

**DELAWARE DEPARTMENT OF EDUCATION**  
**CHARTER SCHOOL APPLICATION FOR**  
**MODIFYING AN APPROVED CHARTER**

**MOT Charter School**

---

Name of School

**Brian Glancy**

---

Chair of the Board of Directors

**(302) 378-5370**

---

Telephone Number of the Chair of  
the Board of Directors

**January 2, 2013**

---

Date Modification Application Submitted

**340 Misty Vale Drive, Middletown, DE 19709**

---

Mailing Address of the Chair  
of the Board of Directors

**(302) 376-5125**

---

Fax Number of the Chair of  
the Board of Directors

## APPLICATION NARRATIVE

This section outlines the narrative requirements of the application.

**1. List the proposed term(s) of the current approved charter which the school's Board of Directors wishes to modify. Identify the page number(s) in the current charter on which the term(s) is/are stated. If the term(s) of the charter the school wishes to modify is/are conditions placed on the charter by the Secretary of Education and members of the State Board of Education, state the condition(s) and the date(s) on which the condition(s) was/were placed on the school's charter.**

**2. State the modification(s) the school's Board of Directors wishes to make to each of the term(s) of the charter identified above.**

*A) Grade Configuration.*

MOT Charter School's current approved charter is for a grade configuration of Kindergarten through 8<sup>th</sup> grade. See Page 2 of MOT Charter's 2010 Renewal Application . The school wishes to expand vertically by adding grades 9-12.

*B) Enrollment.*

MOT Charter School's approved charter is for a total enrollment of 675 students. MOT Charter School's approved enrollment of 675 students is found on Page 2 of MOT Charter's 2010 Renewal Application. Our enrollment has not changed from the original charter. Over a 3 year phase-in period, the school wishes to expand to a total enrollment of 1,427 students.

*C) Facility.*

MOT Charter School's present campus is located at 1156 Levels Road in Middletown. MOT Charter School's approved campus is described on Page 23 of MOT Charter's 2010 Renewal Application. In 2010, we were approved for a modification to expand our current facility from 55,000 square feet to 74,000 square feet. See Attachment Q.

At this time, we desire to add an additional campus in the Middletown area for grades 9-12.

*D) School Calendar.*

MOT Charter School's approved charter with modification is for 185 instructional days. MOT Charter School's approved charter for 185 instructional days is detailed in the modification request dated January 10, 2003 and subsequent approval on July 17, 2003.

We seek to modify our instructional days to 180 for grades K-12.

### 3. Describe the reasons for the request(s).

#### A) Grade Configuration, Enrollment and Facility

MOT Charter is expanding for one simple reason: the students residing in southern New Castle County desire and deserve the same educational opportunities and high school choices as those in the rest of the county. Much of the current research regarding school size suggests a school with 600-900 students is large enough to provide a variety of curricular and extracurricular options, but still small enough to build a strong school culture. Current MOT Charter students repeatedly state that what they appreciate most about MOT Charter school is: 1) the learning environment; and 2) the fact that it is a small school where everyone knows their names. The small school provides an intimacy and civility that cannot be replicated in a large school setting.

Our proposed 750-student high school offers a *small school alternative* where students will focus in one of two areas: Science & Technology or the Arts. The focus on science & technology and the arts provides a unique combination and focus that is not offered locally (indeed, does not exist outside of Wilmington). With the infrastructure and management systems already in place, we will seek to import the program model of Cab Calloway and the Charter School of Wilmington. In doing so, we will marry the well established academic, financial, and operational success of MOT Charter School with the unparalleled successful programs of Cab Calloway and Wilmington Charter. This is exactly the type of leveraging promoted by the National Association of Charter Schools so often in education circles throughout this State.

Our area is blessed with two well-performing, large traditional high schools in the Appoquinimink School District, and another large, well-performing school in St. Georges Technical High School. However, all of those schools exceed 1,100 students each and the only other high school - public or private - from the C&D Canal to Smyrna is St. Andrews's boarding school. While the traditional high schools have their advantages, they are not for everyone. Only about half of MOT Charter's graduating eighth graders attend one of the Appoquinimink high schools. Others travel far and wide (including out of state) to attend public charter, technical, private or parochial high schools that better fit their needs and goals.

Those sentiments are apparently shared by others, for the most recent study performed for DOE by Ed Ratledge demonstrates that nearly one third of the school-age children living in southern New Castle County do not attend one of the traditional high schools or St. Georges Tech. Even accounting for changes since that study was performed; as many as 2,000 students in southern New Castle County have decided that another school better meets their needs. None of those alternatives are nearby, and stories of long bus rides, parents missing school events, activities and athletic games, and other practical difficulties are well known and often recounted.

On at least a weekly basis the school receives inquiries as to when we might put into place a high school program to follow our successful K-8 program. Within 48 hours of the announcement that the Board planned to pursue expansion, approximately 50 parents, teachers and community members volunteered

to help and signed up to work on one of the committees. In just a couple of days, a survey of our current parents demonstrates this high demand. With more than 260 responses returned in a few short days, 97% of the respondents indicated that they are interested in sending their child to MOT Charter High School focused on Science & Technology and the Arts.

MOT Charter School ranks in the top 10 in the state in reading, math, science and social studies. When a child completes MOT Charter School's K-8 program he or she is well prepared for academic success in high school. These students have a strong desire to continue to be challenged and progress according to the academic trajectory which has been established. Unfortunately, that is not the typical experience. When students return to visit MOT Charter School they comment to the fact that they have already learned much of what they are now being exposed to in high school.

MOT's expanded program will be cost efficient and provide additional educational benefits:

- High achieving middle school students will be able to take high school level classes.
- Students will be able to get high school credit for classes, such as Spanish I and Algebra I offered in 8<sup>th</sup> grade.
- The new facility will provide additional playing fields and an auditorium, not available at the present campus.

Finally, this modification will respond to growth in southern New Castle County and the diminished access students have to successful choice and charter programs. The number of students from our area admitted into Cab Calloway, Delaware Military Academy and the Charter School of Wilmington has dwindled as the Red Clay student preference at each has imposed limits on those able to attend from outside of that district. Moreover, the Appoquinimink School District does not permit students outside the district to “choice” into Appoquinimink, except for students of district employees. This longstanding policy is presumably due to the historic enrollment and student population growth pressures which the district continues to experience. Indeed, the relatively new Appoquinimink High School, which is only 4 years old, is reportedly close to capacity; and, it is well known that the district has plans to build another high school and another middle school near Odessa in the coming years. MOT’s modification request will thus have the same beneficial effect on Appoquinimink that our school's original application did - allowing the district to deal on its own terms, and in a more orderly process, with expected enrollment growth.

## **B) School Calendar**

MOT Charter’s current charter provides for 185 instructional days. Our instructional faculty works approximately 199 days. In addition to the 185 instructional days, instructional staff report 5 days prior to the school opening, stay for 2 days at the end of the year, have 3 conference days, and 4 professional development days during the year. We are finding that with the adoption of the Common Core standards in Math and Language Arts and the expected adoption of new standards in science and social studies, there is an increasing need for teachers to have more professional development to collaborate and plan with peers outside of the instructional day.

**4. Describe the changes in the operation of the school that will be impacted by the proposed modification(s). Indicate how the staffing, facilities, and financial viability of the school maybe impacted in the current school year and in subsequent school years by each term which the school proposes to modify.**

**A. Enrollment**

| <b>Grade</b> | <b>2013-<br/>Year 0</b> | <b>2014-15<br/>Year 1</b> | <b>2015-<br/>Year 2</b> | <b>2016-<br/>Year 3</b> | <b>2017-<br/>Year 4</b> |
|--------------|-------------------------|---------------------------|-------------------------|-------------------------|-------------------------|
| <b>K</b>     | 75                      | 75                        | 75                      | 75                      | 75                      |
| <b>1</b>     | 75                      | 75                        | 75                      | 75                      | 75                      |
| <b>2</b>     | 75                      | 75                        | 75                      | 75                      | 75                      |
| <b>3</b>     | 75                      | 75                        | 75                      | 75                      | 75                      |
| <b>4</b>     | 75                      | 75                        | 75                      | 75                      | 75                      |
| <b>5</b>     | 75                      | 75                        | 75                      | 75                      | 75                      |
| <b>6</b>     | 75                      | 75                        | 75                      | 75                      | 75                      |
| <b>7</b>     | 75                      | 75                        | 75                      | 75                      | 75                      |
| <b>8</b>     | 75                      | 75                        | 75                      | 75                      | 75                      |
| <b>9</b>     | 0                       | 188                       | 188                     | 188                     | 188                     |
| <b>10</b>    | 0                       | 188                       | 188                     | 188                     | 188                     |
| <b>11</b>    | 0                       | 0                         | 188                     | 188                     | 188                     |
| <b>12</b>    | 0                       | 0                         | 0                       | 188                     | 188                     |
| <b>Total</b> | 675                     | 1051                      | 1239                    | 1427                    | 1427                    |

**APPLICANT QUALIFICATIONS**

**B. 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.**

Preparation of the application, along with the development of MOT Charter School Academy of Science & Technology and the Academy of The Arts, the expansion of MOT Charter, has involved Delaware certified teachers, parents and community members.

Several committees were formed to complete the work required to submit the modification application.

| <b>Committee Name/ Description</b>   |
|--|
| The <b>Educational Program/ Curriculum Committee</b> works to make decisions regarding the Education Program of MOT Charter High School. These decisions include the following areas: curriculum, textbooks, academic support for at-risk students, unique features of the educational plan including differentiated instruction, special materials, and technology. |
| <b>School Operations Committee:</b> works to recommend and design board policies, professional development, assessments (formative and summative), school calendar, and instructional schedule. It also reviews and recommends policies concerning student attendance, health and safety, and discipline.  |
| The <b>Finance Committee</b> provides school staff with recommendations and information about financial decisions and oversees the Capital Campaign, operations, along with administrative oversight.  |
| The <b>Public Relations and Communications Committee</b> devises marketing plans for MOT Charter School and ensures well thought out home-school connection for MOT Charter families.  |
| The <b>Facilities Committee</b> has conducted a feasibility study and determined the feasibility of MOT Charter being opened in the Fall of 2014, identified potential locations and drafted a facilities plan for the temporary and permanent locations. This committee is also responsible for identifying necessary contracts required for the school to open.    |

- C. 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).**

The decision to expand MOT Charter School was largely prompted by parental interest in a small-school with a specific academic focus alternative to the larger comprehensive high schools that now exist in Middletown. The MOT Charter School Board is comprised of parents, teachers, educators, attorneys, financial management officials, business owners, and community members. We share a belief that a small, focused, challenging high school will provide both an academic structure and a social environment that will enable students to move at an accelerated academic pace and better prepare for post-secondary education.

| Name                  | Title   |
|-----------------------|---|
| Brian Glancy, Esquire | Board Chair, Chair of Facilities Committee<br>(parent of 2 graduates)                     |
| Lou Savino            | Past Chair, Chair of Public Relations Committee<br>(parent of 3 graduates and 3 students) |
| Jennifer Taylor       | Board Vice-Chair, Certified Teacher, Chair Education Plan Committee, parent               |
| Jolene Outten         | Board Secretary, Chair School Operations Committee<br>(parent of 2 graduates)             |
| Steve Stallone        | Board Treasurer, Chair Finance Committee  |
| Linda Jennings        | Head of School  |

No partnership arrangements with other schools, educational programs, businesses, non-profit organizations, or other groups exist. MOT Charter has and will continue to receive information and program support from the staff of Cab Calloway School and Wilmington Charter High School.

- D. 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)**

Please see attached list of names, addresses, telephone numbers and biographies of the Board of Directors. Attachment A.

- E. 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 Board of Directors of MOT Charter School is constantly recruiting new community members to the Board to ensure that the Board is comprised of a variety of backgrounds to ensure adequate oversight. Our goal is to maintain a membership with experience in the following areas: research-based curriculum and instructional strategies, accounting and finance; personnel management, and facilities management. When a vacancy occurs, we identify the

current needs of the Board and then invite all parents and community leaders who might fit our needs with their commitment and support to apply.

Five members of the Board are parents of current MOT Charter students. Two members are certified teachers, and 2 of the community members have students who have graduated from MOT Charter School. Fortunately, MOT Charter has had little difficulty in enlisting interested and supportive parents, teachers and community members to serve on the Board.

**F. 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).**

The Board of Directors of MOT Charter School has not changed since our most recent renewal application. Professional biographies of each member of the Board of Directors of MOT Charter School are provided in Attachment A. Notably, one of our current board members, Bill Manning, was the President of the Red Clay School Board during, and instrumental in, the development of the Charter School of Wilmington and Cab Calloway. In addition, we have enlisted the consulting services of Dr. Robert Andrzejewski, the prior Superintendent of the Red Clay School District responsible for the initial development of Charter School of Wilmington and Cab Calloway.

In addition to the Board of Directors, the high school development committees include members with significant expertise in school development, human resources, curriculum, educational planning, and special education. Included on this committee are: a high school guidance counselor, college professor, high school math teachers, a high school administrator, a high school special education coordinator, an education policy analyst and school leadership trainer, two professional curriculum writers, and human resource professionals.

**MISSION, GOALS, AND EDUCATIONAL OBJECTIVES (Page 6, 2010 Charter Renewal)**

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

**Response:**

As it has been since MOT Charter School opened its K-8 program 11 years ago, our mission is to provide a challenging curriculum in a safe and nurturing environment where all children learn and flourish. The curriculum will prepare students to solve problems both individually and collaboratively, using critical reasoning skills cultivated through comparative, interdisciplinary study. Our goal is to prepare students to be creative, intuitive, and well-



reasoned thinkers.

We continue to believe that:

1. A strong school community enables every child to reach his or her academic potential;
2. Character development and personal responsibility form the basis for learning;
3. Students should be empowered and expected to be accountable for their own learning;
4. Parents should be invited and expected to be actively engaged in their children's education

With the addition of grades 9-12, our desire is to maintain a small-school environment where kindness, respect and responsibility are the benchmarks for student and staff conduct. Further, academic rigor for students will continue to be central to our educational program. We will expect and prepare students for success in post-secondary education.

**Goals:**

1. Prepare students to become competent, self-motivated learners through collaborative and inquiry-based learning.
2. Graduate students with a solid foundation in language arts, mathematics, science, social studies, foreign language, and technology.
3. Maintain a culture of high expectations through rigor, engagement, and opportunities for creativity.
4. Upon graduation, students will be expected to:
  - ✓ Communicate effectively for a variety of purposes
  - ✓ Make decisions and solve problems in independent and collaborative settings
  - ✓ Meet the fundamental expectations associated with a variety of science & technology careers or careers in the arts.
  - ✓ Demonstrate an ability to integrate knowledge, think critically, and employ reasoning and creativity across all content areas.
5. Demonstrate mastery of information literacy by accessing, evaluating and using information effectively.
6. Implement appropriate professional and social standards.
7. To allow opportunity for students to increase their exposure to and expertise in their specific area of interest within the Arts or the Sciences in preparation for advanced study or performance post high school.
8. To develop caring, respectful and responsible adults, prepared to make a difference academically and socially in an ever advancing world.

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

**Response:**

The Board of Directors is comprehensive in its use of both formal and informal evaluative measures to

ensure that the school is meeting its mission and objectives. The Board meets regularly in scheduled open board meetings and workshops for which the agenda is established and posted. The Board routinely receives reports on agreed upon set of benchmarks during monthly board meetings and annually which include: student and staff attendance, discipline referrals, parent volunteers, standardized test results, mission specific events, compliance audit results, student/staff retention, parent feedback, year-to-date financial reports, and regulatory compliance.

In addition, the Board routinely examines student performance data such as the Delaware Comprehensive Assessment System (DCAS), DIBELS, Universal math screeners, and NWEA MAP tests in reading, math and science.

In accordance with the Charter Performance Agreement, an Annual Report shall be provided to the Delaware Department of Education (DDOE) in accordance with required procedures and timeframes.

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

**Response:**

MOT Charter School's procedures to ensure compliance with 14 Del. Code, Section 506 are not altered by the inclusion of grades 9-12 except as outlined in the attached Admissions Policy for Grades 9-12. See attached MOT Admissions Policy 2014, Attachment B, and Admissions Policy Amendment for Grades 9-12, Attachment C.

**GOALS FOR STUDENT PERFORMANCE (Page 7, 2010 Charter Renewal)**

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

**Response:**

MOT Charter's student performance goals are detailed in the attached Performance Agreement for 2012-2016. It is our understanding that the Performance Agreement is to be replaced by the Performance Frameworks with a more targeted annual goal setting process. The Performance Frameworks results have not yet been shared with MOT Charter. Once the results are shared and we better understand the process, we will set performance goals for grades 9-12, as well as for grades K-8.

Where there is no grade level DCAS assessment, students will meet or exceed the state standards for student achievement on the end-of-course tests in the following areas:

- Integrated Math I

- Integrated Math II
- English II
- Biology
- U.S. History

**K. List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results).**

**Response:**

| <b>Month</b>      | <b>Assessment(s)</b>   | <b>Grade</b>   | <b>Rationale</b>  |
|-------------------|--|----------------|---|
| <b>Aug</b>        | DCAS Reading and Mathematics   | Grade 10       | DDOE Requirement  |
|                   | Teacher-created pre-tests  | All            | Provides benchmark information for each course.   |
| <b>Sep</b>        | Nationally-normed assessment (NWEA)  | Grades 9, 10   | Baseline data to guide instruction and goal setting   |
| <b>Dec</b>        | PSAT   | Grade 10, 11   | To assess students' readiness to take SAT's   |
|                   | SAT/ACT  | Grade 11, 12   | To assess students' readiness for college   |
| <b>May</b>        | DCAS Reading and Mathematics   | Grade 10       | DDOE Requirement  |
|                   | DCAS Science   | Grade 10       | DDOE Requirement  |
|                   | End of Course Test(s): Integrated Math I and II, English II, Biology, US History | As appropriate | DDOE Requirement  |
|                   | AP Examinations  |                | To assess effectiveness of AP instruction and so the students may gain college credit                     |
| <b>May / June</b> | Senior Project Presentation  | Grade 12       | To assess effectiveness of comprehensive pathway instruction and student's ability to integrate knowledge |
| <b>June</b>       | Teacher-created post- tests  | All            | Provides end-of-year data to assess benchmarks set in the fall  |

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

**Response:**

The 2012-2016 Performance Agreement is included in the Appendix. See Attachment D. For a

discussion of the MOT Charter's performance on the Performance Agreement objectives since our last Renewal, see Attachment E.

The number of students meeting expectations at MOT Charter School places MOT in the top quartile of schools across the state at every grade level in math, science and social studies, and in the top 10 schools in Reading in grades 6, 7 & 8. Although in all situations still ranking in the top half, MOT's percent of students meeting expectations in Reading in grades 3 & 4 does not compare as favorably as the higher grades. We have addressed this in a number of ways, including providing more time for language arts in the schedule, providing additional reading support to students in grades K-3, and providing intensive professional development in reading instruction to language arts teachers in grades 1-3.

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

**Response:**

It is our understanding that the Performance Agreement will be replaced with the Performance Frameworks. Once we have our meeting with DDOE (scheduled for Monday, January 7) regarding the new performance frameworks and MOT Charter's performance in relation to that framework, we will work with the Department to draft performance targets for K-12.

**EVALUATING STUDENT PERFORMANCE (Page 9, 2010 Charter Renewal)**

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

**Response:**

MOT Charter faculty and Board uses a variety of performance data to make decisions. School wide data sources are the Delaware Comprehensive Assessment System (DCAS) results in Mathematics, Science, Social Studies, and English, NWEA in math, reading, and science, school-wide writing benchmarks, report card grades, DIBELS, state developed math screeners, attendance, and behavior incidents. Classroom assessments include: standard curriculum assessments, observations of classroom discussion, student portfolios, student driven journaling about the content and understanding, projects which require cooperative learning to include research, planning and creating, student-teacher conferences.

Three times each year, students are assessed using the NWEA, DIBELS, and universal math screeners. An instructional team reviews the data at the school level, grade level and classroom level. Professional learning teams meet to review the data and identify areas of instructional need. Each teacher sets student performance and growth goals in the fall, which are reviewed in the winter and again in the spring. The majority of students will set performance goals in math and reading. Data is regularly reviewed at grade level and reviewed

at the school level in the winter and spring.

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

**Response:**

If, upon review of the data, we have students who are not meeting performance expectations, we look for gaps in the alignment of our curriculum, ensure that the curriculum is being implemented with fidelity, consider the reallocation of time and resources related to educational support, and assess the grade level schedule.

The percent of students in 3<sup>rd</sup> and 4<sup>th</sup> grades meeting expectation on the Spring 2011 reading DCAS was 66%. With 85% of the students in the other grades meeting expectation, the third and fourth grade reading performance on the DCAS was weak relative to MOT Charter's overall student achievement in reading. In response to this, we structured the grade level schedules to increase the amount of time spent in reading and partnered with the Delaware Reading and Writing project to provide targeted professional development in the area of reading comprehension.

As a result, the DCAS reading results for third grade jumped from 66% meets in 2011 to 88% meets in the spring of 2012. The reading DCAS results for fourth grade jumped from 66% in 2011 to 82% in the spring of 2012. This continues to lag behind the achievement at the other grade levels which averaged 91% meets, but the gap has been significantly narrowed.

**EDUCATIONAL PROGRAM (Page 10, 2010 Charter Renewal)**

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

**Response:**

Scope and sequence documents for Grades 9 & 10 are included in the Curriculum Appendix for ELA (9-12), Math (9-11), Social Studies (9-11), Science (9 & 10), Spanish (9 & 10), Health, and Physical Education.

- Q. Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections:**
- Mathematics
  - English Language Arts

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

**Response:**

For each of the areas noted above, MOT Charter relies primarily on the Delaware State Content standards as our curricular basis.

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

**Response:**

Memoranda of Understanding for the Science, Social Studies, Literacy, and Math Coalitions are included in the Appendix. See Attachment F.

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

**Response:**

MOT Charter is committed to successful academic achievement for all students, including those who are at-risk. To that end, providing additional academic support for at-risk students will include, but is not limited to:

- Consultation with special education teachers
- Tutorial services
- Response to Intervention
- Adjusted schedule with additional instructional time
- Grade level teachers meet to discuss interventions
- High parental involvement

- T. 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.**

Course lists for the Academy of Science & Technology and the Academy of the Arts is included in the Appendix. See Attachment R. A matrix outlining the pathway courses is also included. See Attachment S. We expect a number of our pathways will incorporate CTE courses and look forward to working with the Department of Education to gain approval for these CTE

courses. Additional information regarding the courses is provided in the Curriculum Appendix.

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

**Response:**

The teacher-to-student ratio for grades 9-12 will be approximately 1 to 32 in the first two years. Our goal, depending on funding, will be to reduce class sizes to 28-30.

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

**Response:**

Our K-8 program features remain unchanged. Specific unique features available to students in grades 9-12 at MOT Charter School include:

**Academic Pathways:**

According to the Department of Education's technical assistance guide for Career Pathways, the course of study should provide students effective technical and academic preparation for entry into high-skill, high-wage, and high-demand occupations while preparing for postsecondary education. MOT Charter will offer students two general pathways in the areas of the Science & Technology or the Arts. Each of those general pathways offer students more specific choices of study within the pathway.

**Dual Enrollment:**

MOT Charter anticipates that students will be able to matriculate at University of Delaware (UD) and Delaware Community and Technical College (DTCC) in a dual enrollment program. This will allow students to accelerate their individual post-secondary interests by taking college courses while in high school.

A few of the benefits of students participating in a dual enrollment program are:

- Earn college credits and high school credits at the same time
- Gain experience taking college-level courses
- Take courses not available at the high school level
- Enhance college applications

**Distance Learning Lab:**

We anticipate incorporating at least one Distance Learning Lab that will allow our students to take advantage of courses offered by other high schools as well as institutions of higher learning.

**Senior Project/Portfolios:**

During their senior year, all students are required to participate in a Senior Capstone project. Each student's project will be an individual effort coordinated by a faculty member within that student's academic pathway. In the Science & Technology pathways, senior projects will consist of one semester of guided research followed by a semester of independent work on a specific hypothesis or innovation. For the Arts pathways, students will collaborate with a member of the Arts faculty to determine an appropriate year-long independent study project. Capstone projects will allow students to examine in-depth a topic which interests them, as well as help students build their academic portfolios for post-secondary education.

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

**Response:**

MOT Charter School is committed to high quality, classroom-embedded professional development in all areas. Our school calendar has 10 professional development days set aside for the purposes of improving professional practice.

We partner with the Delaware Reading and Writing project to provide high quality, classroom-embedded professional development in language arts. Through this work, teachers receive on-the-job coaching, collaborate to review student work, offer peer reviews, and plan the implementation of research-based instructional strategies.

Teachers are encouraged to take an active role in their professional development. Throughout the school year, the teaching faculty participates in a variety of offsite professional development activities. Several of our teachers participate in the Math Leadership group sponsored by the Department of Education. Teachers in all content areas routinely attend benchmarking and standards-setting sessions offered through the Department of Education. Our teachers participate in the Science, Math, Literacy and Social Studies Coalitions to support and enhance their professional practice.

Professional development occurs within the school where teachers collaborate in team meetings relative to curriculum, instruction, school climate, and student progress. Teachers meet weekly in Professional Learning Communities (PLCs) organized around grade levels and meet at least monthly in PLCs organized around academic discipline. Teachers review student data as well as discuss and model professional practice. MOT Charter has also worked with the DDOE assigned Data Coach.

As the high school program is developing, there will be specific professional development for the high school teachers related to the specific areas of STEM and the Arts. We will continue to train our faculty on *Enhancing Professional Practice, A Framework for Teaching* and in the Delaware Performance Appraisal System (DPAS) II.



In addition, we plan to partner with a variety of outside organizations for professional development opportunities as well:

- Project Lead the Way
- Engineering by Design
- University of Delaware's Biotechnology Institute
- Wilmington Charter School
- Cab Calloway
- Delaware Division of the Arts
- Everett Theater, Middletown
- Premier Center for the Arts, Middletown
- AAHPERD
- National Dance Education Association
- National Art Education Association
- National Association for Music Educators
- United States Institute for Theatre Technology (USITT)

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

**Response:**

See Attached Curriculum Appendix.

We will continue to work with the DDOE and other experts to develop and refine our curriculum. We are fortunate in that we have two parents who are professional curriculum writers who have volunteered to work with us to provide high quality curricular materials to our teaching faculty. In addition, MOT Charter may engage Innovative Schools for any additional curriculum support that may be needed. We will have our curriculum finalized well in advance of opening in the fall of 2014.

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

**Response:**

See attached document "Major Curricular Resources", Attachment G.

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

**Response:** A projected school calendar for the 2013-2014 is included in the Appendix. See Attachment H. A master instructional schedule is included in the Appendix. See Attachment I.

#### **STUDENTS WITH SPECIAL NEEDS (Page 14, 2010 Charter Renewal)**

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

**Response:**

MOT Charter School is committed to educating all students, including students with special needs. MOT Charter School follows an extensive RTI process which provides for increasing levels of intervention and additional instruction for students who do not respond to the general instruction. After the RTI process has been exhausted, the school team works with parents to consider further evaluation and identification of students with disabilities. Special needs determinations are based upon timely and recurring evaluations of qualified professionals. Special education students will be re-evaluated at least once every three years.

Students with disabilities are provided with a continuum of educational placement options including self-contained small classes, integrated classes with special education teachers present and regular classes with consultation from special education teachers. IEP plans are designed to educate students in the least restrictive environment possible, primarily serving children with disabilities in an inclusive setting.

Children with identified disabilities are assigned a certified special education teacher who coordinates the child's education with the regular classroom teachers and, in conjunction with the student intervention team, also ensures that other services such as occupational therapy, speech therapy,

psychological assistance are provided as needed. All accommodations relating to the special needs student are adhered to in the classroom as well as on any standardized test. Classroom teachers and the special education teachers coordinate accommodations and classroom activities.

Parents are highly involved in the IEP meetings and the IEP process. Parents are notified of the intent to evaluate/re-evaluate their child for services and provide written consents prior to evaluations. All evaluations are communicated by a trained, licensed professional. All communication includes a copy of "Notice of Procedural Safeguards".

The IEP includes current educational level, annual goals, specific educational objectives, special education and related services to be provided, dates for initiation of service, anticipated duration of service, and evaluation criteria. Through our identification and IEP processes, we ensure that students with disabilities are educated to the maximum extent appropriate with their non-disabled peers. All special education teachers are certified in Delaware.

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

**Response:**

MOT Charter has not had any administrative complaints.

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

**Response:**

All children attending MOT Charter School are afforded an equal education opportunity. We do not deny an education on the basis of any disability. A 504 plan is developed in accordance with regulations for all students identified as having a physical or mental impairment that substantially limits one or more major life activities. The 504 includes current educational level, accommodations for the disability, dates for initiation of service, anticipated duration of service, and evaluation criteria. The classroom teachers work closely with the parents to monitor the effectiveness of 504 accommodations.

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

**Response:**

All children attending MOT Charter School are afforded an equal education opportunity without regard to race, creed, color, age, gender, national origin, sexual orientation, marital status, political belief, disability status, or any other consideration made unlawful by applicable federal laws.

Likewise, MOT Charter School provides equal opportunity for all persons in employment. All qualified applicants for employment are recruited, hired, assigned, trained, promoted, terminated or otherwise affected on the basis of merit without regard to race, creed, color, age, gender, national origin, sexual orientation, marital status, political belief, disability status, or any other consideration made unlawful by applicable federal laws.

**EE. Complying with Title IX of the Education amendments of 1972.**

**Response:**

All children attending MOT Charter School are afforded an equal education opportunity without regard to race, creed, color, age, gender, national origin, sexual orientation, marital status, political belief, disability status, or any other consideration made unlawful by applicable federal laws.

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

**Response:**

Certified special education teachers provide services to students with identified learning disabilities.

**ECONOMIC VIABILITY (Page 15, 2010 Charter Renewal)**

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

**Response:**

A Staff Projection for the first four years is attached. See Attachment J. Also attached are job descriptions for the new positions -- Senior Administrator of the Academy of the Arts, Senior Administrator of the Academy of Science & Technology, Dean of Students and Guidance Counselor. See Attachment K.

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

**Response:**

School Psychologist . See Attachment L.  
Occupational Therapist. See Attachment L.

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

**Response:**

MOT Charter School purchased the land and financed the original building through a direct and

guaranteed loan program of the USDA in cooperation with WSFS. In 2010-2011, we refinanced our loan and borrowed an additional \$2.9 million to expand the current facility.

MOT Charter has entered into a contract for the purchase of 33 acres of land for the high school. See Attachment M. Due diligence efforts to confirm the suitability of this site for a high school will begin this week.

We will open in 2014 in modular units sufficient to accommodate 16 classrooms, as well as an indoor space for physical education and lunch. In the second year, we will add modular units to accommodate the additional 188 students. We will lease spaces in the Middletown community and or make use of our existing facility for specialty spaces needed for athletics and performances. State and local funds will be used to cover the lease of the modulares.

During the first 2 years, we will build a 70,000-80,000 sq. ft. two-story building on our new site for a maximum cost of \$12 million. MOT Charter has engaged Peter Svahn, a well-known financial consultant, to assist with obtaining a tax-free bond issue. Based upon his recommendation, in the financials, we assume that we will obtain financing at a rate of 5.25% amortized over 30 years.

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

**Response:**

Both the 17+ acre property on which the school is currently situated as well as the additional 33 acres will be owned by MOT Charter School, Inc. If the school were to close, MOT Charter School, Inc. would work with its lenders and seek to convert the building to other uses or sell the facility to pay off existing debt.

- KK. List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS. (Renewal/Modifications – provide original documentation and any changes)**

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

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

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

**Click here to view and obtain a blank Revenue Estimates Sheet.**

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

**Response:**

The following form of contracts for the 2012-2013 school year are included in the appendix as Attachment T. We will extend and expand these contracts as necessary for the increased enrollment and additional facilities by August 1, 2014.

- Transportation Contract
- Occupational Therapy Contract
- School Psychologist
- HVAC Maintenance Contract
- Security and Alarm Contract
- Insurance
- Audit
- Copier
- Contract for the Purchase of 33 acres

We expect to enter into the following additional contracts:

- Civil Engineer: January 30, 2013
- Financial Consultant (Peter Svahn): January 30, 2013
- Modular Lease: May 2013
- Site Contractor: June 2013
- Permanent Facility Construction Contract: June 2013

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

**Response:**

Sources of other revenue include:

Existing loans from the USDA and WSFS (see debt schedules)

New loan for purchase of property

New loan for construction of facility

An annual administrative and student activities fee

Foundation grants

Fundraising – primarily through the PTO and an annual campaign

A small amount of school funds are processed outside of DFMS accounts. These funds include money received for student activities and charitable donations. These funds are processed through a WSFS Checking account.

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

**Response:**

MOT Charter School would have to maintain its current enrollment to provide a program of the quality we are currently implementing. While fewer students may be economically possible, any decrease in funds from the current level (whether due to decreased enrollment or by operation of regulation/statute) would impact the quality of our program.

If enrollment were to fall below projections, we would consider a variety of scenarios: (1) cutting positions that do not directly impact the classroom, (2) delaying building maintenance and investments in technology, (3) using cash reserves, and/or (4) refinancing current debt for more favorable terms.

**ADMINISTRATIVE AND FINANCIAL OPERATIONS (Page 17, 2010 Charter Renewal)**

**NN. Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which**

**individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: <http://budget.delaware.gov/accounting-manual/account-manual.shtml>. (Renewal/Modifications – provide original documentation and any changes)**

**Response:**

The accounting, payroll, purchasing, compensation and benefits functions are managed by the school's Business Manager who reports directly to the Head of School.

The Business Manager, assisted by an administrative assistant, has direct responsibility for ensuring that: all transactions are accurately recorded in FSF, the school timely pays its obligations, and all employees are timely paid.

The Head of School approves all purchasing. The Head of School in conjunction with the Board of Directors determines compensation and benefits offered to employees.

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

**Response:**

**ROLES and RESPONSIBILITIES OF THE BOARD OF DIRECTORS:**

Review the mission of the school; revising it when necessary.

Ensure that administration implements educational programs that are consistent with the school's mission and charter.

Approve and monitor the annual operating budget.

Hire and establish performance targets for administration.

Maintain a 5 year strategic plan.

Establish community support for the school.

Plan capital expenditures.

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

**Response:**

MOT Charter School is operated under the leadership of a Head of School, an employee of MOT Charter School, Inc. All other employees of MOT Charter School report directly or indirectly to the Head of School.



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

**Response:**

Teachers have many opportunities to participate in decision-making at MOT Charter School. Each week, teachers meet as grade levels to provide input into issues, share concerns and brainstorm solutions. In addition, MOT Charter has several teacher leader groups that help guide decisions relating to our instructional program. Teachers lead content teams. A representation of teachers throughout the school serves on an instructional leadership team, which is responsible for determining the school's instructional focus as well as resource allocation. Faculty and staff meet with parents on committees with specific objectives, such as the Crisis Response Team, commissioned to review and improve the school's emergency response plan. Finally, two teachers serve on the Board of Directors and teachers are invited to serve as a school Steward, a school-wide leadership group comprised of elected parents and teachers.

There are currently 4 parents who sit on the Board of Directors. In addition, parents have full access to the Board of Directors through the website, email, telephone and Board of Director Meetings, during which parents are invited to participate in discussions about community-wide matters. The PTO is active in many aspects of the school relating to fundraising and community events. Parents provide input through annual surveys, by sitting on committees such as the Consolidated Grant review committee, and the School Stewards.

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

**Response:**

MOT Charter School hires only those employees who have demonstrated success in the technical area for which they are being hired, and who have the minimum qualifications set forth in the applicable position description. We also require candidates to have outstanding communication skills, and a proven ability to build relationships with others. Teachers and administrators are hired from May-August. Others are hired as needed.

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

**Response:**

MOT Charter School participates as a potential employer in "Teach Delaware" hosted by the University of Delaware each year. In addition, we post open positions in the Middletown Transcript, News Journal, local papers in southern New Jersey, and Maryland, the MOT Charter School website, as well as the career website used by Delaware educators.

All teachers are hired with the expectation that they are in a position to become certified and highly qualified within the year of their hiring. Highly qualified plans are written for each teacher who is not highly qualified for their teaching assignment.

We also anticipate that our partnerships with institutions of higher education will lead to the identification of graduating students with the qualifications and desire to teach in a high school.

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

**Response:**

MOT Charter School's Employee Manual is included in the Appendix. See Attachment N.

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

**Response:**

MOT Charter High School will fully participate in the DPAS process and make it a central part of its staff evaluation process. Implementation of the DPAS process will begin with training of staff on Charlotte Danielson's *Framework for Teaching* in order to establish the research and pedagogy on which DPAS is based. Training will then move to the design of the DPAS process and how it is implemented within Delaware. Building upon what is already established at MOT, the emphasis of the DPAS process will be on fully involving staff in the goal setting, discussion, reflection, and analysis portions of the system. The idea is to continue a process based approach in which teacher and administrator work together to identify current strengths, identify current weaknesses, and then target those weaknesses for immediate growth. MOT Charter's expert

evaluator will work with the administration of the high school, with an emphasis not on simply complying with the DPAS timeline, but on using the process to maximize staff growth and student learning.

The use of data will be a major focus of the observation process. MOT Charter High School will supplement its use of DCAS and Delaware developed pre and post tests with additional internal and external measures. An additional outside measure is likely to be NWEA's Measure of Academic Progress. The advantage to MOT in continuing to make MAP testing part of our evaluation process is that the high school will have longitudinal data on some students' performances going all the way back to kindergarten.

In addition to the DPAS process, building administrators will conduct frequent walkthrough visits to the classroom. The focus of these walkthroughs will evolve as needs evolve, but will begin by focusing on best practices for science and technology instruction, best practices for art instruction, level of questioning, level of task, student engagement, classroom management, and school culture. Teacher groups within the school will also collaborate on walk through visits, either through the school's Instructional Leadership Team or through Professional Learning Communities built around grade levels or subject areas. The intent of involving teachers in this process is to continue the idea from the DCAS process that it is a professional responsibility of all staff to seek out improvement in themselves and to help lead improvement in their teams. MOT currently uses a system to track the number of walkthroughs administration conducts in a month and whether instructors received written feedback, verbal feedback, or no feedback. A high school version of this tracking system will be established at MOT Charter High School. For new and struggling teachers, walk through visits by the school's lead mentor will also occur and will provide additional expert assistance in the classroom.

MOT Charter has a history of being a results-focused school. That has aligned closely with the recent addition of Component V to the DPAS process. All staff at MOT Charter High School will participate in data focused end of year meetings as part of the evaluation process. Although these meetings will incorporate the summative and Component V process, they will go beyond these as well to include data not currently contained in Component V goals.

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

**Response:**

As a 100% choice school, MOT Charter School is held accountable to the parents of children primarily through parent choice. In addition, the school provides frequent written communications from school to home, and supports a policy that teachers must reply to parent inquiries within 48 hours. Parents attend Board of Directors public meeting where parents may voice their comments and review monthly financial reports. Parents are invited to complete a formal survey at the end of each school year.

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

**Response:**

MOT Charter School holds open enrollment annually for new students. Each year in October and November, MOT Charter School advertises open enrollment in the Middletown Transcript and on our website, [www.motcharter.com](http://www.motcharter.com). MOT Charter School's Open Enrollment period during which we accept new student applications is November 1 through the last Wednesday prior to the winter break. Families may request an Admissions Packet from the school by phone, fax, or email, or they may complete and download an application from the school's website. The deadline for submission of applications is the last Wednesday prior to winter break.

We will publicize our high school expansion in a number of ways: 1) present at High School fairs at surrounding K-8 schools; 2) purchase ads in the Middletown Transcript; and 3) use social media.

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

**Response:**

MOT Charter's Admissions Policies are included in the Appendix. See Attachment B. MOT Charter School currently grants the following enrollment preferences listed in order of priority:

- Founding Board Members
- Full time teachers
- Siblings of currently enrolled students
- Students residing within the Appoquinimink School District.

All student application are entered into the MOT lottery by grade level and are drawn publicly in a blind lottery. The above preferences are then applied.

Because grades 9-12 are designed in the form of magnet schools, MOT Charter will add a specific interest preference capped at 25% of the new year's enrollment. This preference will be applied after the founding board member, full time teachers, and sibling preferences. See Attachment C.

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

**Response:**

Founding Board Members’ children are given priority enrollment preference at MOT Charter School so long as the Member continues to serve on the Board at the time the preference is exercised. All preferences are applied after all the names are drawn from the lottery. The MOT Charter Founding Board Members who are eligible for the Founder's preference are:

- Linda Jennings
- Jennifer Taylor
- Morris Deputy

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

**Response:**

The manner in which the lottery will be conducted is detailed in the Admissions Policies included in the Appendix. See Attachment B.

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

**Response:**

|                                   |                           |
|-----------------------------------|---------------------------|
| Open Enrollment Period:           | November 1- December 22   |
| Application submission deadline:  | December 22               |
| Public Lottery:                   | Second Tuesday in January |
| Applicants Notified of Admission: | End of February           |
| Local Districts Notified:         | April 1                   |

**INSURANCE (Page 21, 2010 Charter Renewal)**

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

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

**Response:**

A current Certificate of Insurance is included in the Appendix. See Attachment T. We will adjust the insurance coverage as needed upon opening the 9-12 campus.

**STUDENT DISCIPLINE AND ATTENDANCE (Page 21, 2010 Charter Renewal)**

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

**Response:**

Parents are provided with information from the Family Handbook during Open Houses and during the admissions process. Upon acceptance, but prior to enrollment, parents are provided with the Family Handbook. See Attachment U.

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

**Response:**

Discipline involving students with disabilities follows the school's code of conduct unless the student has a disability that directly impacts the student's ability to comply with the code of conduct. In such cases, the student's IEP will contain a behavior plan which the student must follow. In matters of serious consequences, a manifestation hearing is held to determine whether the infraction was a manifestation of the student's disability.

Whenever a student is referred to a member of the administration, the school places a call to the student's parents to discuss the observed behavior. Offenses of the category "D" and "C" are reported in e-school plus for communication to the Department of Education. If required by law or DOE regulations, the school will immediately report school crimes to the appropriate law enforcement agency through a telephone call and written follow up.

MOT Charter School has an exemplary disciplinary climate. MOT Charter carefully tracks student discipline data, including school-level offenses as well as state-reported offenses. If trends are identified by location, grade level, student level, we immediately address those areas of need.

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

**Response:**

The school's Administration is knowledgeable about Mandatory School Crime Reporting Law and reports all applicable offenses to the appropriate law enforcement agency by telephone at the time of the offense, and when appropriate, to the Department of Education. If a question exists regarding whether an offense is reportable, the school contacts the police agency to discuss it.

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

**Response:**

Students are expected to be present and on time at school every day. Our approach to student attendance is regular and frequent communication with the parent through courtesy notices, meetings, review boards, and attendance contracts. On the rare occasion when students have been absent for more than 10 days unexcused, it has been for the purpose of extended travel overseas. On these occasions, the Board of Directors considers other consequences.

The attendance policy is distributed annually as part of the Family Handbook. We also highlight portions of the policy as needed in monthly newsletters. See Attachment U.

**HEALTH AND SAFETY (Page 22, 2010 Charter Renewal)**

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

**Response:**

MOT Charter School has a full-time nurse who ensures that all students have physical examinations prior to enrollment, who administers medications and medical treatments according to instructions from the students' physician, who treats minor injuries and contacts parents when more serious injuries occur. The nurse maintains student health records, ensures that immunizations and TB screenings are current, and serves on IEP teams when necessary. Routine vision, hearing and orthopedic screenings are conducted in compliance with federal and

state regulations.

The school conducts health-related education for parents and students around topics such as puberty, ADHD, and how to respond to certain medical conditions.

The school also employs a school psychologist and counselor who look after the emotional health of our students.

The school employs a full-time, 10-month cafeteria manager to ensure that student meals are nutritionally adequate.

The school employs a maintenance technician to keep the building and grounds in safe and good repair and to maintain MSDS information on all cleaning products and other chemicals used in the building.

All employees of MOT Charter are annually certified in CPR and trained in first aid. Employees are provided information and guidance on health and safety related issues and trained in first aid, CPR, and how to respond to emergencies.

The School has a Crisis Management plan which is distributed to all employees. School employees are instructed in the school's lockdown and evacuations procedures and participate in monthly emergency evacuation drills as well as other annual emergency drills.

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

**Response:**

All employees, as well as all members of the school's Board of Directors, are required to submit to a state and federal background check, and a child protection registry check. The results are kept in the personnel file of each employee. The Business Manager is responsible for ensuring that criminal background checks have been completed on all employees. Any findings are brought to the attention of the Head of School.

**III. Describe the process that will be used to ensure that:**

- Students have physical examinations prior to enrollment
- Required immunizations are in compliance
- Medications and medical treatments are administered in accordance with Delaware Code
- Screenings for health problems are administered correctly
- Student health records are monitored and maintained
- Emergency care for known and unknown life-threatening health conditions is administered
- Ensuring health representation on IEP teams when students' needs require such.



**Response:**

MOT Charter School employs an experienced, full-time school nurse who is responsible for ensuring that students have the required physical examinations and immunizations prior to enrollment, medications and medical treatments are properly administered, that required health screenings are conducted, student records are properly maintained, and who sits on IEP teams as necessary.

With the grade 9-12 expansion, MOT Charter will employ a second experienced, full-time nurse to ensure that students have the required physical examinations and immunizations prior to enrollment, medications and medical treatments are properly administered, that required health screenings are conducted, student records are properly maintained, and who will participate on IEP teams as necessary.

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

**Response:**

MOT Charter School's current facility is a single story building, approximately 75,000 square feet, and is situated on 17+ acres south and west of Middletown. In addition to 27 regular classrooms, the school has a multi-purpose room, gymnasium, library, and dedicated classroom space for Art, Music, Science, Spanish and other school activities.

MOT Charter School maintains a security system which includes controlled access through magnetic readers on all doors, door alarms and burglar alarms. All visitors to the building must enter through a single front entrance.

The proposed facility will be located on 33 acres north and east of Middletown between an existing educational facility and a proposed church. We will adopt similar safety and security measures as exist in our current facility.

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

**Response:**

MOT Charter School is in full compliance with all applicable building codes and is accessible to individuals with disabilities. We have handicapped accessible bathrooms, a ramp, ramped sidewalks at the main entrance, and designated parking.

In constructing the new facility, we will work with a qualified builder with substantial experience

in school construction. Thus, the new facility will be built in full compliance of all building codes for public schools and accessible for individuals with disabilities.

We will provide a construction schedule to the DDOE once we have selected the builder.

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

**Response:**

MOT Charter School employs 4 full time maintenance personnel. The maintenance personnel follow a rotating maintenance schedule to ensure that all areas are kept clean, safe and free of debris, and that requires them to note and address any maintenance issues present in the building or on the grounds.

With the grade 9-12 expansion, we will hire additional maintenance personnel with maintenance and housekeeping experience.

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

**Response:**

K-8 physical education classes are held in a gymnasium or outside on the playing fields. These spaces are designed for physical activity and, therefore, present no extraordinary safety issues.

Ninth grade physical education during the first two years will be held outside on playing fields designed for physical play, in a classroom suitable for the physical education activity or at a space rented for physical education.

Once the permanent facility is constructed, physical education classes will be held in the gymnasium and outside on the recreation fields.

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

**Response:**

MOT Charter School currently contracts with Lehanes Bus Service to provide transportation to students in grades K-8. Currently, 15 buses are provided. Approximately 96% of the students ride the bus. A copy of the current contract with Lehanes is included in the Appendix. See

Attachment T.

As is our practice, each year we will issue an RFP for bus transportation services. In 2014, we will include an additional 8 buses for grades 9-10 and continue to increase as the enrollment increases.

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

**Response:**

MOT Charter School contracts with a bus transportation company to provide bus transportation to and from hub stops for students residing outside of the Appoquinimink School District.

**PPP. Describe how special needs students will be transported if specialized transportation is required by the IEP. (Renewal/Modifications – provide original documentation and any changes)**

**Response:**

All MOT Charter students are provided the same opportunities for transportation.

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

**Response:**

The Head of School provides primary oversight for school transportation operations, including route planning, bus stop selection and coordination with Lehanes. The Principal is directly responsible for addressing school bus discipline and working with the drivers to maintain safe environments on the school bus. The Business Manager maintains the driver files and works with the contractor on contract issues.

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

**Response:**

MOT Charter School provides an opportunity for students to have a hot lunch every day. All lunches are prepared (heat and serve) and served by MOT Charter cafeteria staff in strict accordance with the USDA and Board of Health guidelines. MOT Charter's Child Nutrition Supervisor is an experienced food service manager with over 13 years experience in preparing meals in an institutional setting.

During the first two years while we are in modular facilities, we will provide bagged USDA-compliant school lunches to students in the modulars similar to what we currently provide to students when going on fieldtrips.

Once the permanent facility is completed, we will expand our school lunch program to include the high school.

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

**Response:**

The school follows the federal regulations regarding the Free and Reduced Lunch Program. At the beginning of each school year, MOT Charter sends enrolled families the approved Free and Reduced package of information and applications. The school determines eligibility of student in accordance with federal guidelines. Every eligibility determination is double-checked and tested. MOT Charter School maintains complete and accurate records of meals and claims made under the Free and Reduced program.

**STUDENT AND SCHOOL DATA (Page 25, 2010 Charter Renewal)**

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

**Response:**

Student data and records are kept in the administration office and locked from public access. Access is limited to school personnel and given only for the legitimate purpose of providing educational services to the student. The school does not release any student data or records (other than data identified as "directory information") to third parties without express written consent of the student's parents or guardian, or unless otherwise required by lawful process.

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

**Response:**

MOT Charter School timely enters appropriate student data into e-school plus and DELSIS as required by the Department of Education. The school has timely complied with all requests for data and reports.

**5. If appropriate, describe how student achievement may be impacted by the proposed modification(s).**

*A) Grade Configuration, Enrollment and Facility*

MOT Charter School has become an example of a school where high expectations for academic excellence and responsible behavior are the norm. We have consistently been rated as a Superior school with student achievement on the DCAS placing us in the top 10 schools in grades 6-8, and the top quartile in grades 3-5. Perhaps even more important than those accolades is our school culture. Students like coming to school at MOT Charter. In their own words, they feel “safe,” “welcomed,” “accepted.” This culture motivates students to be and do their best – whatever that best is.

As we enter into our second decade, we believe it is time for us to take our expectations for student achievement, character development and overall success on to the high school level.

Requiring that students complete 4 years in each of math, science, English, world language, and social studies as well as 4-6 pathway courses, we have already set the students on a path of higher student achievement. We combine this high level of core work with a magnet program where students can pursue studies in areas of specific interest to them. Students will be inspired and motivated to push themselves to high levels of achievement.

The Academy of Science & Technology will provide a rigorous foundation in science and mathematics courses, a pathway based off of Project Lead the Way and Engineering by Design courses, dual enrollment courses and a senior capstone project. Similarly, the Academy of the Arts will provide a solid foundation in the academic disciplines, a pathway of arts courses and experiences, and a senior capstone project. MOT Charter School is exploring partnerships with a wide variety of organizations to support both the arts and the science and technology learning programs.

The combination of high-quality teaching and rigorous curriculum, a well- managed school, and a school culture that values kindness, respect, and responsibility will produce generations of graduates who are well prepared to enter college and high wage careers.

*B). School Calendar*

The reduction of the number of student days from 185 to 180 will have a positive impact on student achievement in the following ways.

1. Teachers will have more time to study the standards and design laddered lessons for differentiation.
2. Teachers will have more time to review student work and achievement data and collaborate with professional peers toward greater student achievement.
3. Parents will be less likely to take students out of school.

## ASSURANCES

### **The Board of Directors of this charter school certifies that it will:**

1. Comply with all federal and state laws and regulations applicable to the operation and management of a charter school.
2. Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.
3. Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.
4. Provide the Department of Education with copies of all the policies and bylaws of the school and the school's board of directors and inform the Department in a timely manner when bylaws change.
5. Comply with the provisions of a Performance Agreement, as required by the Secretary of Education.
6. Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, 29 Del. C. Ch. 100.
7. Include a member of the Board of Directors who is a certificated teacher from at least one of the charter schools operated by the board and at least one parent of a student enrolled in a charter school operated by the board, consistent with 14 Del C. § 512(1).
8. Disclose any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, by the charter school founders and the board of directors of the proposed charter school, in accordance with 14 Del. C. § 511(o).
9. Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program, per 14 Del. C. § 512(14).

10. Provide results of a criminal background check and check of the Child Abuse Registry for each charter school founder and board member for review as part of the application process and on an ongoing basis if new board members are seated or current board members are convicted of a crime or placed on the Child Abuse Registry, in accordance with 14 Del. C. § 511(p).
11. Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
12. Maintain corporate status as described in 14 Del. C. § 504.
13. Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
14. Not operate in a sectarian manner or include religious practices in its educational program.
15. Participate in the Delaware Comprehensive Assessment System and comply with the requirements of the State Public Education and Accountability System pursuant to 14 Del. C. § 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Comprehensive Assessment System (14 DE Admin Code 275.4.2.1.1).
16. Manage the school within all State administrative and financial systems listed in 14 Del. C., § 512(9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the First State Financials (FSF). If the school will opt out of the State's retirement and/or benefits system notice must be provided to the Department.
17. Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
18. By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.
19. Employ only staff who have complied with the requirement of having a successful criminal background check, and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.

20. Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
21. Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
22. Comply with the requirements for reporting school crimes as described in 14 Del. C. § 4112.
23. Comply with the certification required by 14 Del. C. §506 (c)(3) relating to attendance for a least one school year.
24. Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
25. Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
26. Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
27. Comply with the Individuals with Disabilities Education Act (IDEA) and 14 Del. C. Ch. 31 and the federal and state regulations adopted pursuant to them.
28. Comply with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
29. Comply with Title VI and VII of the Civil Rights Act of 1964.
30. Comply with Title IX of the Education amendments of 1972.
31. Have certified special education teacher(s) providing services for students with disabilities.
32. Ensure that students have physical examinations prior to enrollment.
33. Ensure that required immunizations and screenings (lead, TB) are in compliance.



34. Administer medications and medical treatments, including first aid.
35. Screen for health problems (vision, hearing, postural/gait, etc.).
36. Monitor student health, and maintain health records.
37. Ensure emergency care for known and unknown life-threatening health conditions.
38. Ensure health representation on IEP teams when student's needs require such.
39. Ensure that the application for a charter contains an affirmation that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes, in accordance with 14 Delaware Code, Section 511 (l). If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.
40. Participate and receive training in the use of the Department of Education's Pupil Accounting system eSchoolPLUS.
41. Intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
42. Follow the Family Education Rights and Privacy Act (FERPA), and implement federal and Department of Education regulations regarding disclosure of student records.

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

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

---

Date of Signature

---

Name of the Charter School

---

Signature of the Chairperson of the Board of Directors

---

Signature of Member of the Board of Directors

---

Signature of Member of the Board of Directors

---

Signature of Member of the Board of Directors

---

Signature of Member of the Board of Directors

---

Signature of Member of the Board of Directors

# Charter School Modification Application Budget Worksheets

<http://www.doe.k12.de.us/infosuites/schools/charterschools/schoolapplication.shtml>