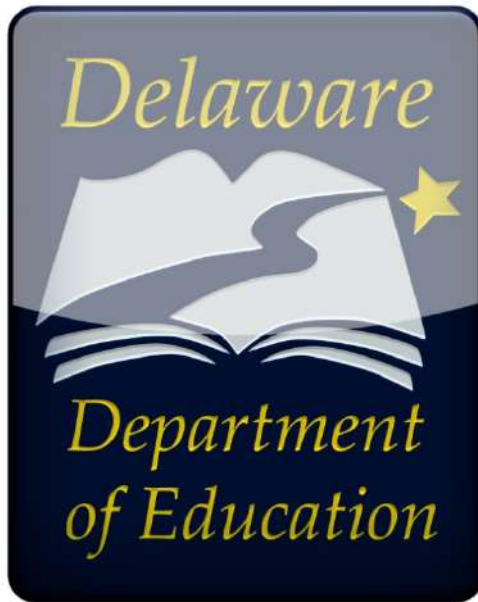


# CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

## DELAWARE DEPARTMENT OF EDUCATION



### MOT CHARTER SCHOOL

### INITIAL/PRELIMINARY REPORT AND RECOMMENDATIONS

### APPLICATION TO MODIFY AN EXISTING CHARTER

Opening Date: September 2002

Grades: K - 8

Location: New Castle County

September 30, 2012 Unit Count: 680

Date of Report: 10 April 2013

## Background

**Name** MOT Charter School

**Current Enrollment** 680

**Projected Enrollment** The modification request is to:

- add grades 9 – 12, thereby expanding to a total enrollment of 1427 students over a three-year phase in period;
- add an additional campus in the Middletown area for grades 9 – 12;
- modify the instructional days from 185 to 180 for grades K – 12.

From Year 0 (2013-2014) through Year 4 (2017-2018), the enrollment for grades K – 8 will be 75 students in each grade. The total K - 8 enrollment for 2013-2014 is projected at 675.

With the addition of the high school starting in 2014-2015, the projected enrollment will be:

Year 1	675 K – 8 <sup>th</sup> grade students (75 per grade level) and 188 students in 9 <sup>th</sup> grade and 188 in 10 <sup>th</sup> grade. Total: 1051 students.
Year 2	675 K – 8 <sup>th</sup> grade students (75 per grade level) and 188 students in 9 <sup>th</sup> grade, 188 in 10 <sup>th</sup> grade, and 188 in 11 <sup>th</sup> grade. Total: 1239 students.
Year 3	675 K – 8 <sup>th</sup> grade students (75 per grade level) and 188 students in each high school grade (9 – 12). Total: 1427 students.
Year 4	The same as Year 3 projections.

**Mission** The mission of MOT Charter School is to provide a challenging curriculum in a safe and nurturing environment in which 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. The goal is to prepare students to be creative, intuitive, and well-reasoned thinkers.

**Vision** At MOT Charter School, a strong school community enables every child to reach his or her academic potential. Character development and personal responsibility form the basis for learning. Students are empowered and expected to be accountable for their own learning and parents are invited and expected to be actively engaged in their child's education.

Members of the Charter School Accountability Committee (Committee) met with representatives of MOT Charter School (MOT) on 14 March 2013 for the Initial/Preliminary Meeting. With the nature of the modification request, the Committee reviewed each of the fourteen approval criteria listed in 14 Del. Code §512.

### **Initial Meeting Discussion**

The following is a summary of the salient points from the Initial Meeting in which representatives from MOT Charter School responded to questions from members of the Committee.

The MOT applicant team was asked to explain the rationale that led to the decision about expanding to grades nine through twelve.

The MOT applicant team responded:

- The high school has been part of the school's long range plan; however, the leadership did not want to begin on the 9<sup>th</sup> – 12<sup>th</sup> grade expansion until the K – 8 educational program was clearly successful; the staff and leadership were stable; and that after ten years of operation, there was sufficient experience and expertise for undertaking the expansion.
- Parents have shown very strong support of and interest in an expansion to the high school grades.
- Loan terms are currently very favorable for an expansion project.

The applicant team was asked about plans for maintaining a common culture between the K - 8 school and the high school.

The MOT applicant team responded:

- To build and maintain a shared culture, the school leadership has decided to assign some of the current staff to the new high school.
- Additionally, the leadership and staff are very clear about what makes the K - 8 culture work. If one knows what makes the school culture work, it can be taught and replicated at the high school level.
- The school is currently working with St. Andrew's School on a mentoring program and expects that the new high school will benefit as well.

### **Preliminary Meeting Discussion**

#### **Criterion One: Applicant Qualifications**

The Committee discussed the response to the Applicant Qualifications section of the application and noted the following.

- The Board has the capacity to oversee the successful development and implementation of the education program presented in the modification application.
- The Board has the capacity to oversee the effective and responsible management of public funds.
- The Board has the capacity to oversee and be responsible for the school's compliance with its legal obligations.

- The Board has established a high school development committee that includes Bill Manning who helped to develop the Charter School of Wilmington and Cab Calloway School of the Arts. Also, Dr. Robert Andrzejewski has provided guidance and advice.

***The Committee concluded that Criterion One was met.***

## **Criterion Two: Form of Organization**

The Committee discussed the response to the Form of Organization section of the application and noted the following.

- The copy of the modification application that was reviewed did not address this criterion directly and did not include a copy of the original documentation and any changes. The reviewer was unable to locate the certificate of incorporation and the by-laws via the on-line modification application or the 2010 renewal application on the DDOE charter school website.

***The Committee concluded that Criterion Two was not met.***

## **Criterion Three: Mission, Goals, Educational Objectives**

The Committee discussed the response to the Mission, Goals, and Educational Objectives section of the application and noted the following.

- The mission has not changed. It is concise, compelling, and defines the purpose of the school.
- The school's goals emphasize development of the whole child, character, rigor, and high expectations.

***The Committee concluded that Criterion Three was met.***

## **Criterion Four: Goals for Student Performance**

The Committee discussed the response to the Goals for the Student Performance section of the application and noted the following.

- The MOT Charter School response did not address what was called for in this criterion. Criterion Four (A) asks the school to provide performance goals in a manner that is disaggregated by grade and ethnicity. This is meant to elicit a response that addresses any weaknesses within any given grade level of the school and/or any achievement gaps that may be present among the population of students. The school noted that performance goals would be set upon receiving the Performance Frameworks documentation for Charter Schools; however, this application requires that these goals be presented in some format here, so that the Charter School Accountability Committee can review them and determine the rigor and responsiveness of the current Board and administration to existing school performance measures.

- Section C asks those applying for renewals/modifications to provide the original documentation regarding assessment tools and strategies and to provide the results of these assessments along with discussion. MOT has provided a chart containing an assessment schedule and rationale along with relevant data and discussion.
- Section D requires a current signed Performance Agreement between the school and the Secretary of Education. Additionally, the school was to provide a description of the current performance of the school with regard to the Agreement and a discussion of highlights and concerns. This was included as an attachment to the application and was well done.
- Section E requires the school to provide a list of proposed measurable performance objectives with specific measurable targets for each year of the charter renewal period. This was not included with the application. There was a reference to a meeting with the Delaware Department of Education (DDOE) on January 7 at which the school was to learn about the new Performance Frameworks and how to develop performance objectives appropriate to the new format.

***The Committee concluded that Criterion Four was not met.***

#### **Criterion Five: Evaluating Student Performance**

- The Applicant's submission adequately addressed sections A, B, and C with information and narrative relative to the questions posed in the application.

***The Committee concluded that Criterion Five was met.***

#### **Criterion Six: Educational Program**

The Committee discussed the response to the Education Program section of the application and noted the following.

##### **Curriculum**

##### **English Language Arts - Does Not Meet Approval**

- Unit questions and understandings minimally align to learning targets. A minimally developed learning plan gives inconsistent or no evidence of student achievement of the identified learning target(s).
- Links between learning goals, learning targets, and assessments are unclear.
- There are concerns about the writing expectations not being aligned with the Common Core State Standards (CCSS). For example, the writing text types are aligned to the Delaware Recommended Curriculum (DRC); i.e. persuasive, expressive, informative rather than aligned to the CCSS; i.e. argumentative, narrative, explanatory/informative.
- Without lesson plans, it is difficult to tell if instruction for the writing is CCSS-aligned. The writing rubrics used to score student work are not discourse specific; therefore, they are generic in nature and not CCSS-aligned. The rubrics look very much like the rubric used for the Delaware Student Testing Program which was not discourse specific and therefore, not aligned to the CCSS. Appendix A of the CCSS contains more information about the CCSS writing discourses, starting on page 23. The DOE, in conjunction with Delaware

teachers, created grade level/discourse specific, standards-based writing rubrics which can be found at [http://www.doe.k12.de.us/aab/English\\_Language\\_Arts/writing\\_rubrics.shtml](http://www.doe.k12.de.us/aab/English_Language_Arts/writing_rubrics.shtml)

### **Mathematics - Does Not Meet Approval**

- The approximate time frame for completing each unit is not clearly shown.
- There is a collection of statements that attempt to address Theme and Big Idea. There is not a narrative for each unit that connects these statements together to clearly and succinctly express the unit's overall expectations for student understanding and learning.
- Some topics, for example matrices, may be inappropriately placed within the four year curriculum. It is noted that a significant amount of the text materials were published before the release of the Mathematics Common Core State Standards. This could be contributing to the sequencing issues that indicate a misalignment to the Delaware Standards.
- Essential Questions are not present.
- The plan for formative and summative assessments is not fully developed throughout the curriculum. For example, in Unit II of Math II, there is only one statement about assessment in the whole unit, "Activities/Labs/Projects: Food Group Pyramid."

### **Science - Does Not Meet Approval**

- The Scope and Sequence documents do not provide sufficient information and do not follow the Delaware Science Coalition curriculum. It was not clear if MOT will continue to be a member.
- The Understanding by Design unit templates were simply cut and pasted from the Department of Education's website. Not only do they not match the Scope and Sequence documents, but they are also very outdated.
- There is a heavy emphasis on scientific method and other such traditional items (i.e., how to use a microscope). There is also non-grade level content outlined in the documents.
- It appears as if the curriculum lacks rigor.

### **Social Studies - Does Not Meet Approval**

- In the tenth grade economics course, there seems to be no basis for instruction in Economics Standard Four.
- The U.S. history course seems to last only 12 weeks, and is comprised of only three DRC units. There is no mention of what else occurs in the classroom. The Scope and Sequence, as presented, would not meet the expectations of the Delaware Comprehensive Assessment System (DCAS) end-of-course test in U.S. History.
- The World History course Scope and Sequence is comprised of three units that last approximately 28 weeks. Twenty-eight weeks seem an excessive amount of time to spend on three units. There is no mention of what else occurs in the classroom.
- There is no Geography course. Instruction in Standards 1, 3, and 4 is missing.
- The reviewer expressed reservations about Junior Achievement (JA) Finance Park as a substitute for a Personal Finance course. However, meeting Personal Finance standards is not required in the same manner as civics, economics, geography, and history.
- The JA Finance Park does not meet the Economics Standards.
- The JA Finance Park detracts from the time that should be spent on required standards.

### **Health Education – Meets Approval**

- The Scope and Sequence is aligned to the Delaware Health Education Standards and is timely and well-planned.
- The units of instruction are all approved.

### **Physical Education - Does Not Meet Approval**

- The Scope and Sequence addresses Health Education Standards, not Physical Education standards.
- The Physical Education Standards listed are not the National or Delaware Standards. Those listed are paraphrased entries.
- The time frame allotted for Unit Four is excessive compared to the unit information provided.
- The reviewer wanted to know what the Grade Cluster expectations for each grade level assessed are.
- Units of Instruction
  - Nineteen lessons were presented from “Kids Health in the Classroom” in which each lesson clearly states that the lessons are correlated to the National Health Education Standards.
  - One approved unit, “Walking for Lifetime Fitness,” was submitted.
  - All units must be aligned to the Delaware Physical Education Standards.

### **World Languages - Does Not Meet Approval**

- While the Scope and Sequence documents described rich topics for investigation, instruction must be linked to the proficiency level of the students. For example, in both Spanish I and Spanish II, skills such as speaking, listening, writing, and cultural understanding were delineated by unit. These skills must be integrated across units.
- Some units, such as the Language Affect on Cultures investigation of machismo, are inappropriate and are not standards-based.
- The unit investigating Chicano Spanish is better identified as a social studies unit and lacks depth.
- It appears that the Georgia Content Standards were used for alignment rather than the Delaware Content Standards.
- One unit from the Delaware Recommended Curriculum is included.

### **Visual and Performing Arts - Does Not Meet Approval**

- The school is commended for planning instruction in all four arts disciplines.
- While copies of the Delaware Content Standards for Dance, Music, Theatre and Visual Art are included with compelling curricular resources, no specific Scope and Sequence documents are provided to guide the reviewer’s understanding of frequency and duration of instruction.
- Dance
  - Curricular resources are from the Council of Ontario Drama and Dance Education.
  - Curricular components, such as student expectations, guiding questions, and assessments are evident. There is no crosswalk of Canadian Dance Standards to the Delaware and National Dance Standards. The school is chartered in the State of Delaware. Curriculum should align to the standards adopted by the Delaware State Board of Education.
- Music
  - Curricular resources are from the National Association for Music Education and the states of New Jersey and Kentucky.
  - While Delaware Music Content Standards have been adopted from the National Music Standards, no crosswalk among the curricular resources is provided to determine alignment to the Delaware State Content Standards.

- Theatre
  - Curricular resources are from the Council of Ontario Drama and Dance Education.
  - Curricular components such as student expectations, guiding questions, and assessments are evident. There is no crosswalk of Canadian Dance Standards to the Delaware and National Dance Standards. The school is chartered in the State of Delaware. Curriculum should align to the standards adopted by the Delaware State Board of Education.
- Visual Art
  - Curricular resources are from the International Society for Technology in Education (ISTE) and Annenberg Media. The school is commended for creative use of this ISTE resource.
  - While guidance for instruction is provided, there is no alignment to the Delaware Content Standards for Visual Art.

#### *Plans for At-Risk Students*

- MOT's response to the criterion for at-risk students is appropriate.

#### *Meet State Graduation Requirements*

- The application provides a scope and sequence to meet the graduation requirements in 14 DE Admin Code 505. While there is not specific mention of the Student Success Plan, the modification would not necessarily address this element because MOT is a currently a K - 8 school.

#### *Student-Teacher Ratio*

- The student-teacher ratio for grades 9 – 12 will be 1:32 in the first two years, with a goal of reducing the ratio to 1:28-30.

#### *Unique Features of the School*

- The response states that there will be no changes to the K – 8 program; however, for students in grades 9 – 12, there will be two pathway options: Science and Technology or the Arts. The intent is to establish a dual enrollment program with the University of Delaware and Delaware Technical and Community College as well as incorporating a Distance Learning Lab to allow distance learning with other high schools and higher education institutions. However, a timeline including processes to make these aspirations a reality has not been provided.

#### *High Quality Professional Development*

- A very comprehensive plan was provided by the school that adequately addressed the needs of individual teachers, content and grade groups, and the entire staff. The School acknowledges the need for more staff development around the implementation of the Common Core State Standards. The school also identified additional professional development needs for the planning and implementation of the two new academies. Resources that the school will leverage include, but are not limited to:
  - Project Lead the Way
  - Engineering by Design
  - University of Delaware's Biotechnology Institute
  - Wilmington Charter School
  - Cab Calloway School of the Arts
  - Delaware Division of the Arts
  - Everett Theater in Middletown, DE



- Premier Center for the Arts, in Middletown, DE
- AAHPERD (American Alliance for Health, Physical Education, Recreation and Dance)
- National Dance Education Association
- National Art Education Association
- National Association for Music Educators
- United States Institute for Theatre Technology (USITT).

#### *School Calendar and Master Instructional Schedule*

- Complete and comprehensive copies of the school calendar and the master instructional schedule were provided by the school. The school calendar illustrated plans for the next school year, including the planned reduction of student school days from 185 to 180 to accommodate an increase in staff development days.
- The school's master instructional calendar is a block scheduling model that provides larger blocks of time for instruction, such as labs and studios and rehearsal times. It appears that freshman and sophomores travel within an academy assignment to core and pathway classes. It was unclear what occurred between blocks 2 and 3 during a regular instructional day. To the reviewer, it was not clear if students are scheduled for lunch between 10:25 and 11:35.

***The Committee concluded that Criterion Six was not met.***

#### **Criterion Seven: Students with Special Needs**

MOT Charter School's responses to the criterion for Special Education and at-risk students are appropriate.

***The Committee concluded that Criterion Seven was met.***

#### **Criterion Eight: Economic Viability**

- The plan that MOT has presented for its expansion to a K - 12 campus appears economically viable based on the information presented. The assumptions about increased funding for their expanded population were conservative but reasonable. The MOT response also details a plan to manage the budget if enrollment targets are not met.

***The Committee concluded that Criterion Eight was met.***

#### **Criterion Nine: Administrative and Financial Operations**

##### *Plan for managing financial operations*

- MOT currently operates within all State financial and operational guidelines. The information presented in the modification shows that the school is positioned to continue functioning within compliance through its expansion.

##### *Roles and responsibilities of the Board of Directors*

- The response is satisfactory.

#### *Internal Form of Management at the School*

- The school must provide an organizational chart as part of its response to the Preliminary Report.

#### *Teacher and Parent Involvement in Decision-Making at the School*

- The response indicates that parents and teachers have several avenues for participating in decision-making at the school.

#### *Criteria and Timeline for Hiring Staff*

- The response in section (e) provides a summary statement of how the school leadership addresses employee hiring. The school lists two basic criteria for hire (communication and relationship-building) but does not list the technical elements of skills or competencies required. There is a basic timeline outlined, but no strategy presented for building a continual pool of quality educators or for mid-year hires.

#### *Recruitment of Delaware Certified Teachers*

- The response includes basic recruitment strategies, such as working with local universities on their normal cycles. MOT considers certification requirements met within one year, as consistent with Delaware regulation. The response indicates a focus more on qualifications rather than competency-based criteria.

#### *Incorporation of the Delaware Performance Appraisal System in Staff Evaluations*

- The charter outlines full participation in the DPAS II system, including the use of an Expert Evaluator and student achievement data to inform evaluation. The charter sets a clear path forward in this area.

#### *Human Resources Policies*

- The reviewer could not find a specific response to Criterion 9(g), Human Resource Policies, in the Modification Application. However, a copy of the Employee Handbook was included in the appendix. MOT adopted policies that include but are not limited to: Equal Employment Opportunity, Harassment, Sexual Harassment, Employee Classifications, Benefits, Compensation and Separation of Employment.

#### *School Accountability to Parents*

- In addition to Board representation, parents and teachers are provided opportunities to participate in decision-making.
- Parent surveys are conducted.

#### *Contracting Operations with an Outside Group*

- This criterion is not applicable. MOT is not contracting any operations with an outside group.

#### *Requirements for Outside Groups Managing Education, Administration, and/or Financial Operations*

- This criterion is not applicable.

#### *Plan to Recruit Students*

- The reviewer wanted to see data/information about the current waiting list at MOT.

### *Admissions Preferences and Selection Process*

- Clarification is needed to confirm that the preferences for children of full-time teachers, students residing in the Appoquinimink School District, and students who have a specific interest in the school's teaching methods, philosophy, or educational focus are described as preferences in the school's charter and that "full-time teachers" are those employed by the school on a permanent basis for at least 30.0 hours per week during the school year.
- Clarification is needed as to when the preferences are applied. The application narrative, at pages 28-29, seems to indicate that preferences will be applied after the names are drawn from the lottery, while the admission selection principles in Attachment C seem to indicate that preferences will be applied before the lottery.
- Clarification is needed as to when the MOT charter students advancing to the next grade have a "right" to admission (page 2 of Attachment C) is applied and how it will be applied to the interest preference (e.g., for the 2014 - 15 school year, the planned first year for high school students for the 9<sup>th</sup> and 10<sup>th</sup> grades, are the 2012 - 2013 8<sup>th</sup> graders "automatically" admitted to 9<sup>th</sup> grade; the 2013 - 2014 8<sup>th</sup> graders are "automatically" admitted to 10<sup>th</sup> grade, and then those students are "assigned" to one of the academies based on the demonstrated interest preferences and then the other preferences are utilized before or after the lottery?).

### *Timetable for School's Application and Admissions Process*

- The reviewer found the response to be satisfactory.

### *Administrative Tasks to be Done Between Approval and School Opening*

- Launching a new high school is a major undertaking. In the response to the Preliminary Report, the school is to submit a detailed timeline of administrative tasks to be completed before the high school opens. The timeline is to include a description of all relevant tasks, the names/titles of the parties responsible for each task, criteria for the successful completion of each task, and benchmark dates for all tasks.

***The Committee concluded that Criterion Nine was not met.***

### **Criterion Ten: Insurance**

- The information submitted was adequate.
- The school is reminded that the updated Certificate of Insurance must provide adequate coverage for the current campus as well as for the 9 - 12 campus and be submitted prior to the opening of school. The costs must be reflected in the Budget Worksheets.

***The Committee concluded that Criterion Ten was met.***

### **Criterion Eleven: Student Discipline and Attendance**

- The response to sub-section A, Student Rights and Responsibilities Manual, was deemed acceptable.
- In the second to last paragraph in sub-section B (the handling of discipline for students with disabilities), the reviewer recommended the insertion of this statement: "School officials who report a crime committed by a child with a disability, as defined by § 3101(2) of this Title, shall comply with 20 U.S.C. § 1415(k)(6)(B) by ensuring that copies of the special

education and disciplinary records of the child are transmitted, to the extent that FERPA allows, for consideration by the appropriate authorities to whom the crime is reported.”

- Under sub-section C (the reporting of school crimes), the reviewer recommended the additions of these statements:
  - That administrators will attend required DDOE trainings about the mandatory school crime reporting law as required by 14 DE Admin Code 601.
  - That administrators will use the DDOE School Climate and Discipline program manager and DDOJ Ombudsperson for technical assistance in regard to the Mandatory School Crime Reporting Law.
  - That any eSchool Plus discipline kicker list notifications relating to the reporting of mandatorily reportable crimes will be addressed within a specified period of time, i.e., 48 hours.
  - An assurance statement that the school will follow the requirements of 14 DE Admin Code 601, which is in addition to the law 14 Del. Code § 4112, for the reporting of certain acts of misconduct.
- In subsection D (attendance policies), the reviewer indicated that if the school uses a Visiting Teacher, the response ought to include a description of the role of this teacher.

***The Committee concluded that Criterion Eleven was not met.***

## **Criterion Twelve: Health and Safety**

*Procedures to ensure health and safety of students and staff; processes to ensure physical examinations before enrollment, immunizations, etc.*

- The application adequately addresses these two areas.
- It is noted that the school has a full-time nurse and will hire an additional nurse. The current nurse is a licensed, registered nurse (RN).
- The modification application does not speak to the criteria of the additional school nurse. If it is the intent of the school to hire a less qualified nurse (that is, less than an RN), a new plan will need to be submitted.
- It is also noted that the school has both a school psychologist and school counselor on staff to support the emotional health of students.

## *Criminal Background Checks*

- The response is appropriate.

*Location of the school, applicable building code compliance for public school, maintenance, physical education location and safety*

- **Location of school; how it will be suitable relative to health and safety; building access issues.** The proposed facility will be located on 33 acres north and east of Middletown between an existing educational facility and a proposed church. The school states that they will adopt similar safety and security measures as exist in the current facility.
- **Compliance with building codes, accessibility for those with disabilities.** In constructing the new facility, the school will work with a qualified builder with substantial experience in school construction. The school states that the new facility will be built in full compliance of all building codes for public schools and accessible for individuals with disabilities. The school will provide a construction schedule to the DDOE once a builder is selected.

- **Maintenance practices to assure safe environment.**  
MOT Charter School employs four 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, the school will hire additional maintenance personnel with maintenance and housekeeping experience.
- **Location and facilities for physical education; safety concerns.**  
Once the permanent facility is constructed, physical education classes will be held in the gymnasium and outside on the recreation fields.
- MOT Charter School will need to provide DDOE with a property layout/floor plans.
- DDOE may need to perform a site visit to review and assess.
- Delaware law requires that new charter applicants obtain a Certificate of Occupancy by June 15th prior to the opening of the school.
- Additional information is in Appendix B.
- The response is appropriate.

### *School Transportation*

- **Description of how students will be transported to the school.**  
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 provided in the Appendix of the MOT Modification Application. Each year the school issues an RFP for bus transportation services. In 2014, the school will include an additional 8 buses for grades 9 - 10 and continue to increase as the enrollment increases.

The reviewer noted that for efficiency, the school could consider splitting school time schedules to allow some buses to make double runs. This also would permit younger students to be separated from older students.

- **How students who reside outside the district in which the school will be located will be transported to the school.**  
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.
- **How special needs students will be transported if specialized transportation is required by the IEP.**  
All MOT Charter students are provided the same opportunities for transportation.
- **Plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline.**  
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.
- The responses to the school transportation section are acceptable.

### *Providing Meals to Student and Compliance with the Free/Reduced Lunch Program*

- The response to the plan for providing meals to students is adequate. Schools enrolled in the National School Lunch Program are not required to offer a hot meal. As long as the bagged lunch being referenced meets the USDA requirements for meals, then this is

acceptable. When the school opens to include the high school, MOT will need to ensure that they are following the correct meal patterns for each age/grade group as determined by the USDA. The DDOE School Nutrition team will be available to assist with this.

- The response to compliance with the free/reduced lunch program is adequate. MOT follows the USDA process for determining individual eligibility of children for free/reduced price meals. Historically, MOT has been in compliance with USDA requirements for reporting, recordkeeping etc.

***The Committee concluded that Criterion Twelve was met.***

#### **Criterion Thirteen: Student and School Data**

- The response to this criterion is adequate.

***The Committee concluded that Criterion Thirteen was met.***

#### **Criterion Fourteen: Management Companies**

This criterion is not applicable. MOT will not employ a charter management company.

## Summary and Recommendations

Criterion	Charter School Accountability Committee's Recommendations
(1) Applicant Qualifications	Met
(2) Form of Organization	Not Met
(3) Mission, Goals, Educational Objectives	Met
(4) Goals for Student Performance	Not Met
(5) Evaluating Student Performance	Met
(6) Educational Program	Not Met
(7) Students with Special Needs	Met
(8) Economic Viability	Met
(9) Administrative and Financial Operations	Not Met
(10) Insurance	Met
(11) School Discipline and Attendance	Not Met
(12) Health and Safety	Met
(13) Student and School Data	Met
(14) Management Companies	Not Applicable

The Charter School Accountability Committee recommended that the charter school modification application for MOT Charter School **not** be approved.

## **Appendix A**

### **List of Attendees**

#### **Initial/Preliminary Meeting of the Charter School Accountability Committee**

**14 March 2013**

#### **Application to Modify an Existing Charter**

##### **Voting Members of the Committee**

- Debora Hansen, Education Associate, Visual and Performing Arts, Charter Curriculum Review
- Paul Harrell, Director of Public and Private Partnerships
- April McCrae, Education Associate, Education Associate, Science Assessment and STEM
- Mary Ann Mieczkowski, Director, Exceptional Children Resources
- Karen Field Rogers, Manager, Financial Reform & Resource Management
- Kendall Massett, Executive Director, Delaware Charter School Network (Non-voting)

##### **Staff to the Committee**

- Catherine T. Hickey, Deputy Attorney General, Counsel to the Committee
- John Carwell, Director, Charter School Office
- Patricia Bigelow, Education Associate, Charter School Office
- Chantel Janiszewski, Education Associate, Charter School Office

##### **Representatives from MOT Charter School**

- Brian Glancy, Chair of the Board of Directors
- Linda Jennings, Head of School
- Elaine Elston, Principal



## Appendix B

### Additional Information for Criterion 12 (facilities section)

- Because it is a brand new site, it is strongly recommended that the school submits plot plans and schematic designs to the Preliminary Land Use Service (PLUS) office to ensure viability of land and if it meets all site and design requirements as per State and Local regulations, to include State Department of Transportation, Fire Marshal's office, Department of Natural Resources and Environmental Control, and Historic Preservation.
- MOT Charter School will need to provide DDOE with a property layout/floor plans.
- DDOE may need to perform a site visit to review and assess.
- *Certificate of Occupancy.* Delaware law requires that new charter applicants obtain a Certificate of Occupancy by June 15th prior to the opening of the school. It is critical that the applicant allow sufficient time for the permit processing to ensure the facility is approved within a timely manner. Contact should be made early in the process with various agencies to determine when requests must be submitted for approval. Many agency approval processes require significant lead-time and multiple steps. If the Board of Directors of a charter school is unable to obtain the Certificate of Occupancy by this schedule, they should consider requesting a one-year delay for the school opening. See Delaware Code, Title 14, § 511 Approval procedures: <http://delcode.delaware.gov/title14/c005/index.shtml>.
- *For final school plan,* the Applicant needs to ensure compliance and with ADA regulations: see [http://www.ada.gov/2010ADAstandards\\_index.htm](http://www.ada.gov/2010ADAstandards_index.htm).
- *School Safety.* It is recommended to refer to the State of DE Homeland Security's Comprehensive Emergency Management Planning for Schools (CEMPS) [http://dema.delaware.gov/information/school\\_safe.shtml](http://dema.delaware.gov/information/school_safe.shtml)
- *Related Project Information.* Prior to the construction of a new charter school or the renovation of an existing building as a charter school, it is recommended that the charter school review the following websites for laws and regulations:
  - Preliminary Land Use Service (PLUS)
  - <http://stateplanning.delaware.gov/plus/>
- *For additional information,* see the following reference documents:
  - Title 14, Chapter 5 (Charter Schools) of Delaware Code
  - Department of Education School Construction Manual: <http://facilitynet.doe.k12.de.us/schooldata/default.shtml>