

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

Thomas A. Edison Charter School
Name of Proposed School

Salome Thomas- EL, Head of School
Name of Contact Person

Ronald Pinkett
Name of the Head of the Board of Directors

2200 North Locust Street
Mailing Address of Contact Person

Opened in 1999
Proposed Opening Date

Wilmington, DE 19802

(302) 778-1101
Telephone Number of Contact Person

K-8
Grades for School

(302) 778-2232
Fax Number of Contact Person

principal_el@me.com
E-mail Address of Contact Person

First Year Enrollment 745
Total Number

K-8
First Year Grade Span

Second Year Enrollment 745
Total Number

K-8
Second Year Grade Span

Third Year Enrollment 745
Total Number

K-8
Third Year Grade Span

Fourth Year Enrollment 745
Total Number

K-8
Fourth Year Grade Span

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

Enrollment Breakdown by Grades

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

2012-2013 Enrollment

Grade	Number
K	100
1	100
2	100
3	100
4	80
5	75
6	70
7	60
8	60
Total 1st Year Enrollment	745

2013-2014 Enrollment

Grade	Number
K	100
1	100
2	100
3	100
4	80
5	75
6	70
7	60
8	60
Total 2nd Year Enrollment	745

2014-2015 Enrollment

Grade	Number
K	100
1	100
2	100
3	100
4	80
5	75
6	70
7	60
8	60
Total 3rd Year Enrollment	745

2015-2016 Enrollment

Grade	Number
K	100
1	100
2	100
3	100
4	80
5	75
6	70
7	60
8	60
Total 4th Year Enrollment	745

Introduction

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

As schools across the country battle to reach and serve their urban students, the Thomas A. Edison Charter School in Wilmington provides a resounding example of a school that is not only meeting the needs of its urban students, but is also holding its students accountable to elevated levels of academic and personal success. Serving kindergarten through grade 8, the Thomas A. Edison Charter School has a 96% African American student population with 96% of students qualifying for free or reduced lunch. Despite the school's "at risk" demographic profile, students have continually shown academic gains in comparison to state averages. Thomas A. Edison Charter School is closing the urban achievement gap and providing a rich opportunity for students to learn and grow.

Thomas A. Edison Charter School was established in 2000 with the goal of providing a rigorous education to the historically underserved families on the east side of Wilmington. Just prior to the school's renewal in 2007, the board voted to discontinue their relationship with the founding management partner, Edison Schools, Inc. This internal change allowed the school an opportunity to restructure and self-manage. After hiring a new principal, Salome Thomas-EL (Principal EL), in March 2010, the board supported Principal EL in adopting a Turn-Around Model of School Reform. This action spurred additional positive changes to the school's structure, management, academic programs, staffing, school support, and student achievement.

Personnel changes at Thomas A. Edison Charter School were quick and numerous but implemented with the highest level of precision to ensure success. Along with Principal EL, the existing leadership team was restructured and 20 new and highly qualified teachers and staff members were hired. Principal EL and the board also engaged with Teach for America and now currently have seven corps members teaching at the school.

Strategic changes were made to the school's curriculum to propel student achievement, including the addition of a more rigorous curriculum in grades 6-8, a more comprehensive reading program in grades K-5, the addition of the 100-Book Challenge, and the infusion of technology. Classroom technology, including the addition of Smart Boards and ELMO's to all classrooms, now allows the teachers to access the latest instructional resources to provide a more engaging educational program.

Maintaining the principle of educating the whole child, programs and student opportunities were put into place to ensure that all students have access to a well-rounded education—both in and out of the classroom. The Leader In Me program allows students to learn and practice goal-setting, time management, teamwork, problem-solving, respecting diversity, and life balance. The First Move chess program helps students develop their critical thinking, problem solving, and decision-making skills. The Positive Behavior Support (PBS) program serves as motivation for upholding positive behavior throughout the school environment.

Thomas A. Edison Charter School has made great strides since its last renewal and looks forward to building on that success, moving the school to a higher level of student achievement while cultivating a strong sense of community and school culture.

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)**

In preparing this renewal, Thomas A. Edison Charter School utilized the expertise of administrators, teachers and school community members. Certified teachers from each grade level and each content area designed their curriculum maps and provided a representative unit of instruction for all required content areas. Administrators provided critical information and guidance to supply the content for the narrative responses, providing a detailed description of Thomas A. Edison Charter School at the present time and of how it has grown and changed since the last renewal period. School community members such as board members and school staff provided additional details about the school. Together, all of these perspectives have contributed a wealth of knowledge about Thomas A. Edison Charter School to inform the comprehensive review and description of the school that is contained in this charter renewal application.

- 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)**

Just prior to submitting its last renewal in 2008, Thomas A. Edison Charter School ended its contract with its management partner, Edison Schools Inc., and became a self-run school. The school has thrived under the new leadership of Principal Salome Thomas-EL. Breaking ties with outside partnerships and internally labeling itself a ‘turn-around school,’ Edison Charter School has successfully implemented a new academic program geared towards student success. In the development of this renewal application, the leadership team of Thomas A. Edison Charter School recognized that it needed to expand its capacity to complete this project and to successfully open the 2012-2013 school year. The board contracted with Innovative Schools, a local non-profit school support organization, to assist with developing the charter renewal application. Innovative Schools assisted the leadership team by developing timelines for the project, meeting with the leadership team, teachers, and community members to collect information and data to include in the application, working with teachers to support their development of curriculum maps and instructional units, writing the narrative based on the provided information and data, and organizing, printing, and binding all of the narrative, curriculum, and appendix documents.

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

The current members of the Board of Directors for the Thomas A. Edison Charter School are listed in the following table.

Descriptions of the listed committees are included in Appendix A.

Position	Name	Zip Code of Residence	Phone Number
President; Executive Committee	Ronald Pinkett	19802	302-764-9256
Vice-President; Audit Committee Chair	Vera M. Holmes Toliver	19802	302-388-2203
Treasurer; Finance Committee Chair	Mikkel B. Christie	19720	302-395-1972
Secretary	Emile A. Brown		302-369-2585
Member; Curriculum Committee Chair	Patsy Pipkin-Perry	19711	302-983-6883
Member; Personnel Committee Chair	William C. Jones	19802	302-420-9332
Member	Rev. Aaron R. Moore	19720	302-521-2350
Member	Halvin T. Blocksom	19802	302-367-8159
Member; Operations Committee Chair	G. Jerry Velazquez	19801	302-494-4190
Parent Member	Tanyell Howard	19801	302-225-0541
Parent Member	Gwendel Pennington	19720	302-276-1363
Certified Teacher Member	Jamie Neal	19808	302-778-1101
Certified Teacher Member	Christopher Belcher	19802	302- 465-5613

- 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)**

The recruitment of board members is driven by the process outlined in the Board of Directors' by-laws. When vacancies occur, the current board members assess the capacity and areas of expertise on the board to assess gaps that need to be filled. The board members are asked to draw on personal and professional networks to identify potential new board members. Potential board members are asked to complete an application and submit a resume. These documents are reviewed by the full board. After this initial review, the board will decide to interview selected candidates. After the interview process, the successful candidate(s) is presented to the full board for a vote.

- 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)**

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

The current Board of Directors of Thomas A. Edison Charter School brings rich experience and expertise to key areas of the school's charter school operations. When a board member decides to leave the organization, the remaining board members seek a replacement with a similar area of expertise, background, and/or professional experience, following the process outlined in Section 1.d of this charter renewal application. Resumes for each member of the Board of Directors may be found in Appendix A.

Ronald Pinkett- Board President

Areas of Expertise: Business Management, Personnel Management

Mr. Pinkett is a Finance Executive who has worked in a variety of sectors including financial services, municipal and state government, non-profit, banking, and credit cards. He has managed budgets upwards of \$150M and overseen a staff of 125 employees. As a Financial Analysis Manager at JP Morgan Chase, Mr. Pinkett has designed detailed corrective action plans to ensure profitability as well as increase annual revenues by more than 500%. His extensive knowledge of finances and his experience managing large groups allows him to effectively and efficiently run all board meetings as Thomas A. Edison Charter School's Board President.

Vera M. Holmes Toliver- Board Vice-President; Audit Committee Chair

Areas of Expertise: Business Management, Personnel Management

Ms. Toliver is currently the Senior Counsel II Litigation lawyer for Hercules Incorporated/Ashland Inc. in Wilmington, Delaware. Some of her areas of focus include employment law, workers' compensation, and general contract disputes. She received her M.B.A. from Shippensburg University and her Juris Doctorate from Widener University of Law. Her legal and business backgrounds provide essential expertise in reviewing all contracts and all disputes that may arise at Thomas A. Edison Charter School.

Mikkel B. Christie- Treasurer; Finance Committee Chair

Areas of Expertise: Business Management

Mr. Christie is a Finance Manager at Barclaycard US in Wilmington, Delaware. As a Finance Manager, he prepares and reviews the financial reports and P&L management for all Barclaycard partner organizations, ensuring full compliance with contractual service-level agreements. He is responsible for managing all aspects of partner financial settlements, including review of daily cash settlements, monthly billing and invoicing, and preparation and accounting of assets sales and purchases. This extensive background in finances and financial reporting is crucial to the running of Thomas A. Edison Charter School and the school's finances.

Emile A. Brown- Secretary

Areas of Expertise: School Operations

Mr. Brown currently serves as the Operations Manager for Savage Services, a 200 spot railcar CSX storage facility. He oversees a \$600,000 annual budget, manages the direct distribution of raw material products, and supervises a staff of eleven. Mr. Brown graduated from Old Dominion University in 1987. He brings a wealth of knowledge regarding technical data management as well as corporate, nonprofit and government environments to provide sound and concrete feedback on the areas of finance and facilities.

Mr. Brown has also always been actively involved in youth basketball programs, serving as a coach in various programs for over 20 years.

James Neal- Teacher Member

Areas of Expertise: Curriculum and Instructional Strategies, Diversity Issues, At-Risk Populations

Mr. Neal is beginning his fourth year as the 2nd grade Team Lead teacher at Thomas A. Edison Charter School. Mr. Neal received his Bachelors of Arts in Education from DeSales University and began working at Thomas A. Edison Charter School in 2007. While he has been teaching at the school, over 80% of Mr. Neal's students have achieved meeting the standards on both the Math and Reading DCAS. He also serves as the co-coordinator of the Saturday School Enrichment Program, is a member of Vision 2015, participates as an ILT Team member, and co-authored the 2nd grade ELA and mathematics curriculum scope and sequence aligned to the newly implemented Common Core Standards. Mr. Neal brings to the board his wealth of curriculum knowledge as well as an idea of the day-to-day functions of Thomas A. Edison Charter School.

Patsy Pipkin-Perry- Curriculum Committee Chair

Areas of Expertise: Curriculum and Instruction, Diversity Issues, At-Risk Populations

Ms. Perry is currently the Secondary School Counselor at Concord High School in Wilmington, Delaware and was named the "Counselor of the Year" in April 2010. In her current position, Ms. Perry manages a caseload of over 285 students in grades 9-12 as well as coordinates all DCAS testing for the school. Ms. Perry has been involved in Delaware education for over 25 years, serving as a classroom teacher, assistant principal, and now counselor. She has also served as a consultant for numerous education programs and schools, including Pritchett Associates. Ms. Perry brings her wealth of knowledge of Delaware education at all levels to the Board. She is vital to providing feedback and guidance on internal school operations, including testing and day-to-day operations.

William C. Jones- Personnel Committee Chair

Areas of Expertise: Personnel Management

Mr. Jones is currently a Human Resources Technician, performing a myriad of professional tasks in human resources management including employee relations, employee training and development, salary administration, and benefit administration. He has worked for over 20 years in varying human resources capacities, including office maintenance, health benefits advising, and personnel administration. This wealth and breadth of experience in human resource management allows Mr. Jones to provide the board with the expertise necessary to make human resource decisions for Edison Charter School.

Tanyell Howard- Parent Member

Areas of Expertise: Personnel Management, Diversity Issues

Ms. Howard currently works as a Labor Law Enforcement Officer II as a Worker's Compensation Specialist. In her position, Ms. Howard gathers information, conducts interviews, and analyzes confidential evidence to determine if workers' compensation laws, rules, regulations, standards, policies and procedures are properly observed. She aids in the interpretation of the various laws and regulations regarding worker's compensation matters for employers, employees, unions, attorneys, and organizations. This work background, in conjunction with her Bachelor's degree in Political Science from Lincoln University and Master's degree in Human Resource Management from Wilmington University, allows Ms. Howard to provide the Thomas A. Edison Charter School Board with necessary information regarding school finances and worker compensation. She also is one of the two parent members of the Board.

Gwendel Pennington- Parent Member

Areas of Expertise: Business Management, Diversity Issues

Ms. Pennington has worked at Discover Bank for over 20 years as a Team Leader for Trainings, Customer Service, and Payment Research. She has a wide range of business and customer service experience, which allows her to provide valuable insight on both finance and personnel matters. Ms. Pennington is a parent representative on the Board as well as the President of the Parent Teacher Organization.

Halvin T. Blocksom

Areas of Expertise: Curriculum and Instruction, Diversity Issues, At-risk Populations

Mr. Blocksom is a retired Delaware school teacher who served for 42 years in public education. He also served as the Director of Youth Employment for the City of Wilmington until 2009. He is an active member of his home church in Seaford, Delaware, serving as an ordained deacon and choir director.

G. Jerry Velazquez- Operations Committee Chair

Areas of Expertise: Personnel Management, School Operations

Mr. Velazquez is currently works as a construction manager for Hill International, Inc. in Philadelphia, Pennsylvania. In his current position, Mr. Velazquez has overseen the expansion of Springhouse Middle School in Allentown, Pennsylvania as well as the complete reconstruction of the Tasker Homes in Philadelphia (Philadelphia Housing Authority's oldest public housing site.) His work as a construction manager has allowed Mr. Velazquez to develop an extensive background in project management, project controls, and financial planning and tracking. These skills greatly benefit the Thomas A. Edison School Board in the implementation and execution of various school-wide projects.

Reverend Aaron R. Moore

Areas of Expertise: School Operations

Rev. Moore is the founder and current pastor of the Manna Christian Fellowship Church. Prior to dedicating his work to this ministry, Rev. Moore received his Associates Degree in Hotel and Restaurant Management from the Community College of Baltimore. Following this, he spent a number of years working in various hotels and businesses as the Manager of Food/Dining Services. His breadth of knowledge of food services and business management allows Rev. Moore to provide expertise in these areas for Thomas A. Edison Charter School.

Christopher Belcher- Teacher Member

Areas of Expertise: Curriculum and Instruction, Diversity Issues

Mr. Belcher currently serves as the Technology teacher at Thomas A. Edison Charter School. He is responsible for implementing and teaching all the technology units to students in grades K-8, including general computer technology knowledge and word processing skills. Mr. Belcher is also responsible for the school's implementation of software. He serves as the Technology Test Coordinator and is responsible for administering all computer-based assessments, including DCAS, MAP, and Achieve 3000. Mr. Belcher serves as a teacher representative on the school board, bringing an internal perspective to the day to day functions of Thomas A. Edison Charter School.

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)

Thomas A. Edison Charter School was incorporated on November 12, 1997 as the Thomas A. Edison Charter School of Wilmington, Inc.

The current officers of the Thomas A. Edison Charter School are

Name	Position
Ronald Pinkett	President; Executive Committee
Vera M. Holmes Toliver	Vice-President; Audit Committee Chair
Mikkel B. Christie	Treasurer; Finance Committee Chair
Emile A. Brown	Secretary

A copy of the Certificate of Incorporation for the Thomas A. Edison Charter School of Wilmington, Inc. is included in Appendix B.

The bylaws of the corporation were revised in 2001 and are included in Appendix B.

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)**

Core Philosophy and School Goals:

Thomas A. Edison Charter School was established in 2000 to provide a rigorous education to a historically underserved population of families in North Wilmington. The Board of Directors, school leadership, and staff embrace a core philosophy summarized by these two statements.

1. All children are capable of learning at high levels if they are taught by caring and dedicated educators, challenged by an engaging and rigorous curriculum, afforded adequate time in school, and held to ambitious state and national standards.
2. Improvements in student performance can be achieved with an efficient school model that transforms how students are taught at every grade level.

It is the goal of the Board of Directors, school leadership, teachers, and support staff of Thomas A. Edison Charter School to continually improve the ability of every student to be a critical thinker and to enable each child to meet or exceed the state and national curriculum standards.

Mission:

The mission of the Thomas A. Edison Charter School is to provide a world-class education to students despite race, gender, and socio-economic status. In compliance with 14 Del. C., §501, Thomas Edison Charter School intends “to improve student learning; encourage the use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with measures of improved school and student performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community.”

In compliance with 14 Del. C., §506, Thomas Edison “shall not charge tuition or have admissions requirements.” Edison Charter School will be a fully funded, superior K-8 charter school pursuing excellence, where all children who attend will be able to matriculate into the most prestigious high schools and colleges. The school will be a pillar in the community, inspiring hope, building pride, and reaching high expectations.

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.

The Board of Directors will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances, and academic performance. The principal will be expected to report monthly on data around student performance (DCAS and monthly benchmark assessments), disaggregated student achievement data, attendance rates, school climate and culture data, after-school enrichment, teacher evaluation, and family engagement. In addition, monthly financial reports will be presented to the board for their review. Board minutes of monthly meetings, along with those of workshop sessions, will be posted on the school’s website and shared with staff and parents.

Annually, the board will conduct a formal review of the school and its role as the governing body and develop goals and plans relative to academic performance, school operations, and finances, in accordance with the performance targets outlined in the Performance Agreement between Thomas A. Edison Charter School and the Delaware Department of Education. This process will be conducted in compliance with required procedures and timeframes for the Annual Report that is required by the Delaware Department of Education. Quarterly, the board will review the annual goals and the Performance Agreement and assess how well the school is progressing towards meeting the annual targets outlined in that document and the Performance Agreement.

Additionally, the board members are committed to continually developing their expertise around school governance and the financial, operational, and functions that they oversee as board members of the Thomas A. Edison Charter School. To that end, the board members will participate in board training workshops available through the Delaware Department of Education, which will improve their capacity for governance and oversight. Additionally, as the board engages in an annual review of its effectiveness, it will identify gaps in its members’ knowledge of school governance and seek additional opportunities to build their expertise. A list of the board training workshops in which the Thomas A. Edison Charter School Board of Directors has participated is included in Appendix A.

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)

The Thomas A. Edison Charter School will clearly communicate to the general public information about the application process, the selection and preference criteria, and the registration and admissions

procedures and timeline. In accordance with the requirements of 14 Del. C., §506, Thomas A. Edison Charter School will ensure that it has enrolled at least 80% of its authorized enrollment by April 1 of each year by conducting an application process within the timeframes, as established in Section 9:

Administrative and Financial Operations of this charter renewal application. The following steps will be part of the enrollment process:

- December and January will be the open application period for enrollment each year. The school will advertise and publicly identify the application period, accept applications, and define the admissions requirements and criteria.
- As a requirement of eligibility for the lottery, parents must sign a Letter of Intent with the school stating their intention to accept the enrollment invitation. The letter will also stipulate the requirements for continuing enrollment at the school, as defined in 14 Del. C., §506(c).
- After the open enrollment period, if necessary, a lottery will be held in February, following the application deadline. An objective community member having no ties to the Thomas A. Edison Charter School or a representative from the Delaware Department of Education, along with attending members of the school's board, shall conduct a public lottery drawing.
- Parents of all applicants will be sent letters of acceptance or non-acceptance following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter.
- On or before April 1, in accordance with 14 Del. C., §506(c), a roster of those students enrolled at Thomas A. Edison Charter School, including each student's home address and district of residence, will be sent to the Delaware Department of Education and to the superintendents of the districts in which Thomas A. Edison Charter School students reside. A letter signed by Thomas A. Edison's principal, along with the student roster, shall serve as the written certification required by this section.
- On or before May 1, Thomas A. Edison Charter School will verify data from the April 1 report, make corrections as necessary, and will follow with a second notification to the school district superintendents.

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)**

During the term of the most recent charter Performance Agreement, Thomas A. Edison Charter School committed to demonstrate that its students would increase in academic achievement as measured by the state assessment (DCAS) and other standardized assessments designated by the school; students would exhibit positive behaviors as members of the Thomas A. Edison community; and the school would maintain strong market accountability. In crafting the goals for this charter renewal application, Thomas A. Edison is using the Academic Performance Framework that was recently released in draft form to guide the process. The performance goals and data included below outline the progress towards these goals and align them to the applicable Performance Framework.

2009-2012 Performance Agreement Results:

Goal 1: Achievement

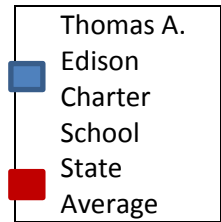
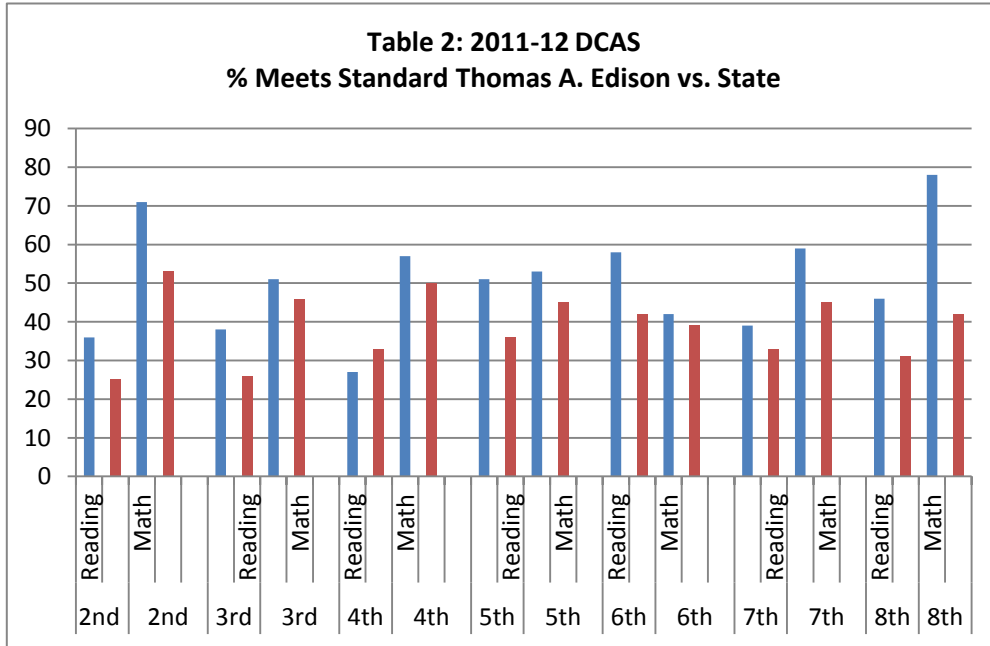
During the term of this agreement the school will demonstrate that its students are increasing in academic achievement as measured by the state assessment (DSTP/DCAS).

Achievement Target 1 (2009-2012 Performance Agreement)

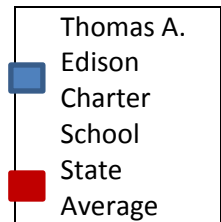
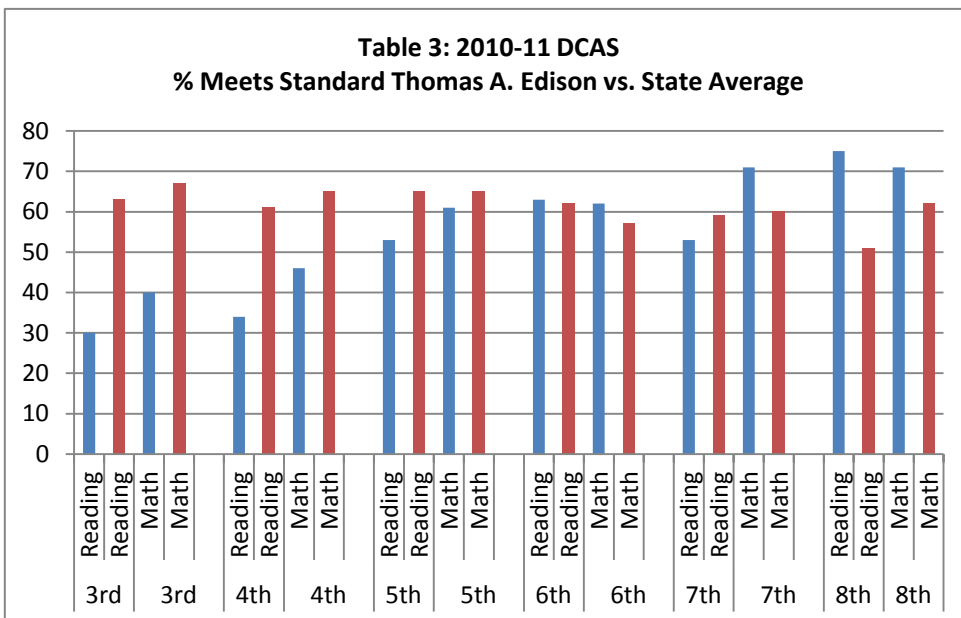
The school's average student performance on the DSTP assessment in each content area will meet or exceed the statewide average student performance of students in the same grades for each year the of the test administration. (State Regulation 275 4.2.1.3)

Student Achievement – Status (Academic Performance Framework)

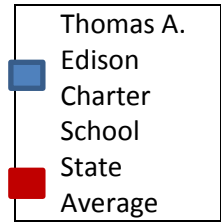
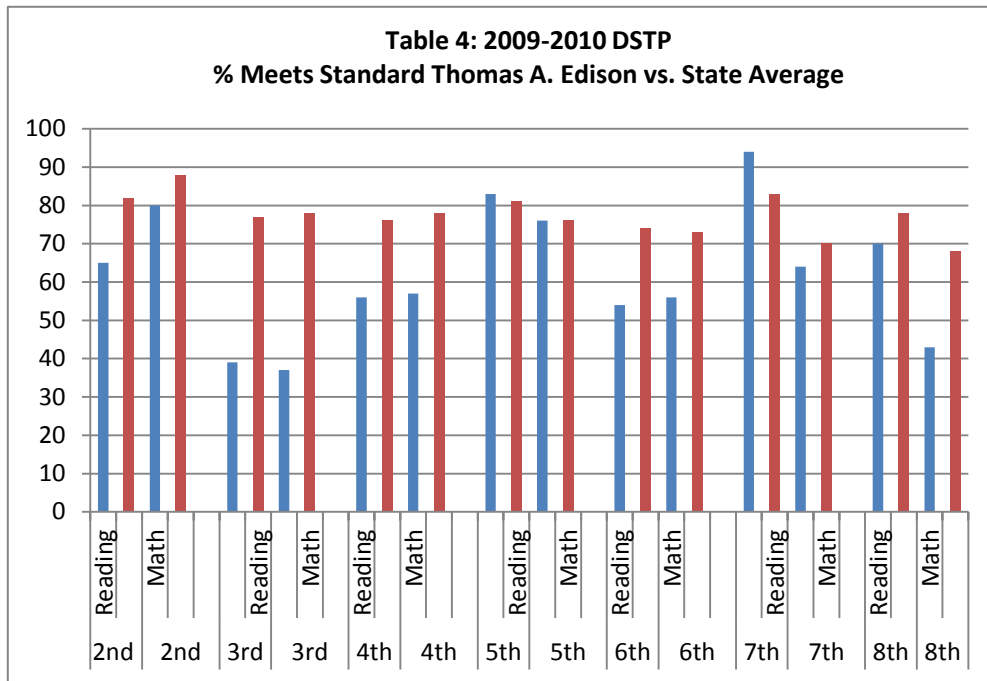
2.1 Thomas A. Edison Charter School’s average proficiency rate on DCAS Reading and Math will meet or exceed the statewide average student performance of schools serving the same grades.



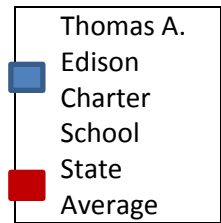
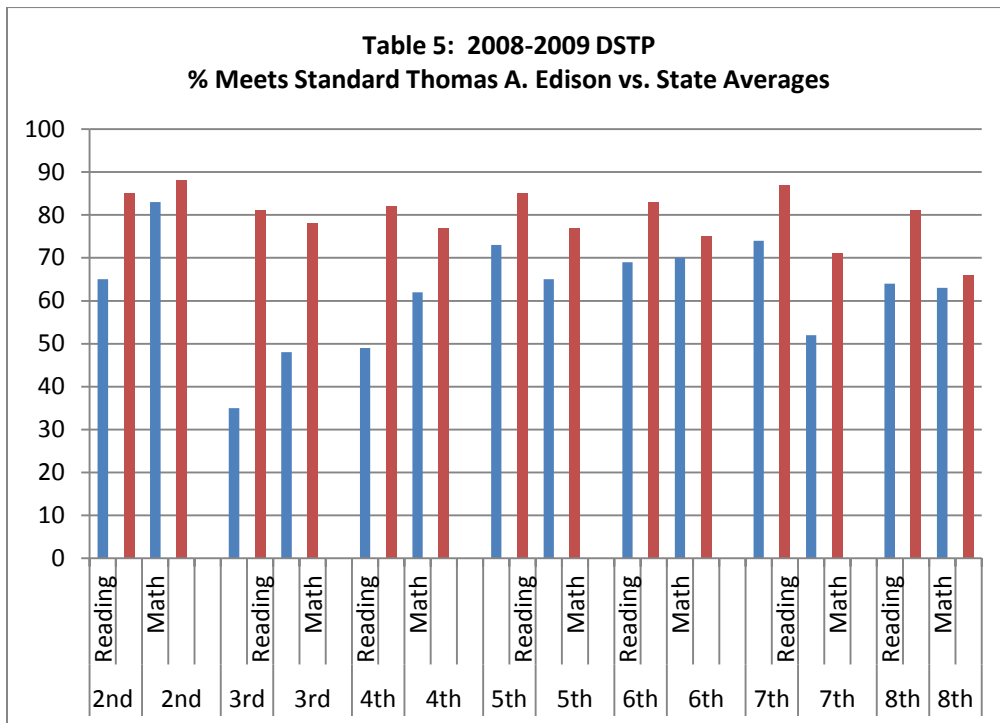
All Thomas A. Edison Charter School data come from the spring administration of DCAS.



All Thomas A. Edison Charter School data come from the spring administration of DCAS.



All Thomas A. Edison Charter School data come from the spring administration of DCAS.



All Thomas A. Edison Charter School data come from the spring administration of DCAS.

Result for Achievement Target 1: This target was met.

The data displayed in Tables 2-5 reflect the increased rigor and positive cultural changes that the Thomas A. Edison Board and the new leadership have initiated since 2010. Prior to the 2010-2011 data, students at the

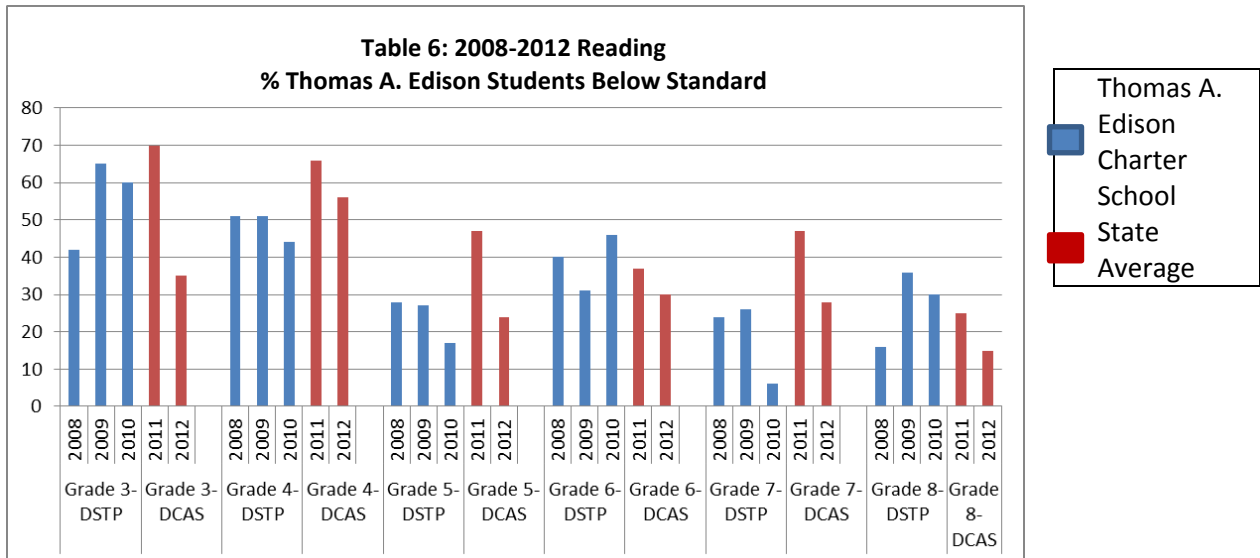
school did not have a positive record of achievement and generally did not meet or exceed state averages. In the 2008-2009 school year, none of the grade levels outperformed state averages in either math or ELA. In the 2009-2010 school year, only grades 5 and 7 performed better than state averages in reading. In the 2010-2011 school year, after Principal EL joined the school and began the process of school reform, the students began to move towards outperforming the state averages and closing the achievement gap. In that year, Edison students outperformed state averages in a number of grade levels: grades 6 and 8 did so in both math and ELA, as did grade 7 in math. This achievement led the school into the 2011-2012 school year when, except for 4th grade math, all **grades outperformed state averages**. In the coming renewal period, the Thomas A. Edison Board, the school leadership team, and the teachers will continue to build on the early success that students have demonstrated and continue to focus on academic achievement.

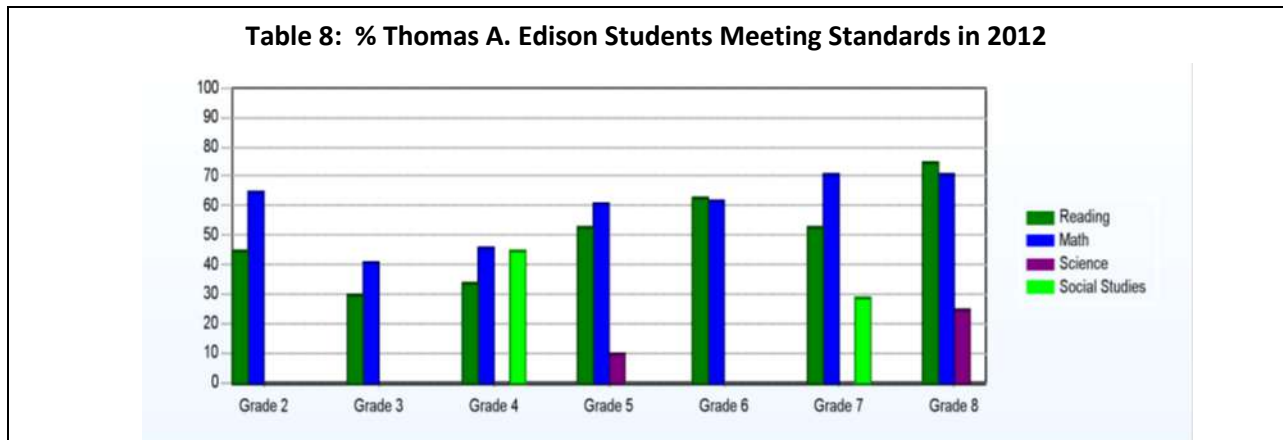
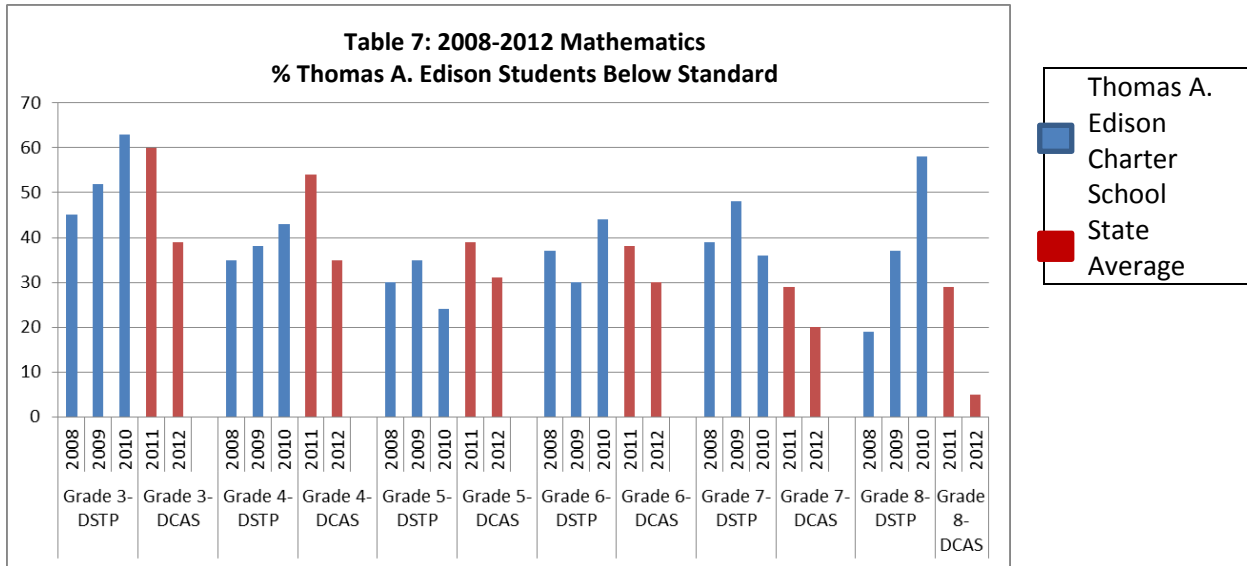
Achievement Target 2 (2009-2012 Performance Agreement)

The school's performances on the DSTP assessment in each content area will reflect a reduction in the percentage of students scoring in the "well below" category in each year of assessment.

Student Achievement – Growth (Academic Performance Framework)

1.3 Edison Charter School’s average fall-to-spring growth in instructional scale score as measured by DCAS for students in the lowest quartile of performance will meet or exceed the state average growth for the lowest quartile for schools serving the same grades.





Result for Achievement Target 2: This target was met.

The data in Tables 6 and 7 demonstrate a declining trend in the number of students who score well below the standard in math and reading. The downward trend in reading is stronger, while the math trend is less consistent, especially when separating the DSTP and DCAS data. In reading, the downward trend is consistent across the DSTP and the DCAS assessments. There was an increase in the percentage of students who place well below the standard for reading in 2011, the first year of the DCAS, but as the students retook the DCAS assessment three to four times during the 2011-2012 school year and as the rigor of the education program increased, the percentage of students scoring in the well below category for reading is dramatically reduced.

To fairly consider the math data, the DSTP data must be discussed separately from the DCAS data because they show two different trends. When the DSTP was the accountability measure for Delaware schools, the data from the 2008-2009 and the 2009-2010 school years show that more students each year were falling into the well below placement level and more and more students were not making adequate yearly progress and were falling further and further behind across the state, suggesting that Thomas A. Edison Charter School was failing its students in mathematics instruction. The introduction of the DCAS assessment coincided with the restructuring of Thomas A. Edison Charter School and the

increased focus on academic rigor. Between the 2010-2011 and the 2011-2012 school years, a significantly smaller percentage of students fell into the well below placement level, suggesting that the school is raising mathematics achievement and students are moving out of the well below standards category.

What is truly remarkable about Thomas A. Edison's achievement data is that an inverse relationship exists between the percentage of students who fall into the well below placement level (Tables 6 and 7) and the percentage of students who are meeting or exceeding standards (Table 8). This inverse relationship shows that a greater number of students are moving out of the well below or below standards placement levels (PL1 and PL2) and into the meeting or exceeding standards placement levels (PL3 and PL4). This inverse relationship could not exist unless the students were making academic gains of more than one year of instruction in a typical school year. Moreover, unlike in traditional district schools where academic achievement scores typically peak in the late elementary years and then begin to decline through the secondary years, at Thomas A. Edison Charter School, students continue to achieve at high levels through the middle grades, with the greatest percentages of students meeting standards at the end of grade 8. These data demonstrate that Thomas A. Edison Charter School is executing an educational program that advances students' achievement in reading and math and *closes the achievement gap* that persistently exists between children across Delaware based on the income levels of their families.

Achievement Target 3 (2009-2012 Performance Agreement)

The school will achieve Adequate Yearly Progress status annually in reading.

Achievement Target 4 (2009-2012 Performance Agreement)

The school will achieve Adequate Yearly Progress status annually in mathematics.

State and Federal Accountability (Academic Performance Framework)

2.3.a Thomas A. Edison Charter School will meet the AYP target as defined by the Delaware Department of Education.

School Year	AYP	School Rating
2008 - 2009	Below Target	Academic Review
2009 - 2010	Below Target	Academic Watch
2010 - 2011	Above Target	Commendable
2011- 2012	Above Target	Superior

Table 10: Adequate Yearly Progress

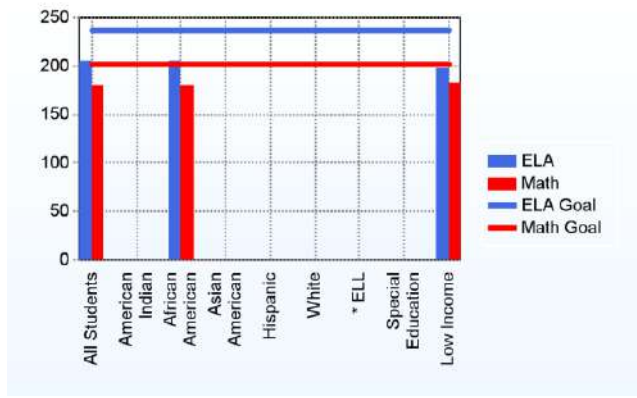
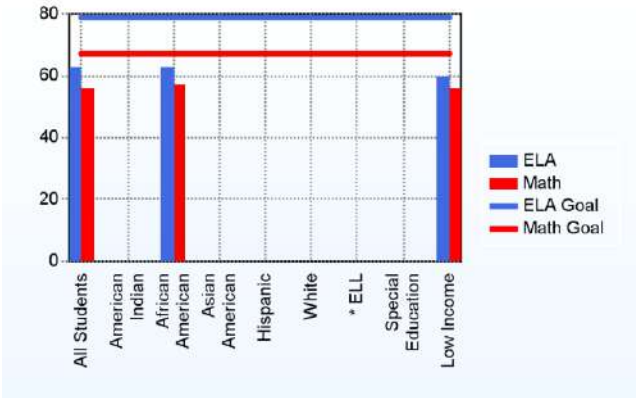
2008-2009 Original Model

2008-2009 Growth Model

The AYP data and table from the 2008-2009 Thomas A. Edison Charter School Profile on the DDOE website is incorrect. The data presented reflect all demographic groups and appear to be a state summary. During the 2008-2009 school year, Thomas A. Edison served predominately African American students from low income families.

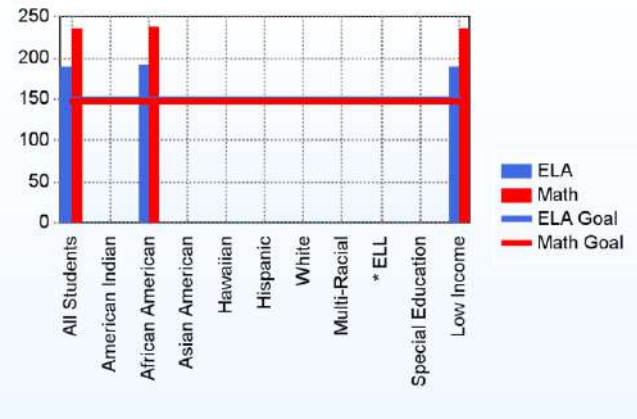
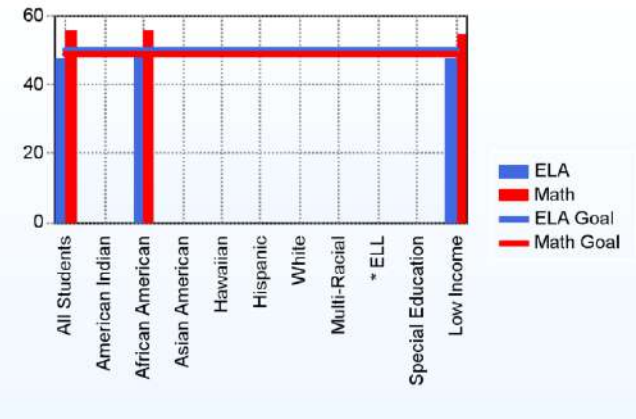
2009-2010 Original Model

2009-2010 Growth Model



2010-2011 Original Model

2010-2011 Growth Model



2011-2012 Original Model

2011-2012 Growth Model

Note: As of August 2012, AYP data for the 2011-2012 school have not been posted on the DDOE website.

Result for Achievement Target 3 and 4: This target was met.

The Adequate Yearly Progress (AYP) data show that Thomas A. Edison Charter School is making great strides to advance student achievement. In the early years of the last renewal period, the AYP rankings from the 2008-2009 and 2009-2010 school years show a declining trend, with the school moving from Academic Review to Academic Watch (Table 9), and the inability of the school leadership and teaching staff to move student achievement in math and reading in a positive direction. After restructuring in 2010, the school began to turn around, and based on the AYP data for the 2010-2011 school year, Thomas A. Edison Charter School was given a Superior rating. The data in Table 10 for the 2010-2011 school year show that Thomas A. Edison Charter School was very close to making AYP using the Original Model for both reading and math across demographic groups, and using the Growth Model graph for AYP in that same school year, all demographics made AYP across reading and math. AYP

data are not currently available on the DDOE website for the 2011-2012 school year, but based on the Superior ranking the school received and the student performance on the spring 2012 DCAS, a positive trend in the AYP data is expected.

Goal 2: Positive Behavior Related to Academic Success

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

Positive Behavior Target 1 (2009-2012 Performance Agreement)

For each year of school operation, average daily attendance will be at least 90% of the average daily enrollment.

Legal Obligations – Students and Employees (Organizational Performance Framework)

4.a.2 Thomas A. Edison Charter School complies with applicable laws, rules, regulations, and provisions of the charter relating to attendance goals.

School Year	Percentage of Students Present
2008-2009	93%
2009-2010	94%
2010-2011	93%
2011-2012	Unavailable on the DDOE website

Result for Positive Behavior Target 1: This target was *met*.

As demonstrated by the data in Table 11, the percentage of the student body present each day at Thomas A. Edison Charter School was above the stated goal of 90% in all school years for which data was available.

Positive Behavior Target 2 (2009-2012 Performance Agreement)

For each year of school operation, the number of student suspensions will decrease as compared to the previous year.

Organizational Performance Framework

No applicable target.

	2008	2009	2010	2011	2012
Number of Suspensions	217	611	843	955	643
Number of Expulsions	0	0	0	0	0
Count of Students Suspended/Expelled	140	232	303	297	216
Percent of Student Suspended/Expelled	17%	28%	38%	39%	30%
Brandywine School District Percentage	17%	19%	15%	16%	16%
State Percentage	13%	18%	17%	16%	15%

Result for Positive Behavior Target 2: This target was *met*.

The data in Table 12 show that prior to the school's restructuring in 2010, suspensions were on the rise, pulling away from the State of Delaware and Brandywine School District averages. Since joining the leadership team at Thomas A. Edison Charter School, Principal EL has been working to reverse this trend. Due to the high poverty rate among the students who attend the school, students often come from troubled homes, and sometimes the unrest in the home is brought into the school. As the leadership team at Thomas A. Edison Charter School has been working to realign expectations of students toward academic success, suspension rates increased in 2011 while Principal EL worked to make the school a safe learning environment and to establish a strong culture for academic success. The leadership at Thomas A. Edison Charter School will not tolerate bullying or harassment of any kind, and students who choose to engage in inappropriate behavior that is counter to establishing a culture of academic achievement and respect for others will be managed according the Student Code of Conduct. The 2012 data indicate that the leadership team's effort to turn around the school and set it on a path toward success is working; suspensions are down nine percentage points from the previous year and further reductions in the suspension rate is anticipated during the next renewal period.

Goal 3: Market Accountability

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

Market Accountability Target 1 (2009-2012 Performance Agreement)

Thomas A. Edison Charter School will meet the agreed-upon enrollment project by September 30th, of each school year.

Organizational Performance Framework

No applicable target.

Table 13: September 30th Enrollment				
	2008	2009	2010	2011
Projected Enrollment	833	833	833	833
Actual Enrollment	833	825	791	755

Result for Market Accountability Target 1: This target was *not met*.

Over the course of the previous renewal period, the enrollment has fallen below the projected enrollment of 833 students (Table 13). This reduction in enrollment has been strategic component of Thomas A. Edison Charter School's turn-around strategy and enrollment will continue to be reduced until it reaches 745 students. When Thomas A. Edison Charter School was fully enrolled at 833 students, space in the facilities was not adequate. Specials teachers, such as art and music teachers, needed to travel from room to room. There was not adequate space for special education services, and class sizes were large. With the reduction in enrollment, music and art teachers now have their own space, class sizes are reduced, and special education services and RTI groups have space to meet. Additionally, students are better known by teachers and administrators, connecting in meaningful ways with adults and mentors in the building and allowing a more cohesive and community-based culture to be fostered in the school.

Market Accountability Target 2 (2009-2012 Performance Agreement)

Thomas A. Edison Charter School will maintain an enrollment of at least 90% of the students enrolled at the time of the September 30th count.

Organizational Performance Framework

No applicable target.

Result for Market Accountability Target 2: This target was *met*.

Each year during the charter period, an average of 98% of the student body present for the September 30th count remained at the school until the end of the school year.

Market Accountability Target 3 (2009-2012 Performance Agreement)

Each year, with the exception of the students that move out of state, at least 75% of the total non-graduating student body enrolled during the final month of the school year will return to school the following August.

Organizational Performance Framework

No applicable target.

Result for Market Accountability Target 3: This target was *met*.

Each year during the charter period, an average 90% of the non-graduating student body has returned to the school the following August.

Goal 4: Parent Satisfaction**Parent Satisfaction Target 1 (2009-2012 Performance Agreement)**

An in-house survey will be sent out every spring for our teachers, parents, and students to complete. The results of this annual survey will be included in all reviews submitted to the Board of Education. Our annual goal will be to meet overall satisfaction rates of 80% or higher.

Organizational Performance Framework

No applicable target.

Result for Parent Satisfaction Target 1: This target was *met*.

Thomas A. Edison Charter School sends out a parent survey every spring. The survey has a high rate of return and 90% of responding parents indicate that they are satisfied with the school. Copies of the survey and results for the 2010-2011 school year are included in Appendix C.

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)

With Thomas A. Edison Charter School's continued focus on academic excellence and the ongoing growth of its students, the school continues to set high standards for student achievement. Building on the positive student achievement trends documented in the data above, the Board and leadership of Thomas A. Edison Charter School are confident that the school will continue to demonstrate growth and achievement for all students in the coming charter renewal period. See current data in Section 4.a of this charter renewal application.

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)

The teachers and leaders of Thomas A. Edison Charter School are committed to critical self-reflection and to using the selected assessment tools to evaluate the effectiveness of their instruction at the student, classroom, and school-wide levels. The selected assessment tools include both summative and formative measures, some which are legally required and some of which were chosen because they meet the goals of the school. Formative assessment is an integral part of the teaching and learning process, not an add-on at the end. The teachers will embed assessment tools within the learning process by using observation checklists and rubrics; rubrics developed to assess specific skills, strategies, and student work; and benchmark and common assessments developed to assess student progress and achievement. Students also engage in self-reflection and produce culminating projects. Assessments will gauge each student's content knowledge of core subjects. The assessments will include early literacy and elementary-level literacy assessments, subject-specific assessments, state-mandated assessments (both the DCAS and DIBELS) and teacher-developed tools.

State Mandated Assessments and General Screening Tools: Thomas A. Edison Charter School will adhere to all assessment requirements mandated by the Delaware Department of Education regulations. These assessments will be used to monitor the progress of students in meeting the standards for reading and math.

1. **Delaware Comprehensive Assessment System (DCAS):** Thomas A. Edison Charter School will administer the DCAS in reading, math, science, and social studies to students in grades 2-8 as required by the Delaware Department of Education. After the fall assessment, teachers and teaching teams in grades 3-8 will use the assessment data as a screening tool for Response to Intervention (RTI) screening, in planning instruction, and to form flexible groups for leveled readers. After the winter administration, the data will be used to revisit RTI groups and to adjust instruction. In the spring, the DCAS assessment data will also be used as a growth measure to document students' reading and math achievement from the fall to spring. Additionally, the school-wide data from the DCAS administration will be used to evaluate progress and the school's ability to meet AYP targets.
2. **DIBELS/DCAS:** Thomas A. Edison Charter School will use the DIBELS (Dynamic Indicators of Basic Literacy Skills) assessment in grades K-2 to screen students for RTI purposes, as a progress monitoring tool for adjusting students in and out of RTI levels, and to provide diagnostic data for forming flexible groups. In grades 3-5, DIBELS will be used within the RTI framework as a progress monitoring tool.
3. **Measures of Academic Progress (MAP):** This tool will be used in grades 6-8 as a screening tool for reading and math in addition to the DCAS. It will also be used for diagnostic purposes and to provide data for classroom differentiation and flexible grouping. It can be used in connection with RTI for progress monitoring.
4. **Universal Screening Tool for Number Sense (DDOE):** This tool will be used in grades 2-5 both to diagnose the needs of individual students and to obtain assessment information about a class as a whole. Teachers will use the detailed information as a tool both for determining which students need Tier II instruction and for determining what Tier I instruction needs to occur whole-class and what Tier I instruction needs to take place in small, flexible groups. Because of the specificity of the rubrics used with these assessments, the data gathered can be used to design Tier I and II instruction to address student needs.

5. **Kindergarten Readiness Assessment (DDOE pilot):** The kindergarten readiness assessment is not a current requirement for all public schools in Delaware, but it will become mandatory during the renewal period. Thomas A. Edison Charter School has volunteered to participate in the current pilot program of the kindergarten readiness assessment. This assessment will provide the kindergarten teachers with data and information that will allow them to better personalize instruction for each student and to begin to coordinate services and interventions for kindergarteners.

Classroom-Based Assessments: Thomas A. Edison Charter School teachers use curriculum maps to further define and understand how the units of instruction designed for each grade level meet Common Core State Standards or the Delaware Prioritized Standards. In addition, teachers will use the benchmark assessments included as part of the curricula tools the school uses (*Story Town, Everyday Math, SpringBoard, Science and Social Studies Coalition Units*), as well as other assessments listed in specific curriculum maps.

1. **Faculty-Created, Common Curriculum-Based Measurements:** Thomas A. Edison Charter School faculty will develop assessments as needed to support the learning in each classroom. These assessments will be aligned to the standards and the learning targets defined for each unit of instruction. These assessments may be in the form of quizzes or tests, but will also include performance tasks, writing projects, and other assessments. These assessments will also include non-standardized diagnostic assessments to measure reading skills such as concepts of print, phonemic and phonological awareness, decoding inventory, spelling stage, and sight words.
2. **Assessments Linked to Curricular Materials:** Thomas A. Edison Charter School will use several curricular tools that were selected because of their student-centered approaches to instruction. As appropriate, the assessments integrated in these curricula tools will be used to assess student learning. These assessments may take the form of problem sets, quizzes or tests, but will more likely be performance tasks, games, writing projects, and other learning experiences. Teachers meet regularly in their professional learning communities to review these assessments and to use the student data they generate to inform their instruction.

The timeline below provides a month-by-month plan for assessment at Thomas A. Edison Charter School and demonstrates how all of these assessments work together to inform instruction and propel student learning forward.

Month:	Assessment:	Rationale:
August-September	DCAS assessment in grades 3 – 8 for reading and math	Provides baseline data, grade levels and some prescriptive data to guide instruction for students; contributes to RTI composite as a screening tool; DDOE Requirement
	DIBELS for grades K-5	Provides a screening tool and some prescriptive data to guide instruction; contributes to RTI composite for reading
	Universal Screening Tool for Number Sense, grades 2-5	Provides a screening tool and some prescriptive data to guide instruction and flexible grouping; contributes to RTI composite for number sense
	Kindergarten Readiness Assessment	Provides information to the school about the incoming students and will be used for instructional planning and wrap-around services coordination

September - December	Ongoing teacher-created formative and summative common assessments in reading and writing Ongoing formative common assessments in science and social studies as defined in curriculum materials	Measure student achievement in the core content areas to inform instruction, goal setting, and project support
	Achieve 3000 Reading Assessment	Provides teachers with data on student improvement as well as reports detailing gaps in reading skills; data are used to direct instruction and monitor growth
	DIBELS for grades K-5	Progress monitoring for RTI
	MAP assessments in reading and math for grades 6-8	Provides baseline data, prescriptive data, and Lexile reading levels to guide instruction
	Universal Screening Tool for Number Sense, grades 2-5	Provides a screening tool and some prescriptive data to guide instruction and flexible grouping; contributes to RTI composite for number sense.
January	DCAS assessment in grades 3 – 8 for reading and math	Provides mid-year data on student growth, grade levels and some prescriptive data to guide instruction for students; contributes to RTI composite; DDOE Requirement
January-May	Ongoing teacher-created formative and summative common assessments in reading and writing Ongoing formative common assessments in science and social studies as defined in curriculum materials	Measure student achievement in the core content areas to inform instruction, goal setting, and project support
	Achieve 3000 Reading Assessment	Provides teachers with data on student improvement as well as reports detailing gaps in students' reading skills; data are used to direct instruction and monitor growth
	DIBELS for grades K-5	Progress monitoring for RTI
	MAP assessments in reading and math for grades 6-8	Provides baseline data, prescriptive data, and Lexile reading levels to guide instruction
	Universal Screening Tool for Number Sense, grades 2-5	Provides a screening tool and some prescriptive data to guide instruction and flexible grouping; contributes to RTI composite for number sense
April	DCAS assessment in grades 2 – 8 for reading and math	Provides end-of-year growth data; contributes to RTI composite; DDOE Requirement.
May-June	DCAS assessment for social studies – grade 4 and 7	Provides summative assessment data for the social studies curriculum.
	DCAS assessment for science – grade 5 and 8	Provides summative assessment data for the science curriculum.

- 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.**

A copy of the current signed Performance Agreement is included as Appendix C. For a discussion of each goal and performance target, please see the response above which includes data charts and discussion of the results.

- 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.**

The Board of the Thomas A. Edison Charter School acknowledges that the Delaware Department of Education and the Charter School Office are in the process of approving an evaluation tool for new charter schools which outlines Frameworks for Academic Performance, Organizational Performance, and Financial Performance. The following goals and performance targets were written in response to draft copies of the frameworks evaluation rubrics. The Board also understands that within the coming year, it is likely that the Board, in cooperation with school leadership, will need to revisit and revise this proposed Performance Agreement in response to baseline reports from the Charter School Office that use the new Frameworks to assess Thomas A. Edison Charter School.

Goal 1: Student Achievement Over Time (Growth)

Target 1.1: Thomas A. Edison Charter School's average fall-to-spring growth in instructional scaled score as measured by DCAS reading and math scores will meet or exceed the state average for schools serving the same grades.

Target 1.2: All students at Thomas A. Edison Charter School will make sufficient growth to maintain or exceed proficiency in reading and math as measured by the DCAS.

Target 1.3: Thomas A. Edison Charter School's average fall-to-spring growth in instructional scaled score as measured by the DCAS for students in the lowest quartile of performance will meet or exceed the state average growth for the lowest quartile for schools serving the same grades.

Goal 2: Student Achievement (Status)

Target 2.1: Thomas A. Edison Charter School's average proficiency rate on the DCAS in reading and math will meet or exceed the statewide average student performance of schools serving the same grades.

Target 2.2: Thomas A. Edison Charter School's average proficiency rate on the DCAS in reading and math will meet or exceed the average student performance of students in the home district.

Target 2.3: Thomas A. Edison Charter School's average proficiency rates on the DCAS in reading and math will meet or exceed the average student performance of students in similar schools in the same grades.

Target 2.4: Thomas A. Edison Charter School's average proficiency rate on the DCAS in reading and math for students in demographic subgroups will meet or exceed the statewide average student performance of students in the same subgroups at the same grades.

Goal 3: Annual Yearly Progress

Target 3.1: Each year during the next renewal period, Thomas A. Edison Charter School will meet the Annual Yearly Progress target set by the Delaware Department of Education as measured by the Growth Model of evaluation.

Goal 4: School Culture and Community

Target 4.1: For each year of school operation during the renewal period, average daily attendance will be at least 90% of the average daily enrollment.

Target 4.2: Each year, the number of suspensions from Thomas A. Edison Charter School will be fewer than the previous school year until it is equal to or less than state averages for students in the same grades.

Target 4.3: Each year, Thomas A. Edison Charter School will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 41123, than the average for public schools serving the same grade levels.

Target 4.4: Surveys measuring parent or guardian satisfaction with Thomas A. Edison Charter School will be sent out every spring and will have at least a 75% return rate.

Target 4.5: Responses to the parent satisfaction survey will indicate that at least 80% of responding parents are satisfied with Thomas A. Edison Charter School.

Goal 5: Market Accountability

Target 5.1: Thomas A. Edison Charter School will reach the enrollment projections outlined in the charter renewal application by September 30th, of each school year.

Target 5.2: Thomas A. Edison Charter School will maintain an enrollment through the school year of at least 90% of the students who were enrolled at the time of the September 30th count.

Target 5.3: At Thomas A. Edison Charter School, with the exception of the students who move out of state, 75% of the total non-graduating student body enrolled during the final month of the school year will return to school the following August.

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)

Thomas A. Edison Charter School is a data-driven institution in which the students' results dictate the direction of school instruction and operation. All academic programs are constantly updated based on student achievement data, which also informs professional development for staff and teachers.

Thomas A. Edison Charter School uses a variety of assessments to measure student performance, including the kindergarten readiness pilot assessment, DIBELS, DCAS, Measures of Academic Progress (MAP) for reading and math, Achieve 3000, the Universal Screening for Number Sense, and classroom-based assessments. For information regarding each of the assessments, refer to Section 4.c above. After the data from these assessments has been collected and compiled, it is used by teachers and grade-level teams to generate a composite portrait of each student. The data contained in the composite portrait is used by teachers both collaboratively and individually in a variety of ways to best meet the needs of all of their students.

Screening Tool: Data from assessments such as the DCAS, DIBELS for grades K-2, and the Universal Screening Assessment for Number Sense will be used to screen for RTI placement. Students that are found to be performing below benchmarks will be placed into Tier 2 and further assessed using diagnostic and/or progress monitoring tools. Data is also used by the Instructional Support Team in prescribing Tier 2 interventions.

Diagnostic Data: For those students who are placed in Tier 2, additional assessment is required. For students in grades 3-5, DIBELS will be administered to further assess the students' gaps in their reading skills and to prescribe interventions. In grades 6-8 MAP will be used provide diagnostic data to guide interventions. DIBELS and MAP can both be used with students in Tier 1 to place them in flexible groups around strengths and gaps in reading.

Progress Monitoring: As a progress monitoring tool for use with students placed in Tier 2 or Tier 3, teachers will use DIBELS (grades K-5) and MAP (grades 6-8) to regularly assess students' reading growth and adjust interventions. The winter administration of DCAS can also serve as a progress monitoring tool and may be used to move students in and out of RTI and flexible groups. For all students, the school has purchased the computer-based reading comprehension program Achieve 3000. Students take assessments as they proceed through the program. This assessment data is available to teachers to allow them to better track student growth in reading comprehension and to make data-based decisions regarding adjustments to classroom instruction and flexible groups.

Content Mastery: Teachers will use teacher-created and commercially available assessments that are provided with curricular tools to assess students' mastery of content. These assessments may include tests, projects, home assignments, science labs, homework, and quizzes. These classroom-based assessments allow for further tracking of student data and progress on a frequent basis. If the assessment data suggest that students have not mastered a particular concept, the teacher may take that concept to his/her grade level team and ask for support in better teaching that concept, process, or idea.

School-Wide Measures of Student Performance: The DCAS data provides teachers with data and tracking information for each of their students. In grade-level teams, teachers analyze data across the grade to look for general trends in student performance and make adjustments to the education program for their grade level based on the results and demonstrated needs of the students.

Student achievement data also drives the student and family engagement programs. Student results and grade-level performance are discussed at parent-teacher conferences throughout the year. Additionally, the data dictate the themes of parent workshops, curriculum nights, and reading and math nights offered to parents and guardians and provided by the teachers and staff. By using concrete data and results, Edison Charter School is able to show parents and guardians evidence of student success as well as suggest concrete ways to help each child succeed at his/her highest level.

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.)

Thomas A. Edison Charter School believes in the practice of constant reflection and collaborative engagement around student learning. Additionally, Edison Charter School believes that it is imperative to create structures that support children's growth and development in the academic curriculum. Therefore, the school focuses deeply on the academic achievement of its students and uses data-driven decision-making to guide corrective action when students do not meet performance expectations. The support structures that have been put in place help reinforce these practices for both students who are on track to meet the performance goals, as well as those who need additional support. When a student does not meet performance expectations and reach a prescribed benchmark, he/she may be referred to the Instructional Support Team, moved into Tier 2, and provided extra support through the RTI process. The processes for RTI are further outlined in Section 7 of this charter renewal application. However, in the likely event that there are students who begin to struggle academically but do not need the full support of RTI interventions, there are several structures, described below, that have been developed to support students and propel them forward academically.

Saturday Sessions are held up to ten times a year at Thomas A. Edison Charter School to help reinforce the positive practices of those students who are on track as well as to help those students who need additional support in reading and math. All students are welcome to attend Saturday Sessions, but if a student is under-performing, the parents are contacted and strongly encouraged to send their child to the Saturday Sessions. During Saturday Sessions, teachers and students work together for 90 minutes each in reading and math. Together they set personal goals for the student around academic performance. Students work in a variety of ways to meet their personalized set of goals. They may work directly with a teacher, with a small peer group who is struggling with a similar concept or skill, or on a computer-based program. The overall goal of Saturday Sessions is to provide students with a structured environment where instruction is data-based and the learning plan is personalized to fill in specific gaps in reading and math achievement.

After-school tutoring is available to all students Monday through Thursday afternoons for two hours. When a teacher observes a student not meeting performance expectations, the student is referred to the after-school program. During the 2011-2012 school year, 200 students participated in the program, which is funded by the 21st Century Learning Grant. Students begin the afternoon with one hour of homework help and academic support. This time is supervised by certified teachers who are available to help tutor students as needed and coordinate academic supports. During the second hour of the program students engage in interest-based activities such as a cooking class, Girl and Boy Scouts, the chess team, martial arts instruction, and other sports programs.

During the summer months, the 21st Century Learning Grant funds four weeks of summer school for students. During the morning hours, students at each grade level spend 90 minutes each in language arts

and math labs. In the language arts lab, students spend time reading a book, writing, researching, and exploring texts, and producing a book around a single theme such as ecosystems, bugs, or dinosaurs. In the math lab, teachers use data from the final DCAS assessment to pinpoint gaps in student knowledge and use flexible grouping to help students master the mathematics content they are missing. The program follows this pattern Monday through Thursday. On Fridays, students go on field trips to local museums, galleries, parks, and historical landmarks. Students who are struggling academically are strongly encouraged to attend, and most special education students with IEP's are required to attend to meet the requirement for an extended school year. Together with the after-school program, the summer school program provides a tremendous opportunity for students to learn about the world and to build their background knowledge in preparation for the coming school year.

- 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)**

While Thomas A. Edison Charter School serves a predominantly at-risk population, it does not use an enrollment preference for at risk students. Thomas A. Edison Charter School will not use an enrollment preference during the upcoming charter period.

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).

6. Educational Program

- a. Provide a scope and sequence document for required content areas for proposed grades to be served over the first four years of the school charter. Renewal and modification applicants only, please include the following:**
- **Units required in (i) below with duration of instruction.**
 - **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.**

Thomas A. Edison Charter School has included updated curriculum documents based on the content that is required in grades K-8 in Delaware. These documents reflect the use of the new scope and sequence

template, alignment to the Common Core Standards in both Reading/English Language Arts and Math, and demonstration of the school's adoption of new English Language Arts materials. In addition, three representative units from each grade cluster for each required content area are included. The curriculum documents are included in the following appendices:

Appendix D:	Social Studies Coalition and Science Coalition Memoranda of Understanding
Appendix E:	English Language Arts K-8 Curriculum Maps
Appendix F:	Mathematics K-8 Curriculum Maps
Appendix G:	Social Studies K-8 Curriculum Maps
Appendix H:	Science K-8 Curriculum Maps
Appendix I:	Physical Education K-8 Curriculum Maps
Appendix J:	Health K-8 Curriculum Maps
Appendix K:	Visual Arts K-8 Curriculum Maps
Appendix L:	Performing Arts (Music) K-8 Curriculum Maps

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):

When selecting and implementing the curriculum at Thomas Edison Charter School, the emphasis on the education of the whole child is always at the forefront of the process. Education of the whole child requires the Board of Directors, administrators, teachers and all staff to align learning activities and instructional strategies with the desired outcome, be it the end of the lesson or what the child will be able to do years into the future. The following research-based curriculum tools provide the base for the curriculum at Thomas A. Edison Charter School.

Content Area	Grade	Curriculum Tool
English/Language Arts	K-5	<i>Story Town</i> , Harcourt School Publishers
	6-8	<i>SpringBoard English Arts</i> , College Board
Mathematics	K-5	<i>Everyday Math</i> , McGraw-Hill
	6-8	<i>SpringBoard Mathematics</i> , College Board
Social Studies	K-8	Social Studies Coalition
Science	K-8	Science Coalition
Visual Arts	K-8	Teacher-created based on Delaware Standards
Performing Arts	K-8	Teacher-created based on Delaware Standards
Health Education	K-5	DDOE model units, Risk Watch, HealthTeacher.com
	6-8	DDOE model units, Risk Watch, HealthTeacher.com, <i>The Great Body Shop</i>
Physical Education	K-8	DDOE model units, teacher-created units based on Delaware Standards

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.

Thomas A. Edison will participate in both the Social Studies Coalition and Science Coalition. Signed copies of the Memoranda of Understanding are included in Appendix D.

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

Thomas A. Edison Charter School believes in the practice of constant reflection and collaborative engagement around student learning. It is imperative to create structures that support a child's growth and development in the academic curriculum. Therefore, the school focuses deeply on the academic achievement of its students and uses data-driven decision-making to guide corrective action when students do not meet performance expectations. The support structures that have been put in place help reinforce these practices both for students who are on track to meet the performance goals and those who need additional support.

When a student does not meet performance expectations and reach prescribed benchmarks, the grade-level team will review all relevant data, including the student's performance on benchmark assessments and determine the best course of action for that student. For example, the grade-level team may decide that the first step in helping the student is a parent conference to collect additional information and to elicit the parents' support. The team may decide that the child needs additional support or alternative activities in the regular classroom, or needs to attend the afterschool program because he/she is not getting his/her homework done. The team may decide to move the student into Tier II of RTI for additional support and begin to design a customized plan for that child. In all cases, grade-level teams are given the authority and the responsibility to review and analyze data and to make decisions about interventions for children that will propel them forward.

In addition to the support provided by the collaborative process of the grade-level team, and in the likely event that there are students who begin to struggle academically but do not need the full support of RTI or special education interventions, there are several structures that help students to focus on their academic achievement and to build their problem solving skills, background knowledge, and their personal resiliency, all of which will have tremendous impact on their academic improvement.

Saturday Sessions are held up to ten times a year at Thomas A. Edison Charter School to help reinforce the positive practices of those students who are on track as well as to help those students who need additional support in reading and math. All students are welcome to attend Saturday Sessions, but if a student is under-performing, his/her parents are contacted and strongly encouraged to send their child to the Saturday Sessions. During Saturday Sessions, teachers and students work together for 90 minutes each in reading and math. Together, they set personal goals for the students around academic performance. Students work in a variety of ways to meet their personalized sets of goals. A student may work directly with a teacher, with a small group of peers who are struggling with a similar concept or skill, or on a computer-based program. The overall goal of Saturday Sessions is to provide students with a structured environment where instruction is data-based and the learning plan is personalized to fill in specific gaps in reading and math achievement.

After-school tutoring is available to all students Monday through Thursday afternoons for two hours. When a teacher observes a student not meeting performance expectations, the student is referred to the

after-school program. During the 2011-2012 school year, 200 students participated in the program, which is funded by the 21st Century Learning Grant. Students begin the afternoon with one hour of homework help and academic support. This time is supervised by certified teachers who are available to help tutor students as needed and coordinate academic supports. During the second hour of the program, students engage in interest-based activities, such as a cooking class, Girl and Boy Scouts, the chess team, martial arts instruction, and other sports programs.

During the summer months, the 21st Century Learning Grant funds four weeks of summer school for students. During the morning hours, students at each grade level spend 90 minutes each in language arts and math labs. In the language arts lab, students spend time reading a book, writing, researching, and exploring texts, and producing a book around a single theme such as ecosystems, bugs, or dinosaurs. In the math lab, teachers use data from the final DCAS assessment to pinpoint gaps in student knowledge and use flexible grouping to help students master the mathematics content they are missing. The program follows this pattern Monday through Thursday. On Fridays, students go on field trips to local museums, galleries, parks, and historical landmarks. Students who are struggling academically are strongly encouraged to attend, and most special education students with IEP's are required to attend to meet the requirement for an extended school year. Together with the after-school program, the summer school program provides a tremendous opportunity for students to learn about the world and to build their background knowledge in preparation for the coming school year.

- 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.**

Not applicable to Thomas A. Edison Charter School's application.

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

The teacher to student ratio at Thomas A. Edison Charter School is 1:22 students.

- 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.**

The overall philosophy of Thomas A. Edison Charter School's academic program is to make students active partners in constructing and monitoring their own learning. The goal is for students to know and understand the purpose of what they are doing and to be able to monitor their own progress. To that end, the school does not support any one teaching method, but encourages teachers to use a variety of tools and methods based on the students' needs, and to make learning transparent for students, making them aware of the data and how the instruction the teacher is providing will help students meet the next benchmark. The school has adopted research-based programs for reading, math, and science and supports teachers developing their own curriculum in writing, based on the Common Core Standards. Within the

research-based curricula, there are specific teaching methods included in the programs' lesson plans. However, teachers understand that the teaching methods from the program are guidelines, and teachers are not encouraged to adhere to a "scripted" lesson plan and the corresponding teaching methods at the expense of student engagement. Teachers are encouraged to make learning fun for students and to make the content relevant to the real world as often as possible.

Edison Charter School has provided all classroom teachers with SMART Boards and ELMOS to increase teaching opportunities, student engagement, and student learning. The infusion of technology into the classroom has allowed Edison Charter School teachers and students to harness technology to bring the world into the classroom. One reason that students from lower socio-economic groups struggle in school is because they lack the background knowledge and vocabulary of peers from more affluent neighborhoods. While using technology to bring the world into the classroom is not as powerful as taking children to visit a museum or historical site, it does provide some exposure and forces the conversation and the use of new vocabulary. The use of technology in the classroom provides opportunities for students to virtually experience the world, to compare other places to their neighborhoods and communities, and to talk and write about what they can access through technology. When this process is aligned with what students study in the summer school program and the field trips offered there, it is a powerful learning opportunity for children. Additionally, the school provides access to computers and laptops for academic programs throughout the day. As students use the computers to complete academic projects, they learn computer skills so that they are able to meet 8th grade computer competency requirements.

h. 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.

Since restructuring in 2010, the professional development at Thomas A. Edison Charter School has been focused on two consistent goals:

1. Implementing high-quality, research-based curricula with fidelity.
2. Developing teacher and student leaders who are empowered in teaching and learning.

Implementing Curriculum

In 2010, the Thomas A. Edison Charter School adopted the *Story Town* and *SpringBoard* English Language Arts curricula. It was imperative that teachers be thoroughly trained in these materials and understand how to use student assessment data to customize lessons. Prior to the school opening that fall, teachers attended professional development sessions with trainers from *Story Town* to ensure that all teachers understood how to use those materials both for whole-group instruction and in designing smaller, customized lessons for small, flexible groups of students in the regular classroom and as part of the Response to Intervention program.

This same pattern was repeated in 2011 when Thomas A. Edison Charter School adopted the *100 Book Challenge*. Teachers attended professional development sessions specially designed to help teachers learn about the program and to plan for its integration into the English Language Arts program and Response to Intervention blocks. Through the school year, the trainers from *100 Book Challenge* returned to the school for coaching sessions to assist grade-level teams in problem-solving and using data to guide instruction. During the 2012-2013 school year, the trainers will return to the school to continue their work with the grade-level teams.

In 2012, teachers new to Thomas A. Edison Charter School attended a New Teacher Induction Program prior to the whole staff returning. It consisted of professional development sessions on the curriculum

tools adopted by the school. This differentiated approach to professional development gives the new teachers the essential information that they need, and prepares the new teachers to work with grade-level teams experienced in looking at data and planning instruction using the curricular tools adopted by the school.

During the 2012-2013 school year, there are several professional development days when grade-level teams will work with their data coach to do “data digs” of the Achieve 3000 data, aligning it to DCAS and MAP assessment data and using the data to plan instruction. These days are critical to the RTI program and to understanding benchmarks and when to move students between the Tiers of the program.

Developing Teacher Leaders

The Thomas A. Edison Charter School believes in empowering teachers to work in grade-level teams to collect and analyze data, to use the tools provided to plan for student instruction, and to monitor and evaluate the results. Beginning in the summer of 2011, Principal El introduced Stephen Covey’s *Seven Habits of Highly Effective People* training. All of the staff members were trained around using data to set goals, planning to reach those goals, and monitoring to assess progress. This training was revisited throughout the school year in grade-level teams as teachers were asked to use this process to guide their work as individuals and as teams.

In 2012, the Covey training was given to the teachers new to the building at the New Teacher Induction program days and a refresher session was conducted with the entire staff. Similar to last year, teachers will use the Seven Habits to guide their work in the 2012-2013 year – examining student achievement data, setting goals, and monitoring results. Additionally, the administration and teachers will work to align the Seven Habits process with the DPAS II, which has a similar process.

It is the goal of the administration to use the *Seven Habits of Highly Effective People* training as a foundational piece of developing the professional culture at Thomas A. Edison Charter School. To that end, both members of the administrative team have taken steps to become trainers in Covey’s program and will be able to train teachers new to the building as well as coach grade-level teams through the school year to apply the Habits to their work. Furthermore, the assistant principal, Liz Yates, has established a Lighthouse Team. It is the role of this team to work with individuals and grade-level teams through the school year to implement the habits and to use the goal setting process to move student achievement forward.

Developing Student Leaders

A persistent challenge for students from disadvantaged families is a sense of powerlessness and a lack of self-efficacy. Students are not always surrounded by positive role models and have not been taught to be leaders and to advocate for themselves, their families, and their communities. In school, this attitude can translate into apathy; students do not believe that they have a future or can make a difference in their communities. School is often another indicator of their failure and inability to move forward and overcome their challenges.

To combat this, Thomas A. Edison Charter School has trained all of its teachers to become teachers of the *Leader in Me* initiative. This program provides students with tools similar to what the teachers have learned and practice in the *Seven Habits of Highly Effective People* program. Students learn how to look at data, set goals, create a plan of action, and monitor their progress. Along the way, students are given strategies for how to progress through the process and given ideas and encouragement for what to do when they encounter roadblocks. Through *Leader in Me*, students are able to look at their own performance data not as an indicator of their failure, but as a starting point in their journeys toward becoming an exceptional student. Students are overcoming their sense of powerlessness and are becoming leaders across the school, in their families, and in their communities.

Most significant is that the school's singular focus on the *Seven Habits of Highly Effective People* training and the parallel *Leader in Me* program is beginning to impact parents. As students come home and talk about what they are learning, parents are learning that they, too, can be empowered to reach goals. The administration has offered training for parents and community members in the *Seven Habits* so that they can support their children and become empowered leaders of their own families and communities.

In the coming years, Thomas A. Edison Charter School will maintain its focus on implementing research-based curriculum with fidelity and developing teacher and student leaders. They will continue to differentiate professional development opportunities for teachers through the New Teacher Induction and the Lighthouse Team. The administration of Thomas A. Edison Charter School is using professional development to successfully build the professional and student culture at the school and will work to maintain that culture in the years to come.

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

Three units of instruction for each grade cluster in each required subject area are included in the following appendices.

Appendix E:	English Language Arts K-8 Units of Instruction
Appendix F:	Mathematics K-8 Units of Instruction
Appendix G:	Social Studies K-8 Units of Instruction
Appendix H:	Science K-8 Units of Instruction
Appendix I:	Physical Education K-8 Units of Instruction
Appendix J:	Health K-8 Units of Instruction
Appendix K:	Visual Arts K-8 Units of Instruction
Appendix L:	Performing Arts (Music) K-8 Units of Instruction

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

When the Board of Directors of Thomas A. Edison Charter School decided to reorganize the school, it recognized the need for strong and sweeping change at all levels of the school, including the education program. The core philosophy of the school is that all children are capable of learning at high levels if they are taught by caring and dedicated educators, challenged by an engaging and rigorous curriculum, afforded adequate time in school, and held to ambitious state and national standards. In order to meet all of these ambitious goals, Thomas Edison Charter School brought in some of the nation's most effective and research-based curriculum programs in order to provide students with the best possible education. Simultaneously, the teachers were provided with the highest levels of professional development in order to ensure that students were successful in each subject area.

Primary and Elementary Mathematics (K-5)

The school has remained committed to the use of the *Everyday Math* program for children in grades K-5. *Everyday Math* engages students in fundamental arithmetic skills while they explore four different

domains of math: number sense; algebra and functions; measurement and geometry; and statistics, data analysis and probability.

- Number Sense involves the students in many math concepts that allow them to solve problems of daily life. As the students engage in various operations including geometry, measurement, algebra, and the like, they are taught to not only focus on the correct answer but to also examine and evaluate their procedures for getting to that answer.
- Algebra and Functions regards algebra as a compilation of interpretations: generalized arithmetic, a problem-solving procedure, a study of quantitative relationships, and the structure of mathematics.
- Measurement and Geometry allows students both to approximate and to deal with errors on the basis that all measurements are estimates.
- Statistics, Data Analysis, and Probability involve the students with real-life problems as they gather and analyze data.

The math program integrates all four of these areas using a variety of instructional strategies to provide students with an engaging and practical experience with mathematics. The program combines teaching, modeling, guided practice, and a large commitment to using manipulative and games along with authentic problem-solving as the application of newly acquired skills. At its core, the *Everyday Math* program focuses on student engagement with the purpose of helping students to actively construct their own understanding of the discipline, cultivating problem-solvers and developing critical thinkers. Students have shown mastery of national and state curriculum standards, as demonstrated in their gains on state assessments as well as school-based assessments.

A major component of *Everyday Math* that helps to develop students into thinkers and problem-solvers involves students communicating mathematically through discussions. Students gain important mathematical insights by building on discoveries and sharing their ideas with others. This also promotes good listening habits and a receptive attitude towards the ideas of others. Students are constantly talking about how they solved a problem and what they are thinking mathematically; this process allows them the opportunity to clarify their thinking and learning. Edison Charter School students are more engaged in learning when they are able to work cooperatively with classmates. They learn to work as a team, emphasizing cooperation rather than competition. They solve problems based on real-life situations.

Everyday Mathematics is based on a spiraling curriculum, meaning that a specific concept is introduced from five to fifteen times in five different ways over multiple years, providing Edison Charter School students many opportunities to grasp the concepts when developmentally ready to do so. For example, multiplication concepts are introduced in kindergarten and first grade with skip counting, in second grade through building arrays, and fully taught in detail in third grade. Our students have many exposures to the concepts before mastery is expected.

Primary and Elementary Reading (K-5)

Following the last renewal, and based on internal reflection on a need for change, the Board of Directors and the school administration decided to move away from the *Success for All* Program and to the nationally recognized English Language Arts (ELA) program *Story Town*. As one of the only schools in the state that was using the *Success for All* Program, it was difficult for the school to obtain the necessary professional development to ensure the school's teachers were receiving the level of training necessary to implement the curriculum successfully on a daily basis. Students were also struggling with reading comprehension, so Thomas A. Edison Charter School sought to find a program with a strong Delaware presence as well as research-based success in reading comprehension.

As a nationally recognized and researched-based ELA program, *Story Town* focuses heavily on phonics and reading comprehension. Based on data from previous years of reading assessment at Thomas A. Edison Charter School, instructional leaders recognized that reading comprehension was a struggle for its students across all grade levels. *Story Town's* heavy focus on reading comprehension mastery aligned perfectly to a new school goal of mastering reading comprehension in order to help students decode words, comprehend and construction meaning, and explain big ideas in the text. This emphasis on higher-order thinking will benefit students across all subject areas and state-mandated tests. *Story Town* is also Delaware's most widely used English Language Arts curriculum, allowing Thomas A. Edison Charter School to work with other schools, administrators, and teachers to increase teacher performance and student achievement.

Junior Academy Mathematics and Reading (6-8)

Recognizing that students can and will learn at higher levels if they are held to high standards and challenged by a rigorous curriculum, Thomas A. Edison Charter School saw a need for change in the Junior Academy mathematics and reading curricula. Keeping in mind the importance of educating the whole child in preparation for success now and into the future, as well as the need for a strong and demanding curriculum, Edison Charter School implemented the *SpringBoard* curriculum for ELA and math in the Junior Academy. Nationally recognized for its rigorous and research-based curriculum, the *SpringBoard* curriculum prepares students in grades 6-8 for high school and Advanced Placement courses.

SpringBoard encourages the development of higher-order thinking skills by allowing students to personalize and own their learning. Students are taught many different strategies for completing literacy and math tasks and are encouraged to adapt, adopt, and use the learning strategies that work best for their individual learning – important qualities to develop prior to entering high school. *SpringBoard* is aligned to the Common Core State Standards and shares a vertical articulation into the Advanced Placement courses in which students will enroll in high school. *SpringBoard* will prepare students for national and state standardized tests in the middle grades and into high school. *SpringBoard* is similar to the math and reading curriculum that students receive in the elementary grades; the objectives spiral throughout the *SpringBoard* curriculum, thus exposing students to learning targets multiple times in order to ensure mastery at every level. The literature and nonfiction texts are aligned to the levels of text complexity outlined in the Common Core so that students spiral through learning targets with increasingly difficult texts. By providing continuity across the upper grades, Edison Charter School will prepare its students to apply for and be accepted into some of the state's strongest performing high schools.

Primary, Elementary, and Junior Academy Science

Thomas A. Edison Charter School is committed to the recommended curriculum distributed by the Delaware Science Coalition for all grades. The staff has attended the required training and made a commitment to the instructional strategies recommended in the published curriculum guides, adapting them when necessary for their students. The staff has made a commitment to the hands-on nature approach to constructing understanding that is the hallmark of the Foss Program, and teaching students to learn and appreciate science through constructing ideas, asking questions, investigating topics, and analyzing data. In the early elementary years, students learn science best from direct experiences in which they describe, sort, and organize observations about objects and organisms. Upper elementary students construct more advanced concepts by classifying, testing, experimenting, and determining cause-and-effect relationships among objects, organisms, and systems.

Social Studies

Social Studies is an area of the curriculum for which the administrative and teaching staff can truly encourage professionalism by taking away the structure of a published curriculum and using the Delaware Prioritized Standards as a structure around which to build the curriculum. The teachers began with the

course outlines and unit plans available from the Social Studies curriculum. After identifying which standards are now being addressed through the available units, the teachers built out additional units so that all of the essential standards are covered at each grade level. Whenever possible, teachers plan to integrate multiple social studies strands through hands-on, project-based learning that capitalizes on oral language development to communicate ideas.

The staff has also been trained to apply the non-fiction reading comprehension strategy of reciprocal teaching to texts selections in social studies. Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, questioning, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue. The goal of reciprocal teaching is to facilitate a group effort between the teacher and students as well as among students in the task of bringing meaning to the text. Each strategy was selected for the following purpose:

- **Summarizing** provides the opportunity to identify, assess, and integrate the most important information in the text.
- **Questioning** reinforces the summarizing strategy and requires that the learner assess his/her understanding of the content and consider gaps in knowledge or understanding.
- **Clarifying** is an activity that is particularly important when working with students who have a history of comprehension difficulty. They are taught to be alert to the challenges to comprehension and to take the necessary measures to restore meaning (e.g. reread, ask for help).
- **Predicting** occurs when students hypothesize what the author will discuss next in the text and use this prediction to set their schema.

Given the emphasis on nonfiction text in the Common Core State Standards, using these strategies in social studies is an effective way to meet standards and prepares students for the middle grades when specific literacy standards in science and social studies become critical.

Writing

In all grades, teachers use the Writer's Workshop approach to deliver the writing program curriculum. Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. During the Writer's Workshop, teachers model good writing in their own work and share professional models of good writing in literature. The curriculum has been expanded since the last renewal application to include the Six Traits in Writing as an evaluation tool during Writer's Workshop and to organize mini-lessons and peer assessment of writing.

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

See Curriculum maps for each content area in Appendices E through L.

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.

See Units of Instruction for each grade cluster in each content area in Appendices E through L.

- 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.**

With the transition to the Common Core State Standards, Thomas A. Edison teachers have had the opportunity to work intimately with the standards and the school's curriculum tools, making sure that their curriculum maps and units of instruction were aligned. This process has supported their growth and knowledge of the increased rigor within the Common Core Standards not only as it pertains to the content, but also as it pertains to the instructional shifts that accompany full alignment to the standards and the implementation of a curriculum based on Common Core State Standards. Additionally, the teachers' work developing the curriculum documents has created a sense of ownership of the curriculum and an integration of the rigor of the Common Core into the teacher's daily instruction, with the ultimate goal of enhancing student acquisition of skills and content and preparing students for high school and college.

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

A copy of the school calendar and the master instructional schedule for the 2012-2013 school year is located in Appendix D.

- 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.**

Not applicable to Thomas A. Edison Charter School's application.

7. Students with Special Needs

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

Thomas Edison Charter School has established a special education program that complies with all state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. It includes a coordinated, school-wide approach for intensifying instruction and intervention for all students at risk of not meeting grade-level academic or behavioral goals, including students with disabilities.

Thomas A. Edison Charter School will use the Response to Intervention (RTI) process to assist in identifying students who are struggling and who may need a comprehensive evaluation based on data, documentation, and observation. A student in Tier III of RTI is monitored collaboratively by the grade-level team coordinating the intervention and the special education teacher assigned to the grade and/or the Director of Special Education Services, Bruce Harvis. The goal is to move students back in Tier II, but in the event that a child is not progressing despite the additional interventions offered in Tier III, the child

will be referred to the Instructional Support Team (IST) for evaluation. If students are not successful in Tier III of RTI and are referred to the Instructional Support Team (IST) for evaluation, the IST will already be familiar with those students from the monitoring process.

The IST team meets with the referring teacher and reviews data from a multiple sources, such as DIBELS assessments, DCAS, benchmark data from the RTI process, successful strategies from the Tier III intervention, teacher observations, and classroom assessments. If the IST determines that an assessment is warranted, then the team will send out written notice to the parent and ask for the parent's consent to evaluate. Without the parent's consent, a child cannot be evaluated.

In the event that a parent feels that his/her child is not progressing in the general education program, the parent can ask the school to conduct an evaluation. A parent can submit a written request for evaluation to the school principal or the special education department. The IST will then meet with the parent to hear the parent's concerns, to review the data with the parent, and to ensure that the student has received appropriate interventions through the RTI process. If the student does warrant a special education evaluation, the parent signs a consent form and the evaluation is done within forty-five (45) school days or ninety (90) calendar days, whichever is fewer.

Data from a variety of measurement tools will be used to collect information and evaluate the child's abilities and potential to receive special education services. This data includes, but is not limited to, tests, observations of the student in a regular school setting, behavioral student data, medical information, and interviews with family and school staff. The evaluation will be completed in all areas of suspected disability. The collection and evaluation of all necessary information throughout the evaluation process will be allow the staff to determine if the child meets the defined criteria for at least one of the 14 disabilities under IDEA and/or if the child needs special education and related services due to the disability in order to benefit from the educational program.

The following specialists may be used throughout the evaluation process based on the needs of the child.

1. Physicians assess physical and behavioral health status, and refer to specialists (neurologists, geneticists, endocrinologists, etc.), as needed.
2. Audiologists assess hearing and ear functioning, and refer to Ear, Nose, and Throat (ENT) doctors as needed.
3. Psychologists assess cognitive development/ability, academic achievement, emotional development, adaptive skills, and behavioral health status.
4. Speech and language pathologists assess communication and articulation skills.
5. Occupational therapists assess motor, daily functioning, and sensory processing skills.
6. Physical therapists assess motor skills and functioning.
7. Special education teachers and educational specialists assess educational achievement and social and behavioral skills.

After collecting the information, the IST, which is comprised of the professionals listed in Section 7.c of this charter renewal application, meets to prepare a recommendation on the child's educational plan and placement. Once the determination has been made and the education plan has been drafted, the parents are invited to a meeting with the Instructional Leadership Team to review the evaluation data and the educational plan that the team has developed for the student. In a Prior Written Notice (PWN) that is sent to the parents at least ten business days prior to the meeting, the parents are provided with all notices of Procedural Safeguards as well as an explanation of the plan of action.

The PWN will include information for the parent based on the reason for the meeting and will provide:

1. A description of the action proposed or refused by the school district;
2. An explanation of why the action was proposed or refused by the school district;

3. A description of any other options the IEP team considered and the reasons those options were rejected;
4. A description of each evaluation procedure, assessment, record or report the school district used as a basis for the proposed or refused action;
5. A description of any other factor relevant to the action proposed or refused;
6. A statement that parents of a child with a disability are protected by the procedural safeguards of the IDEA and Department of Education regulations. If the Prior Written Notice is not sent because of an initial referral for evaluation, it must also tell parents how they can obtain a copy of the Notice of Procedural Safeguards;
7. Sources for parents to contact to obtain help in understanding the IDEA and Department of Education regulations; and
8. A full explanation of the procedural safeguards available to parents.
See, 14 DE Admin Code § 926.3.2; 14 Del. C. § 3134; 34 C.F.R. § 503(a).

Prior Written Notice will also be provided to parents at least ten business days prior to all future IEP meetings convened to discuss updating and/or changing a student's educational placement or educational plan. *See, 14 DE Admin Code § 926.3.1; 14 Del. C. § 3133; 34 C.F.R. § 503(a).*

When the parent comes to the school to meet with the Instructional Leadership Team, the evaluation results are explained to him/her by the Director of Special Education. The school provides parents with a copy of the evaluation report and gives parents written information on how the group determined that the child was or was not eligible for services, based on the discussion surrounding the results of the evaluation documents.

If the child is found eligible for special education and related services, the next step is for the team to develop a formal Individualized Education Plan (IEP) to meet that child's needs. Again, the parent is provided with a notice at least ten business days prior so as to make it possible for the parent to be in attendance. The goals and objectives that the IEP team develops relate directly to the strengths and needs that were identified through the evaluation. The IEP team for an individual student includes:

1. The parents of a child;
2. The child's classroom teacher in grades K-5, or at least one member from the grade-level team in grades 6-8;
3. The special education teacher from the grade-level team;
4. The Director of Special Education;
5. The Head-of-School or his designee;
6. The Dean of the appropriate grade level;
7. An individual who can interpret the instructional implications of evaluation results

The student's IEP is reviewed annually and the student is re-evaluated at least every three years unless parents and school staff agree that it is not needed. In the event that a student with mental retardation attends Thomas A. Edison Charter School, his/her evaluation will be conducted once per year. Parents have a right to disagree with the results of the evaluation or the eligibility decision and have the right to obtain an Independent Education Evaluation (IEE) from a qualified professional (not affiliated with school) in order to challenge the findings of a school evaluation team. However, because the school works hard to include the parent at every step of the child's placement beginning with the move into Tier II of RTI, the school rarely has incidents in which parents exercise this right.

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

The Thomas Edison Charter School will implement all Response to Intervention (RTI) procedures as outlined in state and federal RTI regulations. The process begins in Tier I, in which teachers are using *Storytown*, 100 Book Challenge, and Achieve 3000, all of which are research-based reading programs. The classroom teachers use flexible grouping based on the students' needs to pinpoint gaps and to assist students in meeting benchmarks. If students are progressing normally and are meeting all developmental and academic benchmarks, there is no need for additional intervention. In the event that a student begins to miss benchmark assessments, the student begins to move through the tiers of RTI, using the supports and interventions described below.

If a student misses a benchmark, the student's grade-level team of teachers reviews all relevant collected benchmark data and adjusts the regular education program to include explicit supports to address the student's demonstrated need. If the student improves in the defined areas of relative weakness, he/she continues in the general education program with those supports in place. If the student's performance data does not improve, the student's grade-level team discusses moving the student into Tier II and providing additional support during the RTI block. In Tier II, the grade-level intervention team continues to review the student's data and creates additional supports and goals for the student in hopes of addressing the areas of concern. This intervention occurs during the RTI block 2-3 times per week and progress monitoring is conducted by the teacher on the monthly basis. If student performance increases and goals are met, the grade-level intervention team discusses the data and decides if the student has made enough progress to transition back to Tier I or if the additional interventions should remain in place.

When a student does not make adequate progress in Tier II, the grade-level intervention team develops additional strategies, interventions, and goals for the student, who then transitions into Tier III of services, increasing the time and frequency of interventions. In Tier III, students engage in targeted interventions every day for 30 minutes during the RTI block. At this level, the special education teachers often become part of the team that delivers the interventions. The intervention groups become very small and focused. The goal is to move the student back into Tier II and, eventually back into Tier I. However, in the event that the student is not able to make progress even with the additional time and interventions, he/she will be referred to the Instructional Support Team for additional evaluation for potential special education services.

Both Tiers II and III make use of the supplemental intervention materials that are included with the research-based reading programs used by the school: *Storytown*, 100 Book Challenge, and Achieve 3000. Based on the students' needs and gaps in reading proficiency, they are placed in intervention groups targeted to those needs. The grade-level team develops intervention activities customized to the students in each small group using the three research-based curricula. When assigning teachers to the various intervention groups, students in the higher RTI tiers receive their interventions from a certified teacher, a dully certified regular/special education teacher, or a certified special education teacher. Students who remain in Tier I do enrichment activities during the RTI block. These are usually facilitated by a paraprofessional so that the certified teachers are available to work in small groups with the students who require the most support. Students in Tiers II and III are assessed at regular intervals to assess what they have learned. As students gain proficiency they may be switched into new groups to address another need. At weekly team meetings, the grade-level intervention teams study data and determine if students need to remain in their current RTI placements or if a move to a new level is warranted for any student.

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

The Thomas Edison Charter School special education program has a highly organized and structured support team with clear objectives for meeting the academic and behavioral needs of its students and

helps maximize individual student success in the regular elementary classroom. The Instructional Support Team is a positive, success-oriented structure which uses research-based assessments and intervention techniques to help students achieve their potential in the school setting. The team aims to understand how coping skills, life stresses, and behavior affect the child's ability to succeed in school. Each member of the team contributes equally to helping to determine what methods, learning strategies, or special techniques best address the student's needs.

The IST process is based on teamwork and meets regularly and works collaboratively with classroom teachers to consult on data collection, analysis, and problem solving. Grade-level teams, along with the special education teacher assigned to that grade level, manage the RTI process. However, when a student has not made sufficient progress in Tier III and is not able to reach goals and benchmarks, he/she is referred to the IST. The IST process involves a three-step approach. First, it identifies a student's need for academic or behavioral support. Next, it determines the strategies needed to assist the student. Finally, the team implements the intervention strategies through a continuum of services. Additional interventions may be added to help the student continue to maintain a proper level of success in the classroom.

The Members of the IST Thomas A. Edison Charter School include:

1. The Head of School or his designee
2. Several classroom teachers
3. Several special services support teachers
4. Several interventionists
5. Special members, based on the needs of the students and the agenda, who may include the school psychologist, the social worker, the guidance counselor, speech and language pathologists, occupational therapists, physical therapists, and specialist teachers

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

Thomas A. Edison Charter School is a full inclusion school and structures all class assignments and schedules in alignment with all state and federal statutes. Special education students are integrated into the regular classroom and special education services are provided as part of the regular instruction. Each grade level is supported by a staff member from the special education department who pushes into classrooms in that single grade level and who also conducts "pull asides," small-group interventions that occur on a regular schedule based on need and often pull together students from multiple classes who have the same needs.

- In grades K-2 and grade 4, grade-level teams each have a special education paraprofessional assigned to the team to assist in delivering special education services. These paraprofessionals are supervised by the Director of Special Education, who meets regularly with the grade-level teams, monitors the fidelity and integrity of the interventions delivered by the paraprofessionals, and maintains the paperwork. Additionally, one or more of the teachers on the team is dually certified as an elementary and a special educator.
- In grades 3, 5, 6, 7, and 8, a special education teacher is assigned to each grade to handle the case load, pushing into classrooms, conducting the "pull asides," and maintaining the paperwork.

At this time, Thomas A. Edison Charter School only serves only "basic" special education students who can be serviced through the full inclusion model. In the event that an "intense" or "complex" student is enrolled at the school, the IST would work with the student's parents and take whatever steps were required to ensure that the school was able to meet all of the accommodations outlined in the student's IEP.

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

To ensure all staff is adequately trained and properly implementing all state and federal laws related to the identification, evaluation, and education of students with disabilities, all staff is required to attend all Delaware Department of Education-sponsored educational trainings. The special education team will have various opportunities to share policies and compliance items with each grade-level team during grade-level team meetings throughout the year. All non-teaching staff will be educated on the proper implementation of services during professional development days and activities.

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

Thomas A. Edison Charter School maintains contracts with local specialists to offer related services to students based on their assessed needs. These contractors are supervised by the Director of Special Education at Thomas A. Edison Charter School, and he communicates regularly with them to check on the progress of each student and to ensure that reports from the specialists to the IST are completed accurately and on time. Listed below are the current contractors who provide services to students at Thomas A. Edison Charter School. Contracts for all related services providers are included in Appendix M.

School-Based Speech/Language Pathology

Intervening clinicians will focus attention on linking interventions to the curriculum. The speech and language pathologists are required to integrate their knowledge of communication disorders with the knowledge of the scope and developmental sequence of the curriculum. All intervening parties will work to build partnerships with parents and collaborate on methods and practices with teachers. The speech pathologist works with students three times per week.

School Speech/Language Therapy Group: Pediatric Therapeutic Services

Occupational Therapy

The Occupational Therapist addresses the wide range of functional disabilities which result from underlying motor, sensory, and visual-perceptual impairments. OT services generally address issues with the manipulation of tools (such as scissors), difficulty writing and drawing, diminished ability to attend to tasks and organize work, and difficulty with self-care skills in a school setting.

School Occupational Therapy Group: Pediatric Therapeutic Services

School Psychologist

The School Psychologist works with the entire team – students, parents, and teachers – to promote academic, emotional, and behavioral success. His responsibilities include comprehensive psychological evaluations, as well as consultation with school personnel in relation to student learning, behavior, and environment. In many programs, our school psychologist also provides individual, group, and organizational interventions – including counseling – both individually and in groups.

School Psychologist: Dr. Harris Finkelstein, Concord Behavioral Health

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

Thomas A. Edison employs the following staff members to lead, guide, and execute the special services. Full descriptions of these positions are found in Appendix M.

Name	Grade	Position
Virgie Clark	Kindergarten	Special Education Services Paraprofessional
Donna Faber	Kindergarten	Special Education Services Paraprofessional
Brenda Jenkins	Kindergarten	Special Education Services Paraprofessional
Margaret Veney	Kindergarten	Special Education Services Paraprofessional
Julie Guillebeau	1 st and 2 nd	Special Education Services Paraprofessional
Megan Stone	3 rd	Special Education Services Teacher
Carolyn Meadows	4 th	Special Education Services Paraprofessional
Jamie Trindle	5 th	Special Education Services Teacher
Deborah Siegel	6 th	Special Education Services Teacher
Bruce Harvis	7 th and 8 th	Director of Special Education Services and Teacher

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

Any and all issues or complaints were resolved through conferences between the school’s administrative team and the parents.

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

Students are not excluded from Thomas A. Edison Charter School based on any disability. Every effort is made to ensure that the modifications and accommodations that are outlined in a student’s 504 Plan are provided. Only the third floor of the building is not accessible to children in wheelchairs. The third floor is comprised entirely of classroom space. In the event that a child in a wheelchair needs to access a classroom on the third floor, that teacher will either trade classrooms with a teacher on the second floor for the class period (in the case of a middle-grade classroom), or a grade-appropriate classroom will be provided for the student in the wheelchair on an alternate floor.

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

At Thomas A. Edison Charter School, all opportunities are offered equally and fairly to all students and there is no denial of opportunity based on students’ race, color, or national origin.

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

Thomas Edison fully complies with all components of Title IX of the Education amendments of 1972 in that no student is denied access to any school held activities or school offered programs on the basis of his/her gender.

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

All special education teachers providing services to Thomas Edison students have all necessary certifications and credentials or are directly supervised by the Director of Special Education Services.

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)**

Name	Position	FT/PT
Shelton, Tamia	Teacher – KN	FT – 10m
Zucchini, Lia	Teacher - KN	FT – 10m
Deborah Ross	Teacher – KN	FT – 10m
De Michele Andrew	Teacher – KN	FT – 10m
Samantha Anderson	Teacher – 1 st grade	FT – 10m
Robyn Blair	Teacher – 1 st grade	FT – 10m
Caitlin Reef	Teacher – 1 st grade	FT – 10m
Jillian Wanex	Teacher – 1 st grade	FT – 10m
Ashlee Buell	Teacher – 1 st grade, Lead	FT – 10m
Anthony Estes, Jr.	Teacher – 2 nd grade	FT – 10m
Jada Harris	Teacher – 2 nd grade	FT – 10m
Kingsley Watkins	Teacher – 2 nd grade	FT – 10m
Timothy Jamie Neal	Teacher – 2 nd grade, Lead	FT – 10m
Jacqueline Keiffer	Teacher – 3 rd grade	FT – 10m
Jessica Ladin	Teacher – 3 rd grade	FT – 10m
Emilie Saintus	Teacher – 3 rd grade	FT – 10m
Catherine O’Brien	Teacher – 3 rd grade, Lead	FT – 10m
Megan Stone	Teacher – 3 rd grade, SES	FT – 10m
Nidra Calloway	Teacher – 4 th grade	FT – 10m
Rebecca Warren	Teacher – 4 th grade	FT – 10m
Rebecca Wentz	Teacher – 4 th grade	FT – 10m
Davina Vaughan	Teacher – 4 th grade, Lead	FT – 10m
Emily Callahan	Teacher – 5 th grade	FT – 10m
Mary Downing	Teacher – 5 th grade	FT – 10m
Melissa Kenia	Teacher – 5 th grade	FT – 10m
Tanisha Stigars	Teacher – 5 th grade	FT – 10m
Jaime Trindle	Teacher – 5 th grade, Lead	FT – 10m
Briana Guy	Teacher – 6 th grade	FT – 10m
Brenice Lewis	Teacher – 6 th grade	FT – 10m
William Sims	Teacher – 6 th grade, Language Arts	FT – 10m

Name	Position	FT/PT
Deborah Siegel	Teacher – 6 th grade, SES	FT – 10m
Bruce Harris	Teacher – 6 th grade, SES Coordinator	FT – 10m
Joseph Till	Teacher – 7 th and 8 th grade Social Studies	FT – 10m
Carl Bernard III	Teacher – 7 th and 8 th grade, SES	FT – 10m
Ankur Arya	Teacher - 7 th grade math	FT – 10m
Melissa Figueroa-Douglas	Teacher – 7 th grade science	FT – 10m
Candace Charle-Inniss	8 th Jr. Academy Lead	FT – 10m
Roberta Forwood	Teacher - Art	FT – 10m
Inger Segre	Teacher - Art	FT – 10m
Jessica Tigie	Teacher - Art	FT – 10m
Laura Baltrusaitis	Teacher - Music	FT – 10m
Megan Johnson	Teacher - Music	FT – 10m
Karen Schoemaker	Teacher - Music	FT – 10m
Vernon Dupree	Teacher – Physical Education/Health	FT – 10m
Adren Pressey	Teacher – Physical Education/Health	FT – 10m
Nanga’ah Tanyi	Teacher – Spanish	FT – 10m
Christopher Belcher	Teacher – Technology, Specialists Lead	FT – 10m
Virgie Clark	Paraprofessional - KN	FT – 10m
Donna Faber	Paraprofessional - KN	FT – 10m
Brenda Jenkins	Paraprofessional - KN	FT – 10m
Margaret Veney	Paraprofessional - KN	FT – 10m
Julie Guillebeau	Paraprofessional – 1 st – 2 nd grade, SES	FT – 10m
Carolyn Meadows	Paraprofessional – 4 th grade, SES	FT – 10m
Ronnie Potts	Behavior Assistant/Transportation	FT – 10m
Maurice Chamberlain	Behavior Coordinator/Transportation	FT – 10m
Nicole Satterfield	Interventionist – 1 st grade	FT – 10m
Victory Chisolm	Interventionist – 2 nd grade	FT – 10m
Nicole Matos	Interventionist – 3 rd grade	FT – 10m
Anne Loeslein	Interventionist – 4 th grade	FT – 10m
Demetrius Carroll	Interventionist – 5 th grade	FT – 10m
Helen Pettit	Interventionist – 6 th grade	FT – 10m
Walter Durant	Interventionist – 7 th / 8 th grade	FT – 10m
Essence Stewart	Counselor	FT – 10m
Salome Thomas-EL	Head of School	FT – 12m
Elizabeth Yates	Assistant Principal	FT – 12m
Wayne Cooper	Academy Dean	FT – 12m
John Shelton	Academy Dean	FT – 12m
Patricia Winder	Chief Financial Officer	FT – 12m
Melissa Robin	Lead Office Administrator	FT – 12m
Anthony Smallwood	Office Assistant	FT – 12m
Tanya Hussey	Librarian	FT – 12m
Eileen McLaurin	School Nurse	FT – 10m
Darryl Brown	Technology Specialist	FT – 12m
Jeffrey Scott	Technology Director	FT – 12m
Angela Cortes	Business Manager	FT – 12m
Nikia Wongus	Human Resource Specialist	FT – 12m
Amanda Morris-May	Food Service Coordinator	FT – 10m

Name	Position	FT/PT
Rochelle Green	Food Service Worker	PT/Hourly – 10 m
Christopher Harris	Food Service Worker	PT/Hourly – 10 m
Verniece Smallwood	Food Service Worker	PT/Hourly – 10 m
Bernquette Williams	Food Service Worker, Lead	PT/Hourly – 10 m
Marquita Davis	Community Coordinator	FT – 12m
George Jackson	Hall Monitor	FT – 10m

Position descriptions for each job title listed above are included in Appendix M.

- 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)**

Positions Not Employed by the Board of Directors

Name	Position	Contractor
Sandy Gordon	Facility Manager	ARAMARK Education
Ed Hussey	Custodian	ARAMARK Education
Michael Campbell	Custodian	ARAMARK Education
Marsha Shabazz	Custodian	ARAMARK Education
William Orr	Custodian	ARAMARK Education
Cordell Benson	Custodian	ARAMARK Education
Jennay Thompson	Custodian	ARAMARK Education
Debbie MacGray	Speech Pathologist	Pediatric Therapeutic Services
Marie Caron	Occupational Therapist	Pediatric Therapeutic Services
		Educational Assessment
Dr. Hausel	Psychologist	Services
Dr.Harris Finkelstein	Psychologist	Concord Behavior
Ernest Muhammad	Unarmed Security	Blackstar Security Services
Tawana Thompson	Unarmed Security	Blackstar Security Services
Antony Williams	Unarmed Security	Blackstar Security Services
Open	Family Crisis Therapist	Division of Family Services

Contracts between Thomas A. Edison Charter School and the contractors listed in the table above are included in Appendix M.

- 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)**

The school has a lease agreement with Phase V of Delaware for the school building. The lease is paid on an annual basis. The annual payment for 2013 & 2014 is \$15,000. The annual payment for years 2015 - 2019 is \$20,000 per year. A copy of the lease is included in Appendix M. The lease is paid using state funds and is reflected in the school 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)

Thomas Edison Charter School occupies a facility of approximately 80,000 square feet that was constructed in 1924. The building is owned by a Delaware non-profit called Phase V. In the unlikely event that the school closes, Phase V will keep possession of the building and the note to the Delaware Community Investment Corporation (DCIC) would be forfeited. [Before the Thomas A. Edison Charter School could occupy the building in 2000, major renovations were necessary. DCIC is the nonprofit lender that issued the \$3,037,000 promissory note which funded those renovations. The last payment of the note is due on January 1, 2021. A copy of the promissory note is included in Appendix XX.] The facilities will be vacated and returned to Phase V. The school will then liquidate its holdings and pay off any debts acquired. No service agreements with any contractors have any bearing on the facility's cost or debt.

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)

The following contracts between the Thomas A. Edison Charter School and the following outside vendors are necessary for school operations. Copies of these contracts are included in Appendix M.

Contracts	Service	Annual
Advanced Power Control	BMS/EMS Maintenance	\$ 4,868.57
Advanced Student Transportation	Student Transportation	\$ 481,183.00
Aramark	Facilities Maintenance-Building	\$ 298,622.00
ARG-Arugie Communication	Phone System -Maintenance	\$ 1,620.57
Black Star Security	Security Services-Building	\$ 46,000.00
Canon- Copiers	Copiers	\$ 36,960.00
Cooler Smart	Water Coolers	\$ 1,317.00
Delcoll Security Technologies	Security/Fire	\$ 720.00
Dig U Out	Snow Removal	per inches
Eastern Generator	ONAN Generator/Auto Transfer	\$ 701.83

	Maintenance	
Education Service	Psych Evaluation Services	\$ 750.00
Harris Finkelstein-Concord Behavior	Psychologist Services	\$ 80/ \$195
KDI-Keystone Digital Imaging	Copier Maintenance School wide	.0045 b/w overage - .05 c
KDI-Keystone Digital Imaging	Printer Maintenance	\$ 5,040.00
Liberty Holdings	Energy Services	\$ 0.09207
Lifetouch National School Studios, Inc.	Photographer	\$ 0.00
Linton's Managed Services	Food Service	\$ 442,692.00
Linton's Managed Services	Equipment Lease	\$ 3,331.12
Maxim Staffing Solutions	Nurse- Substitute-assistance services	\$ 39 / \$45
Pediatric Therapeutic	Speech & Occupation Therapy services	\$ 72.50
Phase V	Building Lease	\$ 15,000.00
Pitney Bowes Global Financial Service	Postage Machine Lease	\$ 2,682.52
Radius Technologies	Sprinkler and Alarm System	\$ 2,621.40
Service Unlimited	Heating/HVAC	\$ 5,289.00
Teach For America Inc.	Teacher Recruitment	\$ 50,000.00
The Brickman Group	Landscape Services	\$ 3,500.00
Thomas Edison Charter School of Wilmington, Inc.	Loan Pymt - Building Renovations/DCIC	\$ 292,922.16
ThyssenKrupp	Elevator	\$ 1,472.00
Vision Network 2015	Focus on Results PD Training	\$ 10,000.00
Visual Sound, Inc.	Audio Visual System Maintenance	\$ 1,461.00
Waste Management	Solid Waste Removal	\$ 18,000.00
Water-TEC	Water Systems Maintenance	\$ 1,200.00
Western Pest	Pest Control	\$ 2,115.00
Wheeler Wholfen Dwares	Audit Service	\$ 13,900.00

- 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)**

Not applicable to Thomas A. Edison Charter School.

- 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)**

The school receives federal funds via the consolidated grant, the Federal Nutrition Program, 21st Century grants, and Race to the Top. The school also receives private grants through competitive application process and occasional gifts. From time to time the school hosts fundraisers that produce a small amount of income. The Board of Directors intends to form a fundraising committee to explore ways to raise funds for the school. The school does have a loan, with a value of \$1,851,954 as of 6/30/12. The source of the loan is the Delaware Community Investment Corporation. The loan commenced on Dec. 12, 2000, has a 20 year term, and carries interest at 7.47%. It is payable monthly.

The estimated revenue, budget worksheet, and budget narrative are included in Appendix M.

The technology plan with the associated budget is included in Appendix N.

- 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)**

The School has approximately \$1,000,000.00 in reserve funds. If enrollment declines, personnel and other expenses would decrease accordingly.

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)**

At the time of the 2008 renewal, Edison Charter School had contracted the services of The Renaissance School Services (RSS) to manage the financial operations of the school in conjunction with the Thomas A. Edison Charter School staff. Thomas A. Edison Charter School ended this contract in June of 2008 because the Board thought costs could be reduced by bring these functions in-house. All financial duties are now handled internally. Patricia Winder serves as the Chief Financial Officer of Edison Charter School and prepares all budgets, financials, and GAAP reports. Payroll is processed by the Human Resource Specialist. Purchasing is overseen by the Business Manager. Department heads have the authority to generate purchase orders, which are then processed by the school's Business Manager, with required CFO and Head of School approvals. Compensation levels are determined by the Head of School. Retirement and benefits administration is managed by the Human Resource Specialist and the State of Delaware. The following people maintain responsibility for key areas of the financial operations of the Thomas A. Edison Charter School:

Name	Position
Patricia Winder	Chief Financial Officer
Angie Cortes	Business Manager
Nikia Wongus	Human Resources Specialist

Name	Position
Bruce Harvis	Special Education Coordinator
Melissa Robin	Lead Office Administrator

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)

The roles and responsibilities of the Board of Directors are to set policy for the school and to provide oversight in the areas of curriculum and instruction, business and personnel management, diversity issues, the needs of an at-risk population, and overall school operations.

The board has developed the following sub-committees to oversee the following areas:

Finance Committee	Personnel Committee
Curriculum and Instruction Committee	Operations Committee
Audit Committee	

The committee members work closely with the Head of School to develop and update the policies and procedures related to their specific areas of school programming and operations. Descriptions of each committee are included in Appendix A.

The Board of Directors of Thomas A. Edison Charter School functions in accordance with the rules and by-laws revised in October of 2001. The Board of Directors is responsible for carrying out the following functions and responsibilities:

- Serve as the charter holding, governing, and fiduciary authority of the school
- Work with the Head of School and Chief Financial Officer to develop and approve the school's annual operating budget
- File all required reports with the Delaware Department of Education
- Hire, renew, or terminate a Head of School contract
- Approve the hire of all staff members upon recommendation of the Head of School
- Approve all major sub-contracts related to the school's operation
- Serve as a Board of Appeals with respect to grievances or complaints arising from staff members, students, parents or the community at large that are not satisfactorily resolved by the Head of School

Over the years, the Board has accomplished the following:

- Assisted with the development and improvement of the school's Code of Conduct
- Created a process for monitoring the school's budget on monthly basis
- Established a lottery admissions policy to employ when a particular grade is over-subscribed, based on Charter Law Regulations
- Established a Board committee for quality oversight
- Created a process for ensuring public comment at all Board meetings
- Established an Enrollment Policy in accordance with Charter Law Regulations
- Established a Finance Committee
- Approved all contracts related to the school
- Approved all staff hires, renewals, or terminations of staff contracts

- Developed a discipline policy in collaboration with the administration to ensure consistent and equitable interventions and solutions to disruptive student behavior
- Developed policies to address operational procedures that ensure a safe and orderly school environment

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

The Head of School, under the authority of the Board, manages all aspects of the school. Thomas A. Edison Charter School ended its contract with Renaissance School Services in June 2008 due to increased costs. All financial duties are now handled internally and in conjunction with the Finance Committee. Patricia Winder serves as the CFO of Edison Charter School and prepares all budgets, financials and GAAP reports in conjunction with the Finance Committee. The Board has been prudent in requiring financials to be audited on an annual basis and approved by the full Board. Patricia Winder began working at Edison Charter School in 2010 and is a Certified Public Accountant with over 20 years of accounting and finance experience.

The Board has supported the development of the Citizens Budget Oversight Committee. Monthly financial reports are presented to the Board and to the Citizens Budget Oversight Committee. Minutes of monthly Board meetings, along with those of workshop sessions, will be posted on the school's website and shared with staff and parents. Twice annually, the Board and Citizens Budget Oversight Committee will also meet to review the school's academic achievement data, fiscal viability, and progress toward the goals outlined in Performance Agreement.

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)

Teachers are very involved in the decision-making at the school. The leadership team includes representatives from each grade-level team. There is a regular weekly leadership team meeting at which teachers are able to offer input on current and future school programming and general school operations. Additionally, there are identified teacher leaders, including the Achievement Director, Technology Director, Special Education Coordinator, Reading Coordinator, and Director of Student Services, who help in developing the school budget and guide the implementation of curriculum and parent/guardian outreach.

Additionally, two teachers and two parent representatives serve on the school's Board of Directors. They have an opportunity and are encouraged to actively participate in the decision-making process of the Board of Directors and often voice concerns and make suggestions about curriculum and instruction, as well as share the opinions and ideas of other teachers and parents. Parents and teachers who are not board members are always welcome and encouraged to attend the board meetings and will have the opportunity to speak at those meetings if they desire.

Parents have the opportunity to meet with their child's teacher each quarter on parent conference days. The Thomas A. Edison Charter School strongly encourages parents to meet at least twice with their child's teacher through the school year.

There is also an active Parent-Teacher Organization at the school which works collaboratively with the school leadership and teachers to assist the school, supporting the academic program and building the community of Thomas A. Edison Charter School.

Parents and teachers are invited to participate on special task forces and committees at the school, such as the Consolidated Grant Committee and the After-School and Summer Programs Committee.

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)

1. The school starts recruitment for new school staff in late February. An administrator and a representative from the teaching staff attend job fairs at different universities to promote the school and interview potential candidates for job openings.
2. The administrative staff place advertisement in the area newspapers for the positions that will be vacant in the coming school year.
3. In March, the teachers are given forms that they have to complete indicating whether they plan to return the following school year to Thomas A. Edison Charter School. If a staff member indicates that they will not return, the position is listed as vacant. Administrators will begin the interview process for that particular position.
4. If an employee's contract will not be renewed, the Head of School communicates with the employee to inform him/her in a timely manner.
5. The administrative staff works to fill all vacant position by July 1st.
6. If a teacher decides to resign mid-year, the school places an advertisement for the position in several newspapers and reviews resumes for possible candidates for the position.

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)

It is the intent of Thomas A. Edison Charter School to hire teachers that are highly qualified. When a potential candidate is interviewed, s/he is required to bring all supporting documents for certification for review. All candidates who are not certified or cannot show that they have successfully completed all the testing and other requirements for certification will not be hired for a teaching position.

Recruitment strategies include attending job fairs and placing ads in local newspapers.

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)

Salaries:

It is a basic principle of Thomas A. Edison Charter School's Personnel Policy to establish salaries and benefits for employees that are competitive in the marketplace. Compensation may also include incentive or bonus payments under plans that may be developed by the Board of Directors from time to time. Subject to the availability of funds, employees may be eligible to receive a pay increase on a yearly basis.

Additionally, teachers may be eligible for merit pay based upon performance and accountability measures as established by the Head of School and approved by the Board of Directors.

Contracts:

It is board policy that contracts are issued annually for the upcoming school year prior to May 15th.

Hiring:

Qualifications and experience will be the primary determining factors in selecting new personnel to fill available positions. As required by the State of Delaware for all individuals working in school districts, all prospective and current employees must undergo a national background check for criminal activity and be checked against the Child Abuse Registry. Previous employment references and personal reference checks will be conducted to receive additional feedback from others about the candidate. The results of the background check must be satisfactory to the school administration and consistent with Delaware law in order for that individual to commence employment at Thomas A. Edison Charter School. A driving record check, proof of a valid driver's license, and minimum personal auto liability insurance will also be required for individuals who may be required to use their personal vehicle on behalf of Thomas A. Edison Charter School or are hired into positions that require a valid driver's license.

It is the responsibility of the employee to notify the Head of School immediately if there are any changes to the in his/her personal data such as street address, phone number, status of drivers' license, criminal charges, emergency information, or change in the number of dependents. If the employee does not notify the Head of School of any changes, it may be determined that the employee made false or misleading statements and/or did not furnish complete information; that employee may be terminated immediately.

The criminal background check(s) are conducted for the purpose of employment or service only and will not be used for discriminatory purposes. Thomas A. Edison Charter School reserves the right to withdraw an offer of employment from individuals who fail to complete the background check process in a timely manner.

Thomas A. Edison Charter School is committed to employing only United States citizens and aliens who are authorized to work in the United States. Thomas A. Edison Charter School does not unlawfully discriminate on basis of citizenship or national origin. In compliance with federal law, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete this form if they have not provided Thomas A. Edison Charter School with an I-9 within the past three years or if their previous I-9 is no longer retained or valid.

The Head of School or his/her designee is authorized to fill positions other than the Head of School's direct reports, which require approval of the Board. Positions may be considered regular or temporary, full time or part time, and salaried or hourly.

The Head of School or his/her designee will notify an applicant of his/her selection, confirm his/her acceptance of the position and notify other applicants that the available position has been filled.

An employee's date of hire will be the date (i.e. month and number of day in the month) on which an employee commenced employment.

Dismissal:

Reasons for dismissing an employee may include, but are not limited to:

- Unsatisfactory performance;
- Action contrary to the best interest of Thomas A. Edison Charter School;

- A change in mission requiring different credentials and/or training; or
- Any reason or no reason as determined by Thomas A. Edison Charter School. Employees are at-will employees unless otherwise provided in a written contract.

Whenever an employee is to be dismissed, Thomas A. Edison Charter School will give him/her written notice of the ground(s) for termination. Employees who believe that they were wrongly terminated may appeal the dismissal by submitting a request for review (RFR) form to the Board of Directors within three (3) business days following their dismissal. The final decision of the Board of Directors will be mailed to the employee within a reasonable time of the Board's final determination.

A copy of the Thomas A. Edison Charter School Personnel Manual and other employment documents are included in Appendix O.

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)

Prior to the 2006-2007 school year, Thomas A. Edison Charter School used the Edison Schools, Inc. Teacher Appraisal System to evaluate teachers. Since ending the school's relationship with Edison Schools, Inc., the Head of School has used the Delaware Performance Appraisal System to evaluate teachers. Thomas A. Edison Charter School requires the participation of all professional staff in the Delaware Education Data System (DEEDS) to assure and verify accurate credentialing. In accordance with the appraisal standards for teachers, administrators and specialists, the Delaware Performance Appraisal System II (DPAS II) has been incorporated to foster professional growth, continuous improvement and quality assurance. The process includes professional responsibilities, conferencing for formative and summative feedback, and improvement planning, as needed, for both the one-year and two-year appraisal cycles.

All professional staff members are encouraged to grow in a way that maintains consistency with the school's vision and mission and is in alignment with the five components of DPAS II. Continuous improvement strategies that are in alignment with the goals that are collaboratively set by teachers and the Head of School will be regularly incorporated into professional development offerings to encourage continuous improvement for staff. Grade-level teams are encouraged to use their professional goals as topics of study for their professional learning communities – learning together, applying what they have learned to their classrooms, and then reflecting together on the results.

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

Two parents of Thomas A. Edison Charter School students are elected to the Board of Directors. These parents actively participate in the decision-making process of the Board of Directors and voice concerns and make suggestions on behalf of the parent community. There is an active Parent-Teacher Organization in the school that meets regularly and seeks to strengthen the relationship between parents and the teachers. Teachers meet quarterly with parents to share the celebrations and struggles of the child and to share the child's progress toward benchmarks and standards.

Parents are invited to participate in the Consolidated Grant Committee and to attend the monthly Board of Directors meetings, which are open to the public.

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

Thomas A. Edison Charter School is not contracting with any outside group to manage the school's educational, administrative, or financial operations.

- 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)**

Thomas A. Edison Charter School is not contracting with any outside group to manage the school's educational, administrative, or financial operations.

- 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)**

For the past two years, the leadership of the Thomas A. Edison Charter School has not actively recruited students, but has allowed a natural attrition in enrollment to occur in order to decrease the size of the school. A smaller student body is a better match for the facility and allows for a more cohesive school culture. It is the intention of this renewal application to formally decrease the expected enrollment at Edison to 745 students. Once that number is reached, the school will need to engage in active recruiting to maintain its enrollment. Annually Thomas A. Edison Charter School will engage the following strategies to retain and recruit additional students:

1. In November, the school administrators will review and revise the application for enrollment based on any changes to Delaware Department of Education regulations or school policy.
2. The application will be made available for public access on December 1 via the Thomas A. Edison Website.

3. In December and January, the school will advertise for the open enrollment period for kindergarten through grade eight.
4. Flyers will be distributed to all students in the school to share with friends and neighbors.
5. Advertisements about the school will be placed in local community newspapers.
6. School staff members will visit the Kingswood Community Center preschool program and speak with parents about kindergarten registration.
7. Intent to Return forms will be sent out at the beginning of January to all students enrolled in kindergarten through grades seven. These must be completed by parents and returned so that the administration can start to build enrollment needs for the following school year.

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)

Thomas A. Edison Charter School admits students without regard for past academic performance or mental or physical condition. No evaluation or examination will be required as a condition of admission. Applicants for admission to kindergarten must attain the age of five on or before October 1 of the coming school year. In the event that any particular grade level is full after the lottery described below, the school will maintain a wait list by grade level. If an opening becomes available, the parents of the first student on the list will be contacted. All admission documents are included in Appendix O.

To fill open seats in each grade level, the Thomas A. Edison Charter School will use two preferences in accordance with Delaware Department of Education regulations. The following students in the order of preferences listed below will be given preference for any open seats in each grade level prior to the lottery.

1. Siblings of students enrolled at Thomas A. Edison Charter School who live in the same household
2. Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school

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)

Thomas A. Edison Charter School does not give preference to the children of the school's founders.

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)

The administration of the Thomas A. Edison Charter School will follow the procedures outlined below to select students for enrollment. If the school is over-subscribed by the end of the enrollment period and open seats are still available after the preferences outlined above have been accommodated, a lottery will be conducted for the open seats.

1. In November, the administration will review the school application and make any revisions based on new Delaware Department of Education regulations or new policies of the Thomas A. Edison Charter School Board.

2. The application will be posted on the Thomas A. Edison Charter School website and available for download. Parents may also pick up paper copies of the application in the school office. The school will publicly advertise the open enrollment period.
3. The open enrollment period for the school will be between December 1st and January 31st.
4. Students who are currently enrolled at Thomas A. Edison are given the opportunity to complete an Intent to Return form in January. If a student's parent does not return a form, the school will make a reasonable effort to contact the family and confirm that the child will not be returning to the Thomas A. Edison Charter School the following school year.
5. The administration will use the Intent to Return forms to evaluate how many students are returning to the school and generate a list of the number of open seats at each grade level.
6. In early February, students who meet the preference criteria (children of school employees and siblings of current students) will be used to fill the available seats in each grade level. If open seats still remain in any grade levels and there are more applications than available seats, the grade is over-subscribed and a lottery will be held.
7. Prior to the end of February, a lottery will be conducted to fill any open seats in over-subscribed grades. The name of each child applying to a grade level will be written on identical cards and all cards will be deposited into a non-transparent box. An objective community member having no ties to Thomas A. Edison Charter School or a representative from DDOE, along with attending members of the school's Board, shall conduct the public lottery, drawing one name at a time from the box. The names will be written down in the order that they are drawn from the box. When the number of seats available in a particular grade level is filled, the names of the children from the remaining applications will be placed on a waiting list in the order in which they are drawn from the box.
8. Parents of all applicants will be sent letters of acceptance or non-acceptance within five working days following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter.
9. If openings become available in a given grade level, the parents of the first student on the waiting list for that grade level will be called and notified of the opening. The parent will be given the choice to complete registration or decline to enroll.
10. If any applications are accepted after the open enrollment period, those names of those applying students will be placed at the bottom of the waiting list unless there are seats available in the applicable grade.

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)

This timetable for the admission process into the Thomas A. Edison Charter School is scheduled to begin just after the School Choice application timetable, as set forth in 14 Delaware Code, Chapter 4, and will run a parallel path as outlined below. The intention of the Board of Directors is to broaden parental school options through this parallel process.

Thomas A. Edison's Timeline for Admission	DDOE School Choice Timeline for Delaware Regulation
Application window closes on January 31	School choice window closes the second Wednesday in January
The lottery for over-subscribed grades will be conducted prior to the end of February.	The Receiving district must make a decision on applications by the last day of February.

Thomas A. Edison's Timeline for Admission	DDOE School Choice Timeline for Delaware Regulation
Acceptance or non-acceptance letter will be sent within five working days of the lottery.	The receiving district must send out notice to parents with the choice application decision within five working days.

- 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)**

Not applicable.

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)**

The Thomas A. Edison Charter School maintains insurance with the Sovereign Insurance Group, Inc. Below is a summary of the insurance maintained by the school. A copy of the Declaration's Page, the Certificate of Liability Insurance, and the Insurance Binder may be found in Appendix P.

Business Automobile Coverage:

Hired Auto Liability	\$1,000,000
Physical Damage	\$200,000
Comprehensive	\$100 Deductible
Physical Damage	\$200,000
Collision	\$500 Deductible
Non-Owned Auto Liability	\$1,000,000

Umbrella Liability Coverage

\$5,000,000/\$5,000,000

Commercial Property Policy Declarations:

Building and Business Personal Property	\$19,400,000
Deductible of \$10,000	\$10,000
Flood Endorsement	\$1,000,000

Equipment Breakdown Coverage:	
Data Restoration	\$100,000
Expediting Expense	\$500,000
Hazardous Substance	\$250,000
CFC Refrigerants - Included	Included
Computer Equipment - Included	Included
Spoilage	\$500,000
Business Income & Extra Expense	\$2,000,000
Building Ordinance & Law	\$1,000,000/\$1,000,000
Occurrence Limit	\$5,000,000
Products-Completed Operations Aggregate Limit	\$5,000,000
Policy Aggregate Limit	\$5,000,000
Commercial General Liability Policy:	
General Aggregate Limit	\$3,000,000
Products-Completed Operations Aggregate Limit	\$2,000,000
Each Occurrence Limit	\$1,000,000
Damage to Premises Rented	\$1,000,000
Employee Benefits Liability Limit	\$1,000,000
Employee Benefits Liability Aggregate Limit	\$1,000,000
Educators Legal Liability Policy	\$1,000,000/\$1,000,000

11. Student Discipline and Attendance

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

The *Student Rights and Responsibilities Manual* outlines the Code of Conduct, rules, and regulations for students entering Thomas A. Edison Charter School. This manual outlines the rights and responsibilities of students as well the discipline process followed when these rights and responsibilities are not upheld. This manual, with the embedded the Code of Conduct, are distributed with the application packet that parents pick up when applying to the school for the next academic year. For students returning to Thomas A. Edison Charter School, the manual and Code of Conduct are distributed to students and reviewed with them during the first week of school. Annually, the Manual is reviewed and updated to reflect changes in Delaware Department of Education regulations and new policies from the Board of

Directors. The manual is available at any time on the school website, and copies are available in the main office of the school. A copy of the *Students Rights and Responsibilities Manual* is included in Appendix Q.

Thomas A. Edison Charter School strives to provide a safe learning environment for all students and employees. The school leadership recognizes that a safe learning environment is necessary for students to learn and achieve high academic standards. To this end, the school has implemented a school-wide bullying prevention program. A Coordinating Committee comprised of teachers, administrators, and before- and after-school care supervisors will be established each year to oversee all bullying issues and complaints as well as ensure all procedures related to bullying are followed. A copy of the Edison School Bullying Policy and Bullying Prevention Information Sheet can be found in Appendix Q.

- 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)**

Through regular monitoring and discussions with students' teachers, ongoing support will be provided as needed to assist all students with meeting behavior expectations. Behavior issues requiring more support will be handled in accordance with the policies found in the DDOE Administrative Manual for Services for Exceptional Students (AMSES). The student's Individualized Education Plan (IEP) team will be involved in reviewing the requirements of the IEP, conducting a Behavioral Manifestation Determination, and, as appropriate, executing a Behavioral Assessment along with establishing a Positive Behavior Support Plan. Procedural safeguards will be followed and appropriate reports to agencies including law enforcement will be completed as required. DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

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

Thomas A. Edison Charter School is proactive in the training and professional development of all teachers, administrators, and staff, specifically ensuring that all state and federal laws are fully followed in the discipline of students with disabilities. Additionally, the Head of School and the Director of Special Education Services are in frequent communication with the Delaware Department of Education and attend all required professional development sessions around the regulations regarding special needs students. Annually, the Director of Special Education Services will review the proper way to handle the discipline of students with disabilities to ensure that all teachers and staff members are aware of the regulations and understand the due process that needs to occur when disciplining the student. The Director of Special Education Services will monitor the implementation of the school's policies regarding the discipline of students with disabilities and will review the policy and procedures with staff members as needed through the school year.

In the event that a student is in violation of Thomas A. Edison Charter School's behavior expectations, the school, overseen by the Head of School and the Director of Special Education Services, will adhere to all disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the

Rehabilitation Act and the Americans with Disabilities Act. Discipline of a student with a disability will be handled on a case-by-case basis, with careful attention paid to making sure that the student's right to a Free and Appropriate Public Education (FAPE) is not jeopardized.

All due processes will be followed in order to ensure that the student's rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act are complied with fully.

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

Reportable school crime incidents as described by 14 DE Code, Section 4112 will be reported as required. The written record will contain the mandatory information, including data about the incident, the perpetrator and victim, and the disposition of the incident. In addition, the school principal will advise the board of such incidents. Annual summary data will be presented at the Yearly Board Program Evaluation Meeting, along with required reports to DDOE.

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

The following section describes the attendance policies at Thomas A. Edison Charter School and is excerpted from the *Student Rights and Responsibilities Manual*, pages 12-14.

Regular school attendance and promptness are extremely important to the Thomas A. Edison Charter School. Time on task is essential if students are to succeed in their educational efforts. The right to attend the public schools places accompanying responsibility upon students and their parents to strive for perfect attendance. Tardiness, absences, dismissals, and suspensions are all problems that require action by school officials, because each of these results in a loss of time on task.

Attendance

Students are expected to be in attendance on a regular basis. A good attendance record has a direct effect on grades and is important in developing good work habits. Every parent/legal guardian of a child between the ages of five and sixteen is required and has the responsibility by law to assure that his/her child attends school regularly and on time.

Legitimate reasons for absence are:

1. Personal illness - a physician's note must be presented
2. Death in the immediate family
3. Emergency medical or dental attention
4. Legal business
5. Observance of a religious holiday

Upon returning to school following an absence, the parent must present a doctor's note for illness and a parent note for other absences listed above to the office. If this excuse note is not presented within 5 days, the absence will be listed as unexcused. The request for excuse should contain the following:

1. Student's name
2. Date of absence
3. Doctor's and/or Parent Signature

Mandatory School Attendance Requirements for Public School Students Grades K-12

1. Following three (3) unexcused absences in a marking period a parent conference will be required.
2. Following any unexcused absence after the 3rd absence in a marking period the parent will receive a telephone call.
3. Following the 10th day of an unexcused absence by a student, the school shall immediately notify the parent(s)/ guardian(s), and Truancy Court.
4. Following the 15th day of unexcused absence by a student, the student's parent(s)/guardian(s) shall be notified by certified mail to appear at the school within ten days of notification for a conference and counseling.
5. Following the 20th day of an unexcused absence by a student, the school shall refer the case for prosecution.
6. Following the completion of the case and subsequent failure of the student to return to school within five days thereof, the school shall immediately notify the Department of Services for Children, Youth and Their Families requesting intervention services by the Department. The Department shall contact the family within ten business days.
7. Following 20 unexcused absences within the school year the student will automatically be retained in that grade.

Tardiness

Promptness to school is important. Students are to be ready to begin the day, in their classroom, promptly by 8:15 a.m. The front doors of the building will be opened at 8:10 a.m. Students will be counted as tardy if they arrive after 8:35.

NOTE: Any student arriving to school after 8:25 a.m. will need to be escorted to school by a parent. The parent and child must report to the Main Office. A tardy slip will be issued, which will be required for entry into class.

Tardiness is unexcused unless certified by a physician or by administration.

Every five (5) unexcused tardiness will equal 1 absence. After 5 unexcused events of tardiness students may receive a letter of notification indicating that future tardiness may result in disciplinary action. This may include parent/teacher and/or administration conference, and after school detention.

Doctor and Dentist Appointments

Students excused for doctor or dentist appointments should present the appointment card or parent note to the school for approval. Parents should come to the office for pickup and return of the student. Normally, a child is excused for the time needed, not for the entire day.

Early Dismissal

In the event that a student has to be picked up early the child must come to school with a signed and dated note from the parent. The note must be given to the classroom teacher, who will then forward it to the office.

The parent or designee must come to the Main Office and provide a photo ID. Children will not be released to anyone who is not listed as a contact person on the emergency card, unless a signed note is sent to school with the child.

Our priority is the safety of the student. No one is permitted to visit a classroom without prior authorization from the office personnel. Any unauthorized visit will be considered trespassing, and the proper authorities will be notified.

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) that 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.)

Thomas Edison Charter School has adopted and implemented a comprehensive set of health, safety, and risk management procedures as set forth by the Delaware Department of Education regulations, including:

- Documenting immunization of new students and staff that the state requires
- Adopting a Crisis Management Plan, which outlines emergency response procedures
- Training staff in emergency response
- Assuring that school buildings meet Fire Marshal approval
- Establishing the school as a drug, alcohol, and tobacco free workplace
- Implementing Health and Physical Education requirements
- Adopting Bully Prevention policies
- Completing accident reports for students or employees injured on school property
- Conducting a Department of Education Safety Audit
- Conducting quarterly walkthroughs to identify any safety issues in the building

Copies of all health and safety forms are included in Appendix R.

Eileen McLaurin is Thomas Edison Charter School's nurse and ensures the health and safety of all of the school's students and staff. Ms. McLaurin is an RN BSN and is licensed in the State of Delaware. She has over seven years of nursing experience and holds a CPR Certificate. She has completed all of the State of Delaware modules for School Nurse. She has a copy of the Delaware Department of Education's *School Nursing Technical Assistance Manual* and access to updates through a link in eSchool Plus. Ms. McLaurin participates in all required state training regarding the health and safety of students and staff members.

Ms. McLaurin's responsibilities include:

- Ensuring that students have physical examinations and immunizations prior to enrollment
- Administering medications and medical treatments, including first aid
- Monitoring student health and maintaining health records
- Ensuring that immunizations and TB screenings are conducted

- Serving on IEP teams when medical treatment is required
- Screening for health problems (vision, hearing, orthopedic, etc.)
- Communicating the policies and procedures regarding health to parents, students, and staff through the Student Handbook and orientation programs
- Participating in Delaware Department of Education mandatory training
- Coordinating the annual training of staff members in health and safety issues, as needed

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

Students have physical examinations prior to enrollment

Prior to enrollment, parents must complete all required health forms and ensure that their child has had a recent physical examination and is up-to-date on all immunizations. All health forms are sent to the school nurse, who reviews them to ensure that they are in compliance with state regulations. Students will not be admitted into the school until the physical examination has been completed.

Required immunizations are in compliance

All students must receive the required immunizations prior to entrance into Thomas Edison Charter School. Immunizations must be properly documented on school forms and submitted to the school nurse, who monitors health records to ensure compliance. When immunization requirements are not met, parents are notified and the student may be excluded from school until the regulation has been met.

Medications and medical treatments are administered in accordance with Delaware Code

The school nurse is an RN BSN and is licensed in the State of Delaware. She is responsible for administering all medications and medical treatments in accordance with DDOE's *Nursing Technical Assistance Manual and Regulations*, and any other appropriate governmental regulations or professional guidelines. Additionally, all prescription medication given to students is entered into the eSchool Plus system.

Screenings for health problems are administered correctly

The school nurse conducts an active screening program for vision, hearing, and orthopedics as prescribed in DDOE's *Nursing Technical Assistance Manual and Regulations*. Specifically, the nurse performs yearly screenings for hearing and vision of students in kindergarten and in 2nd, 4th, and 7th grades, and scoliosis screenings for students in 5th, 6th, 7th, and 8th grades.

Student health records are monitored and maintained

The school nurse reviews, monitors and maintains all student health records in a secure location according to the *School Nursing Technical Assistance Manual*. Prior to their child enrolling in the school, parents receive the required health forms in the enrollment packet. When returned, the health forms of kindergartners and new students are reviewed for current physical examinations and up-to-date immunizations. Students will only receive an acceptance letter if their health records are in compliance with DDOE regulations. For returning students, letters are sent to parents annually to request information about updated medical conditions, prescription medications, and immunization updates. Annually, parents are asked each year to re-sign the consent form on file to administer prescription or over-the-counter medications to their child. The nurse also reviews medical records so that she can collaborate with food services on food allergies and participate with the IEP/504 review team every six months.

Emergency care for known and unknown life-threatening health conditions is administered

The nurse has a copy of the *School Nursing Technical Assistance Manual* and follows the protocol detailed in this manual for emergency care and life-threatening health conditions. In addition, procedures are in place for responding to natural disasters and emergencies, including fires and earthquakes and other emergency situations.

Ensuring health representation on IEP teams when students' needs require such

The school nurse collaborates with the special education team regarding IEP/504 plans and conducts a review of accommodations every six months. Guidelines from the *School Nursing Technical Assistance Manual* regarding the review of IEP/504 plans are followed.

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

The Thomas Edison Charter School only employs staff members who have complied with the requirement of having successful criminal background checks. The school provides a report to the Delaware Department of Education by September 1 of each year listing the employees who have had successful background checks. In the event that the criminal background report has not been returned by the State of Delaware, employees will be offered contracts based on previous employment and personal references and conditional on the satisfactory results of the criminal record check.

For those individuals who are required to use their personal vehicle on behalf of Thomas Edison Charter School, a driving record check, proof of a valid driver's license and minimum personal auto liability insurance will also be required.

An employee is required to notify the Head of School or his designee of any changes in his/her personal data such as street address, phone number, status of drivers' license, criminal charges, emergency information, or change in the number of dependents. All information provided to Thomas Edison Charter School by the employee or applicant will be made a permanent part of the employee's personnel file. If it is determined that an employee made false or misleading statements, did not furnish complete information, or did not notify the Head of School of a status change that employee may be terminated immediately.

Personnel records will be maintained at all times in a confidential and secure manner. Any employee has a right to review his/her personnel file at any appropriate time upon making a written request to the Head of School. Personnel files may not be removed from the premises.

Nikia Wongus is the Human Resource Specialist at Thomas Edison Charter School. Ms. Wongus ensures that all teachers, administrators, and staff members have completed criminal background checks and have been filtered through the Child Abuse Registry. She works in conjunction with the Delaware State Police throughout this process.

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)

Thomas Edison Charter School is located at 2200 North Locust Street, Wilmington, Delaware in New Castle County. The building is an 80,000 square foot facility that includes 40 classrooms, 20 offices, a cafeteria/auditorium, and a gym. The school has a parking lot that holds approximately 60 cars. The parking lot is also used as the area for bus pick-ups and drop-offs of students.

The building custodians have the responsibility to make sure that all rooms, offices, and entrances are secured at the end of the day. Each custodian is given keys to access all areas of the building on all three floors to ensure that all spaces are locked and unlocked each day. All teachers are equipped with individual classroom keys as well as a building access card.

Some rooms require securing after every access. These include the health room, where medications and medical records are stored; the central office, where cumulative student files and staff personnel records are maintained; technology rooms; mechanical rooms; custodial closets; and storage rooms. In addition to the Head of School, only those employees who have a need to access these areas to complete their job responsibilities have the keys to these areas. This policy protects students and staff from exposure to potentially hazardous situations as well ensures as the security of all medical, personnel, and student files, as well as the security of technological equipment.

The building is equipped with an alarm system that includes 24-hour monitoring from a central monitoring station with response from local fire and police personnel. The school has hired Black Star Security, Inc. to monitor who enters and exits the building and to walk the interior and exterior of the site throughout the school day, making sure that all doors are secure and people who are not supposed to be in the building do not enter. The contract for Black Star Security is included in Appendix M.

Additionally, door alarms are stationed at all outer-perimeter doorways, and CCTV (closed circuit television) cameras are in all stairwells and strategically located at entry doors and hallways. The CCTV cameras are monitored by the security firm.

Doors, section gates, and outside areas are routinely closed when the building occupants leave for the day. As building areas are cleaned for the day, lights are turned off in common areas. Offices and classrooms are locked and windows in all areas are visually inspected for proper locking.

A fire drill is performed monthly while school is in session, as per DDOE regulations. An emergency evacuation floor plan is posted at the exit of all classrooms and offices. There are fire extinguishers on each floor, and a fire horn and pull station are located on school property as per code. The building also has a wet sprinkler system including smoke head fire alarms. All fire systems are checked at 30-day intervals.

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

The building is in full compliance with all applicable county and city building codes for public schools and is fully accessible for individuals with disabilities. The main school entrance is wheelchair accessible via a ramp. All door access points are wheelchair accessible except for the third floor. There are wheelchair-accessible restrooms on all floors except the third floor. The third floor is comprised of traditional classroom space, so in the event that a wheelchair-bound student needs to access a class historically positioned on the third floor, the class will be moved to the second floor so that it can be accessed by that student. No renovations are planned for the building at this time.

- 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)**

Aramark Education holds the contract to provide building custodians for Thomas Edison Charter School. Building custodians ensure that all classrooms and other spaces at the school are cleaned and locked at the end of each day. Building custodians also monitor building cleanliness throughout the day to ensure that the building is a clean and healthy learning environment for students.

The Thomas Edison Charter School also contracts with HVAC technicians, plumbers, pest control exterminators, elevator repairpersons, roofing contractors, locksmiths, electrical contractors, and solid waste contractors to ensure that routine quarterly, semi-annual, and annual maintenance reviews are done on all facets of the building interior, exterior, and operational systems and repairs scheduled. These regularly scheduled maintenance reviews ensure that all operational systems are safe for students.

- 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)**

The school maintains a physical education gymnasium capable of dividing into smaller spaces for use by multiple groups. It is equipped to be used for a variety of sports and athletics functions such as basketball, rock climbing, volleyball, rope climbing, and other physical education activities. All equipment within the space is properly maintained through regular review by the physical education teacher. When not in use, the physical education equipment is secured in a locked closet.

- 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)**

Thomas Edison Charter School has contracted Advanced Student Transportation to provide transportation to and from the Thomas Edison Charter School. It is also the company used to transport students for offsite school trips. The Advanced Student Transportation contract and bus schedule is included in Appendices M and R, respectively.

- 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)**

Outside of the local school district, Thomas Edison Charter School arranges for central hub points for students to have access to transportation to and from the school. The Head of School works with the transportation company planners to identify and establish convenient hub points that maximize student access and minimize ride times.

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)

Currently, there are not any special needs students at Thomas Edison Charter School who require specialized transportation. However, should that situation occur, appropriate accommodations, as defined in a student's IEP, will be provided. The school will work with the student's parents and the transportation services company to ensure compliance with specialized transportation needs.

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

The Head of School works with the transportation services company each year to provide the most efficient and cost-effective means of getting students to and from the school. The Head of School also provides oversight for the transportation operations and school bus discipline.

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)

The Thomas Edison Charter School provides nutritious meals to all students whether eligible for free, reduced or full pay meals. Through participation in the National School Lunch and School Breakfast programs, meals follow the nutritional guidelines set forth by the USDA. Eligibility for free/reduced meals is determined annually by the school and in accordance with established state and federal procedures.

For the 2012-2013 school year, Thomas Edison Charter School will contract with Linton's Managed Food Services to provide breakfast and lunch, including the delivery of all breakfast and lunch foods cutlery, trays, production records, menus, and nutrition information. The contract stipulates that Linton's must follow all guidelines governing the USDA's National School Lunch/Breakfast programs and be in compliance with the current meal pattern and nutritional requirements. The Head of School will provide oversight to ensure that meals are compliant with USDA regulations. The contract with Linton's Managed Food Service is included in Appendix M.

The estimated annual cost per student for food services is \$811.30.

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)

Thomas Edison Charter School ensures compliance with all requirements of the Federal Free and Reduced Lunch Program by providing oversight of the contract with Linton's Managed Food Services. Oversight will be provided by the Head of School and his representative, who will work together to monitor and administer the program, including attending DDOE trainings, monitoring the contractor, and ensuring that all reports and documents are in compliance and submitted in a timely fashion according to state and federal timelines. As per the contract with Linton's, Thomas Edison Charter School requires

that the food service provider be aware of the necessary regulations with regard to food handling and service, e.g. reimbursable meals, food pattern requirements, proper holding temperatures, and be able to deliver meals that meet all USDA regulations.

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)**

It is the policy of the Board of Directors and staff at Thomas A. Edison to comply with the Family Educational Rights and Privacy Act. The following is the procedure outlined for students and parents in the Student Code of Conduct, which is included in Appendix Q.

Student Records

Student records are defined as any materials concerning individual students kept in any form by the Board of Directors or its employees, except for personal notes of teachers and other school personnel intended for their use only. Student records are maintained to provide information which can be used to develop the best possible educational program for each student. Care must be exercised by the school staff to make sure that student records are treated confidentially and that the information contained therein is accurate and appropriate. Student Code of Conduct violations and disciplinary actions will normally be recorded and maintained annually. Expulsion will be recorded on the student's cumulative record folder.

Eligible students and their parents have the responsibility:

- To give school personnel ample notice that they want to inspect and review their records. Eligible students and parents have the responsibility to meet their financial obligations for school fees or fines. Transcripts and records may not be released until all student financial obligations are met.
- To release information to those individuals or agencies who are working in a positive manner for the benefit of the student. The permission to release information, where required, must be in writing.

Eligible students and their parents have the right:

- To release, inspect, review, and challenge the information contained in their school records within school guidelines and legal age requirements. School personnel shall provide assistance to the students and parents to help them understand the information in the student records. This access may not be denied because of failure to pay fees or fines.
- To sign for a release of the information contained in their records to authorized agencies. The students must be fourteen years of age or older to sign this release.
- To be protected from the release of personally identifiable information to unauthorized persons.

Disclosure of Certain Student Information

Thomas A. Edison Charter School may disclose certain information, known as directory information, at its discretion without consent. If a parent or emancipated student does not want directory information released, he or she must send written notice annually to the head of school at the address

listed in the front of this booklet. Such notice must be received within 30 days of student receipt of this book. The following student information is directory information: name, address, telephone number, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school attended by the student, and photographs of students in school or school activities provided the photographs do not reveal information concerning academic placement.

Inspection and Review

Parents and eligible students may submit to the Head of School a written request identifying records they wish to inspect. The Head of School will notify them of the time and place at which records may be inspected. Access shall be provided within 15 days of the receipt of the request.

Amendment of Records

Parents may ask Thomas A. Edison Charter School to amend a record they believe is inaccurate by submitting to the Head of School a written request identifying the part of the record they want changed and specifying why it is inaccurate. If the school denies the request, the school will notify them of the decision, advise of the right to a hearing, and provide the hearing procedures.

Disclosure without Consent

Disclosure of personally identifiable information contained in students' education records requires parent consent with the following exceptions:

Such records may be disclosed to school officials with legitimate education interests. School officials include Thomas A. Edison Charter School employees; Board of Director members; a person or company retained by the Thomas A. Edison Charter School to perform a special task, for example, an attorney, auditor, medical consultant, or therapist; or a parent or student serving on a committee or assisting another school official. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill a professional responsibility.

Upon request, Thomas A. Edison Charter School discloses education records without consent to officials of another school or district in which a student seeks or intends to enroll.

All teachers, administrators and support staff are knowledgeable of the FERPA regulation and follow the procedure outlined in this policy. The policy is reviewed at the beginning of every school year with teachers and staff members so that they are aware of the regulation and follow the procedures outlined in the policy.

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)

The Thomas A. Edison Charter School is part of the state's eSchoolPLUS student accounting system. The use of this system ensures a timely transfer of student data and records to other schools and the Delaware Department of Education. All staff members who are required to use eSchoolPLUS are fully trained to use the system, and will remain current through the staff training defined by the Delaware Department of Education.

When the school receives a Record Request Form from a school or district, the school secretary will send the student record requested by the school or district within two days, either through the state courier service or United States Postal Service mail system.

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)**

A management company is no longer used to operate and manage Thomas A. Edison Charter School.

ASSURANCES

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

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

- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's **Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools** to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of **29 Delaware Code, Sections 10002, 10003 and 10004**.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with **14 Delaware Code, Section 512(1)**.
- 17) Comply with the requirements for reporting school crimes as described in **14 Delaware Code, Section 4112**.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.

- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.
- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.

39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.

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.

Thomas A. Edison Charter School

Name of the Charter School



Signature of the Chairperson of the Board of Directors

8/30/12

Date



Signature of Member of the Board of Directors

8/30/12

Date



Signature of Member of the Board of Directors

08/29/12

Date



Signature of Member of the Board of Directors

8/29/12

Date



Signature of Member of the Board of Directors

8/30/12

Date



Signature of Member of the Board of Directors

8/30/12

Date



Signature of Member of the Board of Directors

8.30.12

Date



Signature of Member of the Board of Directors

8/30/12

Date



Signature of Member of the Board of Directors

8/30/12

Date

Christopher Belcher
Signature of Member of the Board of Directors

8/31/12
Date

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Signature of Member of the Board of Directors

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