications with parents concerning student behavior issues. In addition, he or she serves as the DCAS and PSAT coordinator for DIT. The Dean of Students is responsible for the supervision of the School Nurse, Athletic Director, Guidance Counselor (beginning Year #2), and Student Advisor (beginning Year #3). The Dean of Students reports to the Executive Director.

Director of Operations:

The Director of Operations handles all matters that impact the day-to-day operation of the facilities and all fiscal responsibilities. This includes the responsible management of all funds, complying with all First State Financial (FSF) regulations for payroll and healthcare, monitoring and using FSF, and handling all aspects of the DIT budget and expenditures. He or she will be ultimately responsible for all purchases, inventories, and will lead in the procurement/management of all contracts, contractors, cash accounts, and bank deposits. In addition, the Director of Operations will serve as the Transportation Supervisor, as well as oversee the maintenance and custodial staff and constantly monitor the condition of the building and grounds for needed repairs and student safety. He or she will be responsible for the unit count, and will report fiscal matters to the Board of Directors, the Department of Education and the State Auditor's Office. The Director of Operations is responsible for the supervision of the maintenance staff, School Secretary, Human Resource Manager, and all EPER staff. He or she will report to the Executive Director, and will be considered to be responsible for the school and making decisions in their absence.

Assistant to the Director:

The Assistant to the Director will serve to support the Executive Director in roles not suitable for other administrative staff. This will include, but is not limited to fundraising, grant procurement, community relations, marketing, serving as a DIT ambassador, proxy or representative, leading special projects and handling routine activities in the absence of the Executive Director. The Assistant to the Director is a part-time position whose hours must remain flexible in order to attend meetings, community events, and networking opportunities at all hours of the day and on weekends. The Assistant to the Director reports directly to the Executive Director.

Human Resources Manager:

The HR Manager will be the chief assistant to the Director of Operations. He or she will supervise the hiring and firing of all staff, assist in the coordination of all State health and fringe benefits, and is responsible for all files and documents requiring confidentiality; including staff HR files, health benefit documents, staff attendance, teacher certification, employee background checks, staff reprimands and salary information. The HR Manager will be responsible for maintaining teacher certification records with DOE and assisting with FSF records. The HR Manager will also make all hiring recommendations to the Board of Directors for their final approval of all full-time staff (based on the recommendations of both the Executive Director and HR Manager). The HR Manager will also assist the Executive Director in all staff hiring and firing procedures. In addition, the HR Manager (and Executive Director) will make it clear to all employees of DIT that they are employed at the pleasure of the Board. The HR Manager will report to the Director of Operations.

Special Education Coordinator/Educational Diagnostician (ED)

The Special Education Coordinator is responsible for the evaluation and re-evaluation of special education students in accordance with their Individualized Education Plan (IEP), making appropriate accommodations for state testing, coordinating the IEP process, distributing 504 accommodation plans to teachers of students with a 504 plan, working with teachers to implement appropriate 504 accommodations, and working with the Dean of Instruction and other faculty for serving students in the inclusion setting. He or she will arrange for appropriate testing within the educational system for those students referred, and will work with Dean of Instruction to provide appropriate and ongoing professional development in this area. The Special Education Coordinator reports to the Dean of Instruction.

Teachers:

The DIT Executive Director and Administrative team will hire certified teachers or highly competent individuals who are both committed and eligible for enrollment in ARTC. It is the teachers' responsibility to provide well planned lessons that are engaging, properly sequenced, differentiated and executed in a professional manner. In addition, teachers are expected to utilize effective classroom management techniques, and provide a safe atmosphere that is conducive to student learning. Teachers will be required to

attend professional development activities and at least one faculty meeting per month. Teachers will be strongly encouraged to participate in student life activities and maintain open communication with parents. Teachers will attend IEP and 504 meetings as required and will provide instruction necessary to meet the needs of all students. All teaching faculty are under the direct supervision of the Dean of Instruction.

Athletic Director

The Athletic Director is responsible for all aspects of the extra-curricular athletics programs. This includes working with the HR Manager for hiring and firing coaches, creating a home and away schedule for all athletic events, securing sanctioned officials for each game/match, arranging for/hiring event staff, overseeing the upkeep and safety of athletic equipment, fields and facilities, making athletic material purchase requests, athletic fundraising oversight, monitoring student eligibility, promoting good sportsmanship and athletic integrity, and maintaining compliance with and active membership in the Delaware Interscholastic Athletic Association (DIAA). The athletic director reports to the Dean of Students.

Student Advisor:

The Student Advisor will begin in year #3 and assume the majority of the day-to-day enforcement of student discipline policies and the student Code of Conduct previously conducted by the Dean of Students. He or she will play a major role in maintaining a positive school climate by actively supervising the hallways (during class changes), cafeteria, and parking lot, as well as routinely participating in school activities and sporting events. The Student Advisor will also be responsible for the database of student demerits and behavior referrals, and actively maintain communications with parents concerning student behavior issues. The Student Advisor reports to the Dean of Students.

Guidance Counselor:

The Guidance Counselor will begin in year #2 and assume the majority of the “counseling” functions that were previously performed by the Dean of Students. These functions include student behavior counseling, academic performance counseling, group and individual personal/family counseling, college search and placement activities, scholarship research, DCAS testing coordination, AP testing, student schedule coordination, IEP meeting participation, and maintaining eSchool data. The Guidance Counselor will report to the Dean of Students.

School Nurse:

The Nurse will attend to the day-to-day medical needs of the students as required. The nurse will also attend IEP and 504 meetings as needed and maintain student medical histories and emergency information. Daily activities will include treating minor illnesses, cuts and scrapes, incident reporting, medication dispersal, screenings, record keeping, and reporting signs of abuse and neglect. The Nurse will stay current with issues affecting adolescents through attendance at workshops and additional training. The Nurse reports to the Dean of Students and will provide medical related instructions and/or training to staff as needed.

Paraprofessionals:

Paraprofessionals will be responsible to assist teachers in the educational process of special needs students when necessary.

Clerical Staff:

The clerical staff will assigned various tasks that may include: maintaining student attendance records, maintaining the school calendar, data input, managing telephone calls and messages, communicating with parents, staff and students in a professional and courteous manner, greeting visitors, drafting and mailing routine correspondence, maintaining student files, processing FSF documents, scheduling, office organization, maintaining office and school supplies and coordination of daily office activities.

Maintenance/Custodial Staff:

The maintenance/custodial staff will work under the supervision of the Director of Operations to maintain a safe and comfortable physical school site. The staff will provide daily maintenance that includes: vacuuming, dust mopping, damp mopping, trash removal, accident clean-ups, outdoor maintenance, and overall facility cleaning. Periodic maintenance includes: minor repairs, equipment installation, furniture relocation, painting, equipment maintenance and repair.

Cafeteria/Food Service Staff:

The Cafeteria staff will provide appropriate food service to students and staff in accordance with all health and safety regulations.

The staff will be required to serve student meals, provide assistance to students with proper food heating when needed, and properly store food as necessary.

- B)** List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships. (Renewal/Modifications – provide original documentation and any changes)

Response:

All employees at the Delaware Institute of Technology will be employees of the DIT Board of Directors.

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

Response:

The Delaware Institute of Technology (DIT) Board of Directors will enter into a contractual agreement with a landlord for a lease. Baffone Investors and Murphy Steel, Inc. have identified several existing buildings currently available as well as several parcels of land that may be suitable for the retrofit and/or construction of the proposed 65,000 square-foot school facility. To date, no lease agreements have been drawn or acquired by DIT.

In addition, the school will apply for grants from DE foundations. Most DE foundations give/provide funding in May and November. The landlord will understand that as the school grows there will be a need to provide the means for additional renovations similar to year one. DIT will repay these costs over time via the rent. The Board of Directors plans to have a lease signed within 90 days of the approval from the Department of Education.

DIT intends to work in full cooperation with the DOE Educational Associate of Education Facilities Planning, Construction and Operations with regard to lease agreements and/or an evaluation of potential locations.

Clarifying Question on 1/19/2011 9:33 AM

Please provide the DOE Education Associate of Educational Facilities Planning and Construction the location of facilities planned to be leased and/or constructed/renovated for school operations. Please provide site plans, floor plans as well as facility occupancy/construction schedule and budget.

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

Response:

The landlord will own the school facilities. If the school closes, the Board of Directors understands it is their responsibility to address any matters involving any debts. The board and landlord will discuss what will happen to the facilities should the school close, with the likely assumption being that the landlord will seek another tenant.

Clarifying Question on 1/19/2011 9:33 AM

Please provide the DOE Education Associate of Educational Facilities Planning and Construction the location of facilities planned to be leased and/or constructed/renovated for school operations. Please provide site plans, floor plans as well as facility occupancy/construction schedule and budget.

- E)** List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special

education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS. (Renewal/Modifications – provide original documentation and any changes)

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1st of the year in which the school proposes to open and by August 1st of each year thereafter. Contracts for the lease or purchase of real property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15th of the year in which the school proposes to open.

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED. [Click here to view and obtain a blank Budget Sheet.](#)

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates.

[Click here to view and obtain a blank Revenue Estimates Sheet.](#)

Should you have questions in accessing, completing or understanding this spreadsheet please contact the Education Associate for Charter School Finance at (302) 735-4040. These revenue estimates will be used to assist in the completion of the Budget Sheet. Estimates for federal program revenues may be obtained from the Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from the Charter Schools Office, (302) 735-4020. Estimates for state, local and federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as students actually enroll and staff is hired.

Response:

As noted in the budget, DIT will maintain at least a 2% of the projected State and Local revenues for contingency. In addition, the Executive Director, Director of Operations, and the Board will closely monitor all expenditures to remain solvent. In the event of a short-fall, the Board will determine if budget cuts (that do not directly effect instruction) need to be made or if a short-term loan is needed. The Director of Operations will also closely monitor all contracts, which may include (but will not be limited to) the following:

- Bus Service
- Custodial/Maintenance
- Food Service/Caterers
- Vending Machines
- Hearing and Speech
- Occupational therapy
- Assessment for Special Education
- Telephone Systems
- Security System
- Home Schooling (if needed)
- Copier and Copier Maintenance
- Athletic Trainer
- Computer maintenance

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

Response:

The startup costs will include the renovation of a suitable facility into a school. This will include creation of 10 classrooms for year 1, administrative offices, a nurse's suite, common eating area, custodial/maintenance area, and storage. The costs for these renovations will come from the landlord and be repaid over time via the rent. In addition, grants and donations will also go to cover these expenses for readying the school. Until the board and landlord enter into an agreement, more specifics cannot be obtained. DIT will work in full cooperation with the DOE Educational Associate of Education Facilities Planning, Construction and Operations with regard to lease agreements and/or an evaluation of potential locations.

(See Budget Appendix C1)

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

Response:

The board does not plan on entering into any loan agreements.

The school will fundraise via parent and other family members, school clothing purchases, brick buying, naming rights and daily selling of school logo materials. All monies will be deposited in the bank that the state uses and all records etc will be kept using First State Financials.

- H)** Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable. (Renewals/Modifications – Update this section to make it current)

Response:

The DIT Board of Directors is committed to reaching 80% target enrollment by 4/1/2011. The landlord and board will discuss (before signing a lease agreement) the minimum number of students that will be needed to be economically viable for all parties involved, which are as follows:

Year #1:

Target enrollment = 180 students, minimum = 150 students

Year #2:

Target enrollment = 300 students, minimum = 250 students

Year #3:

Target enrollment = 450 students, minimum = 375 students

Year #4:

Target enrollment = 510 students, minimum = 425 students

In all cases, DIT could operate at 83% of our target enrollment. A thorough marketing campaign, coupled with a great need for a charter school in this sector of Delaware should eliminate the need to operate at minimum enrollment.

9. Administrative and Financial Operations

- A) Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: <http://budget.delaware.gov/accounting-manual/account-manual.shtml>. (Renewal/Modifications – provide original documentation and any changes)

Response:

Delaware Institute of Technology (DIT) will utilize First State Financials (FSF) for all financial operations and transactions. The Director of Operations will be responsible for managing all financial transactions for DIT. He or she will attend all required FSF training. However, DIT intends to employ a Director of Operations that has extensive knowledge of FSF. In addition, the Human Resources Manager and clerical staff will be trained in these areas if they do not already have first-hand knowledge of these management systems. All financial reporting will be done in accordance with the standards established by the Government Accounting Standards Board. The Director of Operations will be responsible for adherence to these standards, as well as proper implementation of all new and forthcoming State of Delaware financial systems and processes.

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

Response:

DIT will require that each board member become familiar with all state and federal laws/regulations that govern the operation of a charter school. Members of the DIT Board of Directors will participate in training when available; including leadership, supervisory, and administrator training opportunities offered by the Department of Education and other private training entities. The DIT Board of Directors will conduct business in a public open forum in meetings held bi-monthly. All financial and other data will be available for public review.

The DIT Board of Directors will be responsible for:

- Hiring the Director and evaluating/reviewing their performance.
- Approving the operating budgets.
- Reviewing all financial reports.
- Measuring school performance through parent and teacher surveys.
- Ensuring compliance with all state and federal regulations
- Ensuring that all reports are accurate and comply with appropriate procedures

The DIT Board of Directors will also become an active part of the school community through participation in school activities, sporting events, graduation ceremonies, and during “pop-in” visits during the school day. In addition, the board will utilize all stated reports, statistics, budgets and financial reports to ensure that DIT is meeting its stated mission and objectives.

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

Response:

The Delaware Institute of Technology (DIT) Administrative Team will be responsible for the day-to-day internal management of the school. This team shall consist of the Executive Director, Dean of Instruction, Dean of Students, and Director of Operations. The Assistant to the Director and Human Resource Manager will be included as members of the Administrative Team when necessary/appropriate. The Administrative Team shall handle all administrative, financial, and educational matters with board approval. No outside agencies will be contracted to manage any aspect of DIT.

The Executive Director, Dean of Instruction, and Dean of Students will assemble the Student/Parent Handbook, as well as Faculty Handbook. Both handbooks will have pertinent information including the graduation requirements, Code of Conduct (student

Handbook), school map, phone numbers, email addresses, responsibility flow charts, and emergency response plans. In addition, emergency procedures will be posted in all classrooms, offices, and common areas.

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

Response:

Teachers and parents will be involved in the decision making at DIT through formal and informal discussions at DIT Parent Association meetings, faculty meetings, Department Chair meetings, newsletters, email, and the DIT website.

DIT will also form an Instructional Leadership Team, comprised of DIT parents, students, teachers, and administrators. This team will meet monthly to plan and review data for the purpose of making instructional recommendations. Parent and student members of this committee are not expected to be curriculum experts, and as such provide diversity and enrich the team by bringing “out-of-the-box” thinking and suggestions. Parents and student committee members will, however, be provided with information and informal training as part of the Instructional Leadership Team that will assist them in making appropriate instructional recommendations. The Board and Executive Director will give careful consideration to all recommendations and determine whether each recommendation made is in the best interest of the students and/or mission of DIT. In addition, all FERPA laws, rights & responsibilities will be followed by the school and this committee.

In addition, the Executive Director will maintain an “open door” policy to address all parent and teacher concerns. The Dean of Instruction will also hold monthly Department Chair meetings, and teachers will be invited to submit discussion items for both Department Chair and monthly faculty meetings.

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

Response:

Upon approval of the charter, the Executive Director will be hired by July 1, 2010. The Dean of Instruction and Director of Operations will be “phased in” during the fall of 2010. In the spring of 2011, DIT will advertise for all remaining Year 1 positions, including certified (or ARTC eligible) teachers, Dean of Students, Special Education Coordinator, Athletic Director, HR Manager, clerical staff, and maintenance staff. The criteria for each of these positions have been established in question #8 of this application. In addition, DIT intends to hire only Highly Qualified Teachers, and will recruit both locally and through national organizations such as NSTA (National Science Teachers Association), and ITEA (International Technology Education Association).

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

Response:

DIT will recruit highly qualified certified teachers through locally on the DIT website, local newspapers, Teach Delaware, job fairs, local college placement/job search offices, and by word of mouth. DIT will also recruit through national organizations such as NSTA (National Science Teachers Association), and ITEA (International Technology Education Association). In the event DIT finds a highly qualified candidate that is not certified, DIT will consult with ARTC to verify the candidates’ eligibility for an alternate method of certification.

A fair and competitive salary structure will be implemented by DIT (Appendix C3). This salary scale is comparable to the teacher salaries of other districts in NCC. Teachers at DIT will also become part of a relatively small staff, where each teacher can feel that their contributions are valued and that they can be involved as instructional leaders. During the interview process, successful teacher candidates will be able to convey their commitment to the school and a shared passion for the DIT Vision.

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

Response:

DIT will utilize the Delaware Technical & Community College (DTCC) salary scales (see appendix C3). The DTCC salary plan A (for 10-month employees) is comparable to both the Christina School District and Appoquinimink School District teacher scales. In addition, the DTCC scale also provides an exceptional basis for non-instructional Salary Plan B employees (HR, clerical, maintenance, etc...), Salary Plan C employees (part-time), and Salary Plan D employees (administration) as noted in the Appendix. DTCC rules that govern salary levels, promotions, etc...will apply. Either DIT or the employee can terminate an employee contract with a two-week written notice.

Salary Plan A (teaching staff), salary Plan B (non-instructional staff), and Salary Plan D (Administrator) employees will be hired by the Board upon recommendation by the Executive Director. Salary Plan C (part-time) employees may be hired directly by the Executive Director and/or Human Resource Manager, with documentation of the new hire presented to the Board at the next Board meeting.

Before anyone is recommended for hire, the HR Manager and/or Executive Director will verify all of the candidate's documentation to verify:

- Evidence of Certification (for instructional positions)
- Eligibility for ARTC (for instructional positions if not certified)
- Legal ability to work in the US
- Proof of social security number
- Prior experience
- Educational preparation
- Criminal Background Check
- References

All contracts will include:

- Employee legal name and social security number
- Contract start date & end date
- Salary or hourly rate
- Benefit information
- Hours of work
- "At will" statement

In May of each year, the Executive Director will meet with any employee that that has been placed on an improvement plan to discuss whether or not continued employment is possible. In addition, the Executive Director will meet with all staff in May to determine their intentions to return for the following school year. Employees will be informed upon being hired that all grievances be submitted to the Executive Director, and that he or she has the option of filing the grievance with the Board if it is not resolved. All FMLA and HR policies will be explained at time of hire and included in the staff/HR policy manual.

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

Response:

The Delaware Institute of Technology (DIT) will utilize (and follow all current regulations of) the Delaware Performance Appraisal System (DPAS II) for teacher and staff evaluations. The Executive Director and Dean of Instruction will participate in DPAS II

training to insure the proper implementation of evaluations. Teachers and staff will be advised at the time of hire that DPAS II will be used for their performance evaluation. Original evaluation forms will become a permanent part of the employee's file, and decisions to retain and/or promote the staff member will be based upon these evaluations. Teachers with less than three years of teaching experience will receive a minimum of 3 evaluations (2 announced, 1 unannounced) per year. Teachers with at least three years of documented successful teaching experience will receive at least 2 evaluations (1 announced, 1 unannounced) per year. Teachers in need of assistance will be mentored by the Dean of Instruction and may be placed on an improvement plan. DPAS II will never be used as a threat or disciplinary measure for staff.

- I) Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school.

Response:

The DIT Board and Executive Director will be held accountable to parents through formal Board meetings and parent satisfaction surveys, administered at least once per school year (at least twice during year #1). The parent satisfaction survey will be developed by the Board and will take into consideration any feedback that has been previously received. Topics may include:

- School climate and safety.
- Educational objectives.
- Academic and personal growth of their child.
- Student services.
- Athletics and extra-curricular activities.
- Overall satisfaction.

DIT will also maintain a web-based "Home Access Center," to allow parents and students to monitor and/or obtain grades and academic progress information.

Additionally, DIT anticipates the formation of a very active Parent Association who will hold monthly meetings and serve to provide additional accountability to the parents of DIT students.

- J) If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5.

Response:

The DIT Board of Directors will not contract any portion of school operations with an outside agency/group. The Board will only contract vendors for providing services to the school such as (but not limited to):

- Transportation
- Food Service
- Maintenance/repairs
- Facilities rental/lease

Clarifying Question on 1/19/2011 9:45 AM

Please provide the DOE Education Associate of Educational Facilities Planning and Construction the location of facilities planned to be leased and/or constructed/renovated for school operations. Please provide lease agreement(s) for review as applicable. Please provide any maintenance/repair contractual agreements for review.

- K) If an outside group will be used to manage any portion of the school's educational, administrative and/or financial operations, the applicant must also provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, a complete list of all past and any pending litigation

against that group or submit a statement that there has been none and that none is pending. (Renewal/Modifications – provide original documentation and any changes)

Response:

The DIT Board of Directors will not contract any portion of school's educational, administrative and/or financial operations with an outside agency/group.

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

Response:

The need for DIT and schools focusing on STEM education has been clearly identified by Delaware Senator Kaufman through his introduction of the STEM Education Coordination Act of 2009. Additionally, Senator Kaufman specifically commended DIT for our efforts "...to establish a STEM high school in our state." (see appendix E6).

In addition, the response to DIT has been extremely positive in our immediate community; especially given the long waiting lists for entrance into other Charter and Vo-Tech schools in central NCC. In addition, the Newark/Middletown area supports three large specialty middle schools (Newark Charter, M.O.T. Charter, and Christ the Teacher) where students exiting 8th grade routinely are left to search for a high school placement. Over 40 community members have also visited the small (5-page) DIT website and expressed interest (often delight) in what DIT is proposing. Active members of several community organizations (Boy Scouts, the Pencader Business Association, Canal Little League) have expressed a great deal of interest as well.

The Delaware Institute of Technology (DIT) Charter School recruitment will be managed by the Board and Executive Director, and shall widely publicize its programs and admissions procedures through a variety of media outlets using the following timetable:

April – June 2011:

1. A media campaign, including press releases to the News Journal, Delaware Online, Delaware Today, local radio stations, WHYY Channel 12, and Comcast "Channel 28" will begin. Through this media campaign, it is anticipated that a variety of articles, personal appearances, and personal/special interest stories will be generated in promotion of DIT.
2. An exhaustive speaking tour will be undertaken by members of DIT the committee to promote the school to the Kiwanis, Rotary and Lions Club members, various churches (which allow for a 5 minute 'community information' section in their program), Boy Scout and Girl Scout meetings, etc. An informational card will be distributed at these events inviting attendee's to share with a friend.
3. Businesses, local colleges, and Industry Organizations will be contacted in person and through various press releases for support and promotion of the school.
4. The DIT Charter School Website will be significantly enhanced to provide numerous details about the school mission, admission procedures, curriculum, career pathways, community partnerships, and school policies.

July 2011:

Outreach to stores and businesses with informational cards for the counter. New home sales agents will be approached to see if cards can be left on the foyer table for the entrance of the sales/display model. In addition, postcards will be mailed to registered voters within a 10 mile radius of the school providing information about DIT. This will be done again in October, 2010. Press releases will also continue as needed throughout the summer.

August 2011:

A series of advertisements will be inserted in publications that have back to school sections/education guides.

September/October 2011:

Additional public bodies will be contacted, such as the Middletown Town Council, State Chamber and County Chamber of Commerce, etc. for request to present at events and/or breakfast/lunch meetings.

November 2011:

A final media campaign (press releases, advertisements, public speaking events) will begin to insure that DIT will attract the number students needed to be financially viable. DIT representatives will also participate in as many open houses at local public, private and charter middle schools that will grant permission for us to attend.

All communications will reference the DIT website and the request for potential students/parents contact information so that we may keep them posted on our progress. DIT's initial limited information distribution efforts have driven dozens of family's to our current "teaser" website. The response of those visiting the website have been extremely positive, and interest/support for the creation of DIT most encouraging. Coupled with the efforts of local and national support for STEM education, DIT feels positioned well in our ability to maintain our enrollment goals and attract enough students to make the school financially viable.

The most successful and reliable marketing methods will be repeated in subsequent years in order to attract enough students to make the school financially viable.

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

Response:

Delaware Institute of Technology will be open for admissions to all eligible grade 9-12 students residing in the State of Delaware, with 100% of the anticipated student population residing in New Castle County. Students must have documented verification that they have passed the eighth grade (for admission into the ninth grade) and/or passed the ninth grade (for admission into the tenth grade). Students wishing to enter the tenth, eleventh or twelfth grade will be required to meet the State of Delaware graduation requirements only.

DIT will follow the guidelines as outlined in 14 Delaware Code, Section 506, as it relates to enrollment using the following procedures:

- DIT will not charge tuition or be engaged in a sectarian or religious practice.
- Students shall be restricted by age and grade verified by current report card and/or birth certificate.
- In the case of over enrollment, a lottery will be conducted for all applications received during the open application period. Each grade will have its own lottery to meet specific enrollment quotas.
- DIT shall not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, national origin, or because the students' residential school district has a lower per student expenditure than an other seeking admission.
- DIT will prominently print/display this information on all printed and/or electronic application and marketing materials.

In the case of over enrollment (have more requests than seats in a particular grade), DIT will hold an open lottery with minimal preferences as noted in question 9-N.

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

Response:

Admission preferences will be given as follows:

1st Preference:

Children (or legal step-children) of current DIT full-time administrators and staff.

2nd Preference:

Children (or legal step-children) of current DIT Board of Directors and/or DIT founders.

3rd Preference:

Children (or legal step-children) of current DIT part-time administrators and staff.

4th Preference:

Brothers and sisters (or legal step-brothers and step-sisters) of current DIT students.

Preferences will only be given upon receipt of verification of the potential students' relationship to a staff member, board member, or current student. Preferences will only be given to those students whose completed application in received before the open enrollment deadline. Once the lottery is held, all selections are final until the open enrollment period for the next school year. Tenth, eleventh and twelfth grade students will be admitted only after a complete academic review to insure that all graduation requirements can be met through matriculation into DIT.

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

Response:

A lottery system will be used as an impartial and fair way to select students if more students seek admission than space allows. The lottery will be held in an advertised, public, open forum.

The names of potential students that have submitted a complete application (before the second Wednesday of January deadline) will be placed in a "hat." An impartial member of the DIT Board of Directors will randomly select the names from the "hat," and read them aloud. The name of EACH potential student will be pulled and added to a numbered list. This list of names will be written on a board (or projected on a screen) in the order in which they were selected, and will become a permanent record and posted within 24 hours on the DIT website. Students' lottery numbers will remain valid until May 1st, at which time a determination will be made if enough capacity exists to offer students whose application was received after the January deadline an invitation to attend

The students required to fill the anticipated vacancy will be sent an "Invitation to Attend" in the order in which they were selected in the lottery. The remaining students will be sent an "Invitation to Attend" (in the order in which they were selected) in the event that potential students do not complete the enrollment process as outlined in question 9-P below.

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

Response:

The DIT application process will mirror the guidelines set forth in 14 Delaware Code, Chapter 4 for the public school choice program. The process will be as follows:

1. Applications will be accepted from October to the deadline, the 2nd Wednesday of each January, for the next school year.
2. All applications must be postmarked or received in person by 4:00 p.m. on the identified closing date, the second Wednesday of January. Applications must be complete.
3. Applications received after the January deadline will be placed on a wait list and held for processing until May 1. At that time, a determination will be made if enough capacity exists to offer the student an "Invitation to Attend."

4. In the event that more applications are received than space allows, a lottery will be held in an advertised, public, open forum as detailed in question 9-O above.

5. Future students who submit a completed application (and/or are selected through the lottery) will be given 10 days to sign and return the DIT "Invitation to Attend." Otherwise, the application will be revoked.

6. Students who successfully return the "Invitation to Attend" will be invited (with their family) to meet with the Executive Director and/or the designated DIT Admissions Coordinator. During this meeting, the future student and their family will receive a full indoctrination to the DIT objectives, special features, policies and procedures. At this time both parents and students will be required to sign the DIT "Commitment to Excellence." (See appendix F2)

7. Future students will be scheduled for a Math placement test. Placement testing will take place in a suitable rented or borrowed facility, such as conference space at Delaware Tech, University of Delaware, State Police barracks, Buena Vista, or a local hotel. It should be noted that students cannot "fail" the placement test, as this test is only for placement into the appropriate course of study. Therefore, a students' score cannot impact his or her admission to DIT. If, however, a student performs far below grade-level, it will be strongly suggested that the student commit to participate in extended day or summer school options to assist that student in being prepared for the DIT curriculum

8. Upon completion of the placement test, students will be considered fully enrolled in DIT for the Fall of the upcoming school year.

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

Response:

INSTRUCTION & ASSESSMENT

Review charter goals & instruction framework

10/08-ongoing (Executive Director)

Develop detailed goals, standards, and objectives

10/08-ongoing (Executive Director)

Instructional Program Detail

2/09-ongoing (Executive Director & Dean of Instruction)

Select curriculum, projects, and units

3/09-ongoing (Dean of Instruction)

Identify/secure instructional materials and/or technology

5/09-08/12 (Administrative Team)

Develop assessment plan

3/09-ongoing (Executive Director & Dean of Instruction)

Review detailed instructional designs and assessments

5/09-ongoing (Dean of Instruction)

School Calendar & schedule

2/09-ongoing (Executive Director)

Classroom and learning environment configuration
2/09-ongoing (Executive Director & Dean of Instruction)

Address special needs student issues
5/09-ongoing (Dean of Instruction & Educational Diagnostician)

Align with DRC prioritized when it is available
4/10-12/11

Staff orientation & development
8/11-ongoing (Dean of Instruction)

STAFFING

Develop needs assessment
12/08-ongoing (Executive Director)

Identify options & plan
2/09-ongoing (Executive Director)

Develop job descriptions
8/09-09/10 (Executive Director)

Develop personnel policies
8/09-10/10 (Executive Director)

Post and recruit needed staff
2/12-7/12 (Executive Director)

Screen, interview, background and reference check candidates
3/12-6/12 (Executive Director, Dean of Instruction & HR Manager)

Criminal background checks
6/12-8/12 (HR Manager)

Hire & contract staff
3/12-8/12 (Executive Director, HR Manager & Board of Directors)

Recruit contract service providers
1/12-8/12 (Director of Operations)

Plan staff orientation and professional development
5/12-8/12 (Executive Director & Dean of Instruction)

Establish 1 year staff development plan
5/12-ongoing (Dean of Instruction)

Implement immediate priority staff development activities
7/12-12/12 (Executive Director & Dean of Instruction)

STUDENTS & PARENTS

Develop student & parent policies and handbook
3/09-10/10 (Executive Director & Board of Directors)

Develop student information systems
5/11-ongoing (Director of Operations)

Develop recruitment and outreach plan
6/09-ongoing (Executive Director)

Develop marketing and outreach materials
4/11-ongoing (Executive Director)

Implement marketing and outreach plans
5/11-1/12 (Executive Director)

Accept applications
11/11-8/12 (Executive Director)

Conduct enrollment lottery (if needed)
1/12 (Board of Directors)

Student Registration
1/12-8/12 (Dean of Students)

Develop parent participation & involvement policies
9/09-ongoing (Executive Director & Board of Directors)

New student orientation planning
6/12-8/12 (Dean of Students)

New student orientation implementation
8/12 (Dean of Students)

LEGAL & ORGANIZATIONAL

Develop and file articles of incorporation
10/09 (Board of Directors)

Apply for tax-exemption
10/10 (Board of Directors)

Plan transition from informal to formal Board
11/09-2/11 (Board of Directors)

Initiate formal legal structure
10/09 (Board of Directors)

Finalize bylaws
10/09-10/10 (Board of Directors)

Recruit and orient governing board
2/09-6/11 (Board of Directors)

Transition to formal governing board

4/11 (Board of Directors)

Develop Board calendar

4/11-5/11 (Executive Director & Board of Directors)

Research & secure insurance

11/10-7/12 (Director of Operations)

FINANCE & OPERATIONS

Establish interim fiscal system

4/11-7/12 (Executive Director & Board of Directors)

Develop planning budget

7/09-10/10 (Administrative Team & Board of Directors)

Develop and initiate fundraising plans

4/11-6/12 (Executive Director & Board of Directors)

Assess fiscal management

7/11-ongoing (Executive Director & Board of Directors)

Establish budget development and oversight system

7/11-12/11 (Executive Director & Board of Directors)

Implement First State Financials

7/11-ongoing (Executive Director & Director of Operations)

Develop internal controls and fiscal policies

7/11-12/11 (Executive Director & Board of Directors)

Implement First State Financials

7/11-ongoing (Executive Director, Director of Operations & HR Manager)

Establish staff benefits

7/11-ongoing (Executive Director & Director of Operations)

Develop and monitor cash flow plan

7/11-ongoing (Executive Director, Director of Operations & Board of Directors)

Establish banking arrangements

7/11-ongoing (Executive Director & Director of Operations)

Establish fiscal linkages with State of Delaware

6/12 (Director of Operations)

Entitlement data collection & reporting

6/12-ongoing (Director of Operations)

Develop long term fiscal plans

5/09-ongoing (Executive Director, Director of Operations & Board of Directors)

Establish custodial services

6/12-8/12 (Director of Operations)

Establish transportation services

2/12-7/12 (Executive Director & Director of Operations)

FACILITIES

Review needs assessment

4/11-5/11 (Administrative Team & Board of Directors)

Assess market options

4/10-6/11 (Administrative Team & Board of Directors)

Visit prospective sites

4/10-6/11 (Administrative Team & Board of Directors)

Negotiate preliminary terms

6/11-7/11 (Executive Director & Board of Directors)

Expert review (Suitability, Codes, fire & safety) of prospective sites

5/11-7/11 (Experts, Executive Director & Board of Directors)

Negotiate final terms and lease or purchase

6/11-7/11 (Board of Directors)

Renovations, repairs, and construction

8/11-8/12 (Executive Director & Director of Operations)

Cosmetic preparation

8/11-8/12 (Executive Director & Director of Operations)

Technology installation

1/12-8/12 (Executive Director & Director of Operations)

Purchase and move furnishings

3/12-7/12 (Executive Director & Director of Operations)

Arrange classrooms, instructional and work areas

6/12-ongoing (Administrative Team)

Custodial arrangements

6/12-8/12 (Director of Operations)

Property insurance and security

6/12-ongoing (Director of Operations)

Long-term facilities planning

11/09-ongoing (Administrative Team & Board of Directors)

10. Insurance

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

NOTE: If a charter is granted to the applicant, a copy of the Certificate of Insurance must be submitted prior to the opening of the school.

Response:

- Property Insurance, \$500,000 (upon occupancy 7-1-2011)
- Director's & Officers and Professional Liability Insurance, \$1,000,000 (upon approval of Charter)
- Liability Insurance, \$1,000,000 (upon occupancy 7-1-2011)
- Accident & Health Insurance, \$1,000,000 (upon occupancy 7-1-2011)

See Insurance Quote Appendix D5.

11. Student Discipline and Attendance

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

Response:

Parents and students may access the Delaware Institute of Technology (DIT) website prior to applying for enrollment to obtain a copy of the Student Rights and Responsibilities Manual (Student Handbook). Parents and students without access to a computer may access this information at the public library, they may visit the school, or call and request a hard copy to be sent to them through the US mail. Once students have been accepted*, a copy of the manual will be distributed to them. (See Student Code of Conduct/Student Handbook Appendix F1). All students will receive hard copies of the student handbook will be distributed no later than the first day of school, and will be available year-round on the DIT website.

*A student will be considered "accepted" once all aspects of the admissions process is completed. This will include the on-time submission of the application, a successful lottery "draw" (if more students apply than vacancies exist), completion of the placement test, and both student and parent/s signing of the DIT Commitment to Excellence (Appendix F2).

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

Response:

DIT will comply with all State and Federal regulations regarding manifestation meetings, hearings, and educational placement. The Special Education Coordinator/Educational Diagnostician will work closely with the Administrative Team to insure that special education students are provided with all of the rights and processes as outlined in the Special Education Discipline Regulations. In addition, DIT will implement the following Special Education Discipline Plan:

1. DIT will form a committee to conduct, review/revise a Functional Behavior Assessment (FBA) for special education students as necessary. Based on input from the FBA, DIT will create a Positive Behavior Support Plan.
2. DIT will offer compensatory services after school if students are suspended more than 10 days cumulative.
3. The Special Education Coordinator/Educational Diagnostician will complete prior written notice and conduct IEP/Manifestation meetings before a student's discipline record approaches 10 days of suspension.
4. In the event that a special education student commits an expellable offense:
 - The IEP Team will meet for a manifestation meeting.
 - The IEP Team may recommend a change of placement to an alternative setting for review by the Board of Directors.
 - The IEP Team will develop a new IEP plan for 180 days, outlining the services and supports necessary for the continuation of FAPE.
5. DIT will obtain Professional Development training for the Administrative Team by the Special Education Coordinator/Educational Diagnostician and/or elicit Department of Education technical assistance to maintain current knowledge of all Special Education Discipline regulations.

Finally, the Dean of Students and/or Student Advisor, Executive Director or the Special Education Coordinator will report inappropriate behavior to the families, to the appropriate personnel at the Delaware Department of Education (DOE) using eSchoolPLUS and to the police when needed via phone, email, and/or letter.

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

Response:

The DIT Dean of Students or Executive Director shall report all school crimes by contacting the families, authorities and appropriate DOE personnel (via eSchoolPLUS) when a crime has been committed. DIT will utilize eSchoolPLUS to record all incidents and will follow all State guidelines regarding the reporting of school crimes. The Board and the Delaware Department of Education will receive regular reports as to any and all crimes committed. In addition, DIT has received the commitment of a veteran School Resource Officer (SRO) to serve of the Board.

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

Response:

Daily attendance will be taken during homeroom via eSchoolPLUS. Students not present will be marked with an unexcused absence. Upon receiving an appropriate note from the students' parent or guardian, the student's absence will be excused. Excused absences shall consist of doctor's appointments, illness, college visits, religious holidays, and court dates.

Teachers will take classroom attendance on a daily basis also. Students must be present for 95% of each class to meet attendance requirements. Teachers will report students not meeting the attendance policy to the Dean of Students. As a result, the parents will be notified by the Dean of Students after the third consecutive class absence. The attendance policy will be included within the materials distributed upon enrollment into DIT.

12. Health and Safety

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

Response:

It will be the nurse's (RN) responsibility to appraise or identify the health needs of students and staff through screenings such as visions, hearing, orthopedic, tuberculin testing and physical exams. The DIT School Nurse will be licensed to practice in the State of Delaware, and will be a full-time employee. In addition, the DIT School Nurse will attend all courses and/or training that is offered/required. In the absence of a nurse, first aid procedures will be administered by a person designated by the school administrator. In addition, all new and returning students (each fall) will be required to submit a student physical evaluation completed by a doctor within the past 2 years.

The School Nurse will maintain emergency data cards on all students, as well as maintain and review students' RX. The nurse will then organize students' health records in a manner that allows easy access. Then nurse will review health records to identify students with special health concerns and keep records up to date. Confidentiality of student health information is governed by local, state and federal legislation. All student medications will be accompanied by a request slip from parent or guardian and in original container with the prescription properly labeled with students name, licensed health care provider's name, name of medication, current date of prescription, dosage to be given, how and when to be given, name and phone number of pharmacy. All students entering school must have records of immunizations. Results of mantoux TB screening completed within the past 12 months or assessment as recommended by the Delaware Division of Public Health.

In the event of an injury, the school nurse will determine whether or not the injury or condition will require a visit to an emergency unit or hospital, and will follow all emergency and safety protocol. The nurse will also interact with the Athletic Director and coaches to see that appropriate training is given and is available at athletic functions

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

Response:

The Delaware Institute of Technology (DIT) will require all newly hired staff not coming from another public school in Delaware to have a background check completed by State Bureau of Investigation. A copy of the background check from the Bureau will be sent directly to DIT's Human Resources Manager and receipt thereof acknowledged before a recommendation for hiring can be made to the Board.

- C) Describe the process that will be used to ensure that:

- Students have physical examinations prior to enrollment
- Required immunizations are in compliance
- Medications and medical treatments are administered in accordance with Delaware Code

- Screenings for health problems are administered correctly
- Student health records are monitored and maintained
- Emergency care for known and unknown life-threatening health conditions is administered
- Ensuring health representation on IEP teams when students' needs require such.

Response:

It will be the nurse's (RN) responsibility to appraise or identify the health needs of students and staff through screenings such as visions, hearing, orthopedic, tuberculin testing and physical exams.

It will be required (prior to enrollment) that parents/guardians supply a completed DIT Health form from a physician stating that the child has received a recent physical exam. In addition, the Health form must indicate that all required immunizations are up-to-date. All students entering school must have records of immunizations. Results of mantoux TB screening completed within the past 12 months or assessment as recommended by the Delaware Division of Public Health. The TB screening will not be an impediment for students transferring to DIT from a DE school. Proof of a recent negative TB test will be required for students coming from other states or nations. Other screenings (scoliosis, hearing, vision, etc.) will take place in the early part of the school year. DIT will work with parents to ensure that physicals are available to all students.

During the interview process, DIT will stress the importance to potential students and parents of the required health records necessary for entering the school. Once the school year has begun, a grace period of 2-weeks will be given to allow for the submission of health records. After this 2-week period, certified letters will be sent informing parents that their child will be excluded from school if the required health records/documents are not submitted. New students will have 14 days to comply with this regulation before being excluded from school. All physical exams must have been done within past 2 years.

All medications will be maintained and administered in accordance with Delaware Code. All medications will be accompanied by a request slip from parent or guardian and in original container with the prescription properly labeled with students name, licensed health care provider's name, name of medication, current date of prescription, dosage to be given, how and when to be given, name and phone number of pharmacy, if student if he has any allergies, check of student RX on medical records for allergies before administering medication, and why this medication is needed. The nurse will also observe for any allergic reactions.

The nurse will be part of the IEP team when needed and work closely with the Special Education Coordinator (Educational Diagnostician) and other teachers in implementing said plans such as administering medication when the student first enters the building.

Health records will be maintained via e-school and on a hard copy in the nurse's office. DIT will use computerized records, and will send appropriate personnel to attend any training opportunities on this topic. Controlled substances will be in a locked cabinet. Whenever the nurse needs to leave her office, both the office door and cabinet door will be locked. Medications will be documented when given in accordance to a written physician's order and parent's permission

The DIT Nurse will maintain emergency data cards on all students, as well as maintain and review students RX. In addition, the nurse will organize students' health records in a manner that allows easy access. The nurse will review health records to identify students with special health concerns and keep records up to date. Confidentiality of student health information is governed by local, state and federal legislation. The nurse will also distribute an emergency response information chart to be displayed in every classroom.

Students' families will be notified of any serious accident or sudden illness as promptly as possible. To facilitate this, personal data will be secured early

in the school year from the family and kept current on the emergency card. The

nurse will maintain the skills needed to perform these tasks and work within the school policy documenting all incidents of injuries

and first aid given.

Scoliosis screening will be performed on freshman upon the opening of school. Vision and hearing screenings will be completed before a student begins road instruction in drivers education.

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

Response:

Delaware Institute of Technology will be located in central New Castle County, Delaware. Ideally, an existing facility will be available for DIT to retro-fit for the school. The creation of a safe and healthy learning environment is paramount when selecting a site for DIT. Ideally, access to the building will be through an actively monitored single entrance. In conjunction to health and safety, maintaining the security of the staff and students will be an integral part of any design or renovation completed to the building. DIT intends to work in full cooperation with the DOE Educational Associate of Education Facilities Planning, Construction and Operations with regard to site visits, lease agreements and/or potential locations.

Clarifying Question on 1/19/2011 9:51 AM

Please provide the DOE Education Associate of Educational Facilities Planning and Construction the location of facilities planned to be leased and/or constructed/renovated for school operations. Please provide site plans, floor plans as well as facility occupancy/construction schedule and budget.

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

Response:

Any facility selected and renovated will be ADA compliant and receive a final inspection by New Castle County for receipt of a Certificate of Occupancy.

Clarifying Question on 1/19/2011 9:51 AM

Please provide the DOE Education Associate of Educational Facilities Planning and Construction the location of facilities planned to be leased and/or constructed/renovated for school operations. Please provide site plans, floor plans as well as facility occupancy/construction schedule and budget.

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

Response:

The Director of Operations will actively supervise all maintenance staff and maintenance activities. DIT will maintain a comfortable, clean, and safe school environment at all times. Required repairs will be the responsibility of the landlord. It shall be part of the lease agreement that all repairs be made by a licensed contractor and/or a Certified Technician as required by all applicable building codes and/or laws.

Clarifying Question on 1/19/2011 9:51 AM

Please provide the DOE Education Associate of Educational Facilities Planning and Construction the location of facilities planned to be leased and/or constructed/renovated for school operations. Please provide site plans, floor plans as well as facility occupancy/construction schedule and budget.

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

Response:

DIT intends to utilize a large open space within the school building for Physical Education. All precautions will be taken to provide a safe activity space for students. This will include, but is not limited to padding walls where needed, installing mats or floor cushioning material where needed, purchasing suitable and top quality athletic equipment, ensuring electric lighting and other utilities are appropriately placed/located in the area. In addition, DIT intends to utilize an appropriate level athletic field for outdoor PE activities during suitable weather. All DOE and State guidelines will be followed during the planning and construction/execution of this space

Clarifying Question on 1/19/2011 9:51 AM

Please provide the DOE Education Associate of Educational Facilities Planning and Construction the location of athletic facilities planned to be leased and/or constructed/renovated for school operations. Please provide site plans, floor plans as well as facility occupancy/construction schedule and budget.

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

Response:

DIT will contract with a reputable school transportation company for all student transportation, and file will be maintained with a copy of each driver's license.. All transportation services, including to and from school, athletic events, school sponsored trips, etc... will be contracted. The contractor will be responsible for hiring licensed, professional drivers, and maintaining their busses in accordance with all regulations. In addition, the contractor will be responsible for providing and/or assisting with route planning, as well as participating in route planning meetings and providing maps of proposed routes. All routes will not be final until approved by both the Director of Operations and the Executive Director.

DIT will create and maintain a clear traffic flow plan for busses, parents, student drivers, acceptable pick-up and drop-off locations, and parking. The traffic flow plans will be clearly identified through the use of signage, paint/markings on pavement and parking areas, and in writing (maps and written statements) both on the school web-site and in the student handbook.

The Director of Operations shall act as the DIT Transportation Supervisor and will be responsible for all aspects of transportation including contract oversight, monitoring the transportation contractor, attending monthly DOE transportation meetings, downloading eSchool student information for route planning, placing route information on the DIT website, maintaining all transportation files and documents, scheduling and supervising bus emergency evacuation drills (2x's per year), evaluation and planning of school bus student drop-off and pick-up procedures, develop emergency and contingency transportation plans, submission of bus information (bus numbers, models, years, licenses and VIN numbers) to DOE by August 1 of each year, and ensuring that the proper amount of student transportation insurance is maintained by DIT.

Clarifying Question on 1/19/2011 9:51 AM

Stedent transportation plans must include vehicular and pedestrian traffic flow/controls on site to assure student/staff safety

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

Response:

DIT intends to provide transportation to any student located in the Christina, Appoquinimink and Colonial School Districts. Remote areas of each district may be served by "hubs" or "common" bus stops. All other students will be required to provide their own transportation or meet the school bus at one of several "hub" bus stops strategically located throughout New Castle County. Some bus stop "hubs" (in more remote sections of the county) may be greater than ½ mile from some students' place of residence. However, a great majority (and maybe all) of bus stops will be within ½ mile of student residences. All bus stops will meet accepted safety requirements, with no students having to cross a 4-lane highway.

- J)** Describe how special needs students will be transported if specialized transportation is required by the IEP. (Renewal/Modifications

– provide original documentation and any changes)

Response:

The Director of Operations, serving as Transportation Supervisor, shall participate in all IEP meetings where transportation may be of concern. Upon determination that a special transportation need arises, the Director of Operations will contact the bus contractor and direct the implementation of all special requirements. This includes, but is not limited to the use of a specialized bus/vehicle, special or redefined route/bus stop planning, and special school pick-up and drop-off procedures. No student will be denied transportation to DIT due to the need for specialized transportation unless the student/s reside outside of the intended Christina, Appoquinimink or Colonial School District boundaries.

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

Response:

The Director of operations will serve as the Transportation Supervisor. In this role, the Director of Operations will:

- Oversee the transportation contract
- Monitor the transportation contractor
- Attend monthly DOE transportation meetings
- Download eSchool student information for route planning
- Place route information on the DIT website
- Maintain all transportation files and documents
- Scheduling and supervising bus emergency evacuation drills (2x's per year)
- Evaluate and plan school bus student drop-off and pick-up procedures
- Develop emergency and contingency transportation plans
- Submit bus information(bus numbers, models, years, licenses and VIN numbers) to DOE by August 1 of each year
- Ensure proper student transportation insurance is maintained by DIT.

The Dean of Students, in cooperation with the Director of Operations, will enforce all student bus behavior guidelines and regulations that are strictly outlined in the student code of conduct.

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

Response:

DIT will participate in the National School Lunch/Breakfast Program, and will comply with Regulation 275, Subsection 4.4.4 which requires that a contract be in place prior to August 1st of the year in which the school proposes to open, and by August 1st of each year thereafter. The students will eat in the large “multi-purpose” area, during one of two scheduled lunch periods. The lunch area will include vending services with healthy beverage and snack options for students who chose to bring their lunch. Paper products (napkins and paper towels), plastic ware, and condiments (ketchup, mustard, mayo, and barbeque sauce) will be provided at no charge to students. Microwave ovens will also be available for students to re-heat meals under the supervision of the Food Service staff. DIT also plans to participate in the Farm-to-School food program, and will make available food choices to students and staff from the local agricultural industry.

DIT will seek to make a joint agreement for administrative and food services from a nearby school district that already administers the school lunch/breakfast program. In the event that an agreement cannot be reached, DIT will contract with a food vendor that is familiar with the school lunch program. This contract shall include: adherence to meeting school meal pattern requirements, delivery/pick up times, transportation equipment, health and sanitation requirements, a viable Hazard Analysis & Critical Control Point (HACCP), recordkeeping requirements, meal charges for both student and adult meals, billing practices, receipt handling practices, and a statement addressing nonperformance or cancellation rights.

The estimated cost for the program will be covered by the small revenues generated by the vending machines, program reimbursements, and students purchasing lunch with cash. However, \$200 per week has been included in the budget to cover unforeseen costs associated with the lunch program. In addition, meal supervision and the completion of required National School Lunch program documentation will be the responsibility of the Food Service Manager.

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

Response:

The Director of Operations will oversee the Program in cooperation with the DIT Food Service Manager. DIT will comply with the all requirements and regulations of the Federal Free and Reduced Lunch/Breakfast Programs for eligible students. Parents will be notified of the Federal Free and Reduced Lunch/Breakfast Program options, and will be provided with the necessary forms and information as part of the DIT application package.

13. Student and School Data

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

Response:

The Delaware Institute of Technology (DIT) will maintain a copy of the FERPA act and subsequent follow up in the offices of the Executive Director, Dean of Instruction, Director of Operations, Special Education Coordinator, Guidance Counselor, and Student Advisor. The front office staff will be instructed to refer all questions regarding student information to one of the individuals listed above with the Dean of Students being the lead on all FERPA issues. The Dean of Students will attend any professional development training given once the Charter is approved.

DIT will employ a variety of procedures and processes to comply with the Family Education Rights and Privacy Act. Parents and students will be given notice of their rights according to FERPA prior to the start of each school year. These rights will also be placed in the student handbook. Student records will be kept in a location under the supervision of the Dean of Students. Individuals who wish to access student records will be required to submit a request in writing for permission to access student records and/or receive copies of any information. DIT will not release student records to any outside agency or individual without the written consent of students and parents affected by the request. Exceptions to this procedure will only be made when the individual or agency requesting the information is an individual or group allowed to access the records without permission; which include, but are not limited to the Attorney General's Office, local law enforcement, and other agencies as outlined by FERPA

The school will provide copies of records free of charge for students enrolled at the school at the time of the request. Students who have graduated or are no longer enrolled at the school that request copies of records will be charged a nominal fee to obtain copies. The nominal fee will cover the cost of copying records and postage.

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

Response:

The plan for DIT to transfer student data and records to DOE is to use eSchoolPLUS. The Dean of Students and his or her clerical support will learn the program at the training given after the Charter is granted and instruct the Executive Director, Guidance Counselor & Student Advisor.

14. Management Companies

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

Response:

The Delaware Institute of Technology (DIT) has no plans to contract or otherwise employ a management company for the operation/management of DIT.

ASSURANCES

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

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

- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).
- 17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of

Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.
- 42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.
- 43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.
- 44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.
- 45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks as stated in 11 Delaware Code, Chapter 85, and Subchapter VI.
- 46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.
- 47) The Board of Directors shall assure that the school has met the teacher certification requirements of 14 Del. C. § 507 (c).

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

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

Date of Signature

Delaware Institute of Technology (DIT) Charter School

Name of the Charter School

Signature of the Chairperson of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors