

Newark Charter School, Inc.
716 Colgate Lane
Newark, DE 19711

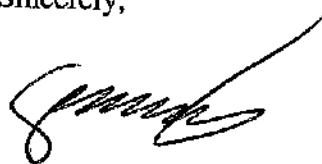
December 22, 1999

Dr. Larry Gabbert
Charter Schools Administrator
Delaware Department of Education
Townsend Building
Federal and Loockerman Streets
Dover, DE 19901

Dear Dr. Gabbert,

Enclosed are the signed original and 8 back-to-back copies of the charter application for the Newark Charter School. We look forward to approval of our application and working with you in the future to improve public education in the state of Delaware.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anthony S. Wexler', written in a cursive style.

Anthony S. Wexler
Chief Operating Officer

Albion, N.Y. 14005
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DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM FOR

A NEW SCHOOL TO BE OPENED

IN SEPTEMBER 2001

Newark Charter School
Name of Proposed School

Anthony S. Wexler
Name of Contact Person

Anthony S. Wexler

716 Colgate Lane, Newark DE 19711

Name of the Head of the Board

Mailing Address of Contact Person

5 through 8

Grades for School

First year enrollment

400

number

5 through 7

First year grade span

Second year enrollment

500

number

5 through 8

Second year grade span

Third year enrollment

600

number

5 through 8

Third year grade span

Note: if the application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments will serve as the approved charter for the school. A charter cannot be altered without the approval of the Secretary of Education and State Board of Education.

1. Introduction

The Newark Charter School (NCS) was conceived by a group of Newark parents and teachers interested in an alternative, rigorous and academically challenging curriculum for their children and students (see section 3b for a list of founding parents and teachers). Parents desiring to be involved in their children's education found that the format of some current public schools, grades 5-6 in one school and grades 7-8 in another, limited continuity and therefore parent buy-in to the school. If the Newark Charter School is approved, students will be able to attend K-4 in one school, 5-8 in the Newark Charter School, and 9-12 in high school, providing a minimum of four years of continuity in each school. By forming a school in the Newark area serving grades 5-8, we will foster parental involvement in the school, improving the school environment and the motivation of the students. From this derives the focus of the school – serving motivated students by strong parent involvement and strong site-based management.

The school's theme is "Emphasizing Excellence in Academics and Decorum." Our philosophy is to serve a diverse student population by challenging each student at his or her level so that all students exceed the state standards and reach their full potential. The size of the school is derived from its target goals. 600 students is 150 per grade which at 25 to 30 students per class gives 5 to 6 classes per grade. This number of classes will enable the school to offer a variety of academic options in order to deliver instruction appropriately suited to the students' needs. Strong site-based management has been encouraged by the state, yet districts appear reluctant to permit those staff and parents closest to the students to make the most important educational decisions. The school will be small enough to foster a community atmosphere thereby increasing willingness of staff and parents to participate in site-based management.

2. Statement of Need

a. *Why is there a need for this type of school?*

Current public schools serving Newark and vicinity are configured K-4, 5-6, 7-8, and 9-12. The lack of continuity in the middle years impedes parental involvement. In addition, strong centrally-based school district administration limits the ability of individual schools to respond to the needs of their students rapidly and flexibly. Current middle school practice minimizes opportunities for flexible performance-based groups to meet student's academic needs.

b. *Why is the charter school model an appropriate vehicle to address this need?*

The founders turned to the charter school model because the local public school districts have at times responded to parental requests for more involvement by strengthening centralized decision making rather than encouraging individual schools to respond to the needs of their students. Furthermore, space limitations in school facilities in the area limit flexibility. Choosing to another district limits parent involvement, a cornerstone principle of this charter school. This charter school will address these problems.

c. *How will this charter school improve public education in Delaware? What will be the school's key strategies for improving student performance? If the strategies are successful, are there any major barriers to the use of those strategies in non-charter public schools throughout the state?*

This school will offer a new grade configuration and some different educational philosophies and expectations which the founders believe will improve the quality of education and the school experience for students. The NCS will use a couple of basic strategies. Creating an entirely new school presents an exciting opportunity to forge a distinctive culture of high achievement, however we believe that there are no major barriers to the use of these strategies in non-charter public schools.

First, this school will address the educational needs of its students at levels appropriate to each child and will emphasize the application of learning to every day life.

Second, NCS will foster parental involvement by being located in the community and by actively encouraging parental involvement in all aspects of the school, including governance. Numerous studies have established that parental involvement correlates to increased student achievement.

- d. *How will the educational practices used in this charter school be shared with other Delaware educators?*

We are committed to education in the Newark vicinity and the state. We will invite all educators in the state and region to visit the school to observe 1) effective instruction and 2) parental involvement program. Working with the University of Delaware teacher-training programs will instill these teaching and governance practices into the next generation of teachers. Our proximity to the University will facilitate this interaction.

3. **Qualifications of the Applicant -- Identity of the group seeking the charter**

- a. *Identify the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers 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. Give a brief description of how the backgrounds of the founding group relate to their serving as founders of a public charter school.*

The following are the name, title, address, and phone numbers of the founding Board of Directors of the Newark Charter School. Resumes, along with the signed assurances statement, are included in Appendix A. All of the members of the founding board are members of the community and active in education or politics related to Newark residents. Four of the five are parents with children currently or soon to be in the age range of the NCS. All board members either a) were directly involved in the development of this charter proposal or b) are strong supporters of it.

Steven H. Amick, parent, attorney, and State Senator, 449 W. Chestnut Hill Road, Newark, DE 19713, home phone: 302-738-0215, business phone: 302-368-6400

Timothy U. Boulden, parent, businessman, and State Representative, 65 Hidden Valley Drive, Newark, DE 19711, home phone: 302-738-8553, business phone: 302-368-2554 x128

Harold F. Godwin, businessman, parent, grandparent, and Mayor of Newark, 919 Pickett Lane, Newark, DE 19711, home phone: 302-368-9777, business phone: 302-368-4322

Joan O. Pierson, parent and former teacher, 7 Haywood Court, Newark, DE 19711, home phone: 302-292-0840

Anthony S. Wexler, parent and professor, 716 Colgate Lane, Newark, DE 19711, home phone: 302-292-0980, business phone: 302-831-8743

b. Group Inception and Affiliations

Describe how the group 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, please name them, describe their qualifications, and indicate the areas where they provided information and assistance.

The group spontaneously emerged out of a group of parents actively involved with current educational practices and programs in the local school district. Many of us have been active in the PTA and site councils, and addressed the school Board regarding our concerns.

Educators involved in this proposal

Carol Antes, third grade teacher, Downes Elementary School, reviewed and provided consultation for many portions of this proposal. 610-388-0242

Barbara Duch, Mathematics and Science Education Resource Center, University of Delaware, Newark, DE 302-831-2066

Sareena Mathew, a certified reading Specialist. Has taught in the state for 25 Years, 20 at Downes, and has reviewed and endorses this application. 731-1881

Lynn Fabian, 422 Vanier Drive, Newark DE 19711. Ms. Fabian is a Delaware Certified Teacher, 302-368-4078.

Ron Russo, head of the Charter School of Wilmington, assisted us with searching for a director, advised us on the charter school process in the state of Delaware, reviewed the financial portions of the charter, and endorses this proposal. 302-651-2727.

Rebecca Stein Wexler, 716 Colgate Lane, Newark, DE 19711, 302-292-0980.

Deborrah Ann Wilson, a Physical Education Specialist, Downes Elementary School, reviewed and provided consultation for the physical education sections of this application 454-2133 Ext. 126

Parents that endorse this proposal

Lynn Adelman, 15 Union Station Rd., Newark, DE 19711, 302-234-1057.

Catriona Binder-Macleod, 401 Orchard Road, Newark, DE 19711, 302-733-0441, cbinder@udel.edu, assisted us with searching for a director.

Amy Boyd, 908 Baylor Dr. Newark DE 19711, 302-738-6779.

Mindy Brandt and Allan Weiner, 27 Forest Ridge, Newark, DE 19711, 302-292-8914.

Peter Caws and Nancy Breslin, 237 Cheltenham Road, Newark, DE, 19711, 302-731-8112.

Beth Chapman, 195 Esmer Ct., Newark DE 19711, 302-368-2249

Spring Davidson, 143 W. Main Street, Newark DE 19711, 302-292-0858

Angela Dressel, 120 Caynor Ct., Newark DE 19711, 302-292-1671

Lynn Fabian, 422 Vanier Drive, Newark DE 19711, 302-368-4078

Michelle and Scott Hersh, 100 Sieber Ct., Newark, DE 19711, 302-731-1548.

Barbara Hughes-Lampros, 727 Chrysler Ave, Newark, DE 19711, 302-368-4234

Anne and John McMillan, 35 Georgian Cr., Newark, DE 19711, 302-737-4234.

Duke Pierson, 7 Haywood Court, Newark, DE 19711, home phone: 302-292-0840 was the primary author of the financial sections of this proposal.

Rich and Mary Savona, 11 Farmhouse Road, Newark, DE 19711, 302-368-3855.

Bret and Cindy Wagner, 304 Webb Road, Newark, DE 19711, (302) 737-5030.

Anthony S. Wexler, 716 Colgate Lane, Newark, DE 19711 302-831-8743, was the primary author of the structural sections of this proposal.

Laurel Zydney, 113 St. Regis Dr., Newark, DE 19711 302-737-2884, was the primary author of the curriculum sections of this proposal.

c. Recruitment of Future Board Members

Describe the plans for further recruitment of board members of the school, especially teachers employed at the school and parents of students enrolled at the school.

The board will contain members representing the community, parents, and staff. See section 12b for details of the recruitment, election and propagation of the board.

4. Documentation of Incorporation

Identify the name of the corporation, date of incorporation, and name of the corporation's chief operating officer. Attach a certified copy of the Certificate of Incorporation and the bylaws of the corporation. The by-laws must be consistent with the provisions of the Freedom of Information Act, Del. C., Title 29, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the board of directors.

- a) Name of Corporation: Newark Charter School, Inc.
- b) Date of Incorporation: December 21, 1999
- c) Chief Operating Officer: Anthony S. Wexler

The by-laws of the corporation and the certification of incorporation are attached in Appendix E.

5. Mission and Purpose of School

Describe the purpose, mission, goals, and core philosophy of the proposed school.

The Mission of the Newark Charter School is to provide a rigorous academic curriculum that promotes high levels of student effort and achievement while fostering self-esteem through stimulating academic challenges and meaningful academic accomplishment in a community of educators, families and students who value scholarship, good citizenship, and creativity. NCS will offer an educational alternative within the public school system for families and students seeking a strong academic program that invites strong family involvement in children's education. Thus, the school's theme is "Emphasizing Excellence in Academics and Decorum."

NCS's founders believe that the purpose of public education is to serve the community by equipping future leaders and citizens with the skills and knowledge they will need as adults in a pluralistic society and a global economy. The guiding vision and philosophy of the NCS is that all children can learn when they are challenged, supported, respected and motivated. The core academic program will be structured to result in students who are literate in the language arts, mathematics and science, who know how to think critically, lead a healthy life, behave ethically, and assume the responsibilities of citizenship. A variety of electives that encourage students to explore individual interests and a service program that promotes citizenship will be integrated into the academic program.

The unique aspects of the NCS can largely be grouped into three areas:

Academics: Middle school students benefit socially and emotionally, as well as intellectually, from being challenged academically. As noted authorities on Middle School Education Joseph Bondi and John Wise state: "*A common problem of young adolescents is their tendency to interpret situations more complexly than is warranted...In school, young adolescents often approach their subjects at a much too complex level and thereby fail in them - not because the studies are too hard, but because they are too simple.*" (The Essential Middle School, p. 25) Therefore, NCS's academic program will be rigorous, educating each student in a way that is enjoyable, fuels his or her desire to learn, and enhances the student's ability to become a productive participant in a democratic society and a global economy. An important component of the academic program will be ongoing assessment, which will focus on identifying student strengths as well as gaps in their learning. Instruction will focus on ensuring that all students have both mastered fundamental literacy skills and are continuously challenged to achieve their maximum potential. To successfully educate a broad range of students, instruction will be multi-faceted to accommodate different learning styles, different levels of social and intellectual maturity, and different degrees of academic interest and achievement.

Stability and Family Involvement: Children ages 10-14 are undergoing more social, intellectual and physical changes than at any other time except for the first 3 years of life. The stable yet flexible environment of a four-year school is ideally suited to educating students in this age group. *Currently, there are no middle schools in New Castle County that include more than three grades; in the Christina School District, the area including Newark, schools are configured with grades 5-6 in one school and grades 7-8 in another.* NCS will fill a need by including grades 5-8 so that students and families will be able to become increasingly comfortable and involved with the school, fostering better student academic achievement and social development.

Middle school is traditionally a time when PTA membership drops off and families' presence in school diminishes. By contrast, a specific goal of NCS is to foster strong family involvement through a variety of methods such as: a regular school newsletter and teacher/team newsletters informing parents about what their children are learning; frequent formal student evaluations shared among teachers, students and families; curriculum nights to offer parents tools to assist their children's learning; a contract signed by administration, staff, students and families with specific decorum and time commitments; and an extensive volunteer program that encourages families to share their expertise and time with the student body, both during the school day and after school hours.

Life Skills: In addition to reaching a high level of academic accomplishment, students will develop life skills vital to their future success; they will learn to manage time well, think independently and critically, cultivate their own creativity, value diversity, evaluate information, develop a personal opinion, and defend it respectfully. Instruction will include applications of knowledge gained to "real life" situations, (for example, writing a business letter, balancing a checkbook, or evaluating news information to make electoral decisions.) Additionally, opportunities will be offered to explore many different interests through a variety of clubs, teams and projects. All students will participate in service projects within the school and in the community as a means of building a school culture, expanding their interests, inculcating civic values, and applying their "textbook" education to their environment. This component of the NCS program will also encourage families and teachers to share their hobbies, interests, and volunteer activities with students, providing role models of well-rounded, accomplished adults.

The goals of the Newark Charter School are:

- To maintain an unwavering commitment to student mastery of educational fundamentals (content) and development of critical thinking skills (process).
- To challenge each student in every course.
- To strive to reflect the diverse population of the Greater Newark area.
- To expand educational choices within the Greater Newark area, including the entire Christina School District, by offering students a rigorous academic program and by offering a four grade school.

- To foster parent/family involvement and student self-esteem during the transition from elementary to secondary education by providing continuity in a four-year school, grades 5-8.
- To provide curriculum, school environment, and instruction that enables each student to meet or exceed all Delaware Content Standards and Performance Indicators and to demonstrate proficiency on the DSTP in grades 5 and 8.
- To enhance students' social and emotional development and to foster positive relationships among peers and with educators.
- To continually evaluate the achievement of our goals through a variety of assessments.
- To recognize that the school's customers are the students, families and community and to be responsive and accountable to their concerns through a strong shared-decision making process and regular communication.
- To elicit academic achievement commensurate with each student's ability.

The goals for our students are:

- To seek out academic challenges, learn to take intellectual risks, and commit the time and effort required to master each curriculum area.
- To reason critically, solve problems creatively, and express ideas competently and fluently in oral and written presentations.
- To acquire a genuine love of learning that will instill a lifelong source of strength and enjoyment.
- To internalize the values of personal responsibility, individual freedom, appreciation for diversity, and respect for others.
- To acquire a firm understanding and command of the English language as a means of communication and to develop an appreciation of the value and richness of verbal and written expression.
- To develop an understanding and appreciation of other cultures and nations, which may include the study of a language other than English.
- To acquire research skills as a means to pursue individual interests, increase self-reliance, and continue learning throughout their lives.
- To abide by the Student Code of Conduct and show respect to each member of the school community.

The goals for our educators are:

- To participate in the Parent Teacher Organization (PTO) to foster a cohesive educational community.
- To continue intellectual and professional development, so as to provide the best educational guidance for students.
- To understand, model and foster independent thinking skills, mastery of educational fundamentals, creative problem solving, and abstract reasoning.
- To actively engage parents/families in supporting their children's academic learning and to develop with families and students a cooperative partnership for learning based on mutual respect.
- To show empathy and understanding of student needs, and to foster a culture of academic achievement, mutual respect, tolerance of difference, and appreciation for diversity.
- To assess student performance frequently and share observations with students and families to enhance students learning and attain an appropriate level of maturation.

The goals for our families are:

- To participate in the Parent Teacher Organization (PTO) to foster a cohesive educational community.
- To participate in the school community through attendance at parent/student/teacher conferences.
- To communicate regularly with the school by reading the school newsletter, monitoring student report cards, and informing the school of any areas of concern regarding their student.
- To develop a partnership with their students and the school in order to promote academic achievement and to make themselves aware of their child's daily activities and responsibilities.
- To participate, if desired, in the governance and ongoing planning for the school.
- To ensure that their children come to school ready to learn and abide by the Student Code of Conduct.

6. Educational Program

6a. *Describe the scope and sequence of the school's curriculum, including the major units of instruction that will be covered in each content area in each grade in which the school will provide instruction.*

The NCS curriculum will provide a rigorous yet flexible academic program designed to challenge students intellectually while supporting their physical, creative and emotional needs during the developmentally critical middle school years, ages 10-14. At each grade level, most of the NCS

school day will be spent in intensive instruction in the core areas of English, Mathematics, Social Studies, and Science. Arts and the use of technology will be incorporated into the core areas. Specialists will teach some specific classes in specific areas such as Technology, Music, Library, Physical Education, and Visual Arts and will work closely with core subject teachers to integrate these areas into core area instruction. Time will be provided during the school day for such teacher interactions.

In addition, teams of teachers will develop interdisciplinary thematic units which will serve both to unify and integrate instruction in core and special subjects and to provide this instruction in a way that appeals to middle schoolers' curiosity and encourages them to pursue their interests in an academic context. For the 5th grade, teachers will select the thematic units. Over the next 3 grades, students will have an increasing level of involvement in the selection of their thematic units from a list developed by the staff. Furthermore, students and families may suggest possible topics via the biannual School Survey. Attached in Appendix C is a list of some possible thematic units and an example of how such a unit would span curriculum areas. While the sample given is a 6th grade unit, at least one unit per year will be done school-wide, with a particular emphasis placed on multi-age learning and cooperation. Delaware content standards and performance indicators will form the basis for curriculum development. The curriculum will align with the Standards as follows:

Goals of Mathematics Instruction

1. Students will develop their ability to **SOLVE PROBLEMS** by engaging in developmentally appropriate problem-solving opportunities in which there is a need a) to use various approaches to investigate and understand mathematical concepts; b) to formulate their own problems; c) to find solutions to problems from everyday situations; d) to develop and apply strategies to solve a wide variety of problems; and e) to integrate mathematical reasoning, communication and connections.
2. Students will develop their ability to **COMMUNICATE MATHEMATICALLY** by solving problems in which there is a need to obtain information from the real world through reading, listening and observing; to translate this information into mathematical language and symbols; to process this information mathematically; and to present results in written, oral and visual formats.
3. Students will develop their ability to **REASON MATHEMATICALLY** by solving problems in which there is a need to investigate significant mathematical ideas in all content areas; to justify their thinking; to reinforce and extend their logical reasoning abilities; to reflect on and clarify their own thinking; to ask questions to extend their thinking; and to construct their own learning.
4. Students will develop their ability to make **MATHEMATICAL CONNECTIONS** by solving problems in which there is a need to view mathematics as an integrated whole and to integrate mathematics with other disciplines, while allowing the flexibility to approach problems, from within and outside mathematics, in a variety of ways.
5. Students will develop an understanding of **ESTIMATION, MEASUREMENT and COMPUTATION** by solving problems in which there is a need to measure to a required degree of accuracy by selecting appropriate tools and units; to develop computing strategies and select appropriate methods of calculation from among mental math, paper and pencil, calculators or computers; to use estimating skills to approximate an answer; and to determine the reasonableness of results.
6. Students will develop **NUMBER SENSE** by solving problems in which there is a need to represent and model real numbers verbally, physically and symbolically; to use operations with

understanding; to explain the relationships between numbers; to apply the concept of a unit; and to determine the relative magnitude of real numbers.

7. Students will develop an understanding of ALGEBRA by solving problems in which there is a need to progress from the concrete to the abstract using physical models, equations and graphs; to generalize number patterns; and to describe, represent and analyze relationships among variable quantities.
8. Students will develop SPATIAL SENSE and an understanding of GEOMETRY by solving problems in which there is a need to recognize, construct, transform, analyze properties of, and discover relationships between, geometric figures.
9. Students will develop an understanding of STATISTICS and PROBABILITY by solving problems in which there is a need to collect, appropriately represent, and interpret data; to make inferences or predictions; to present convincing arguments; and to model mathematical situations to determine the probability of events.
10. Students will develop an understanding of PATTERNS, RELATIONSHIPS and FUNCTIONS by solving problems in which there is a need to recognize and extend a variety of patterns; and to analyze, represent, model and describe real-world functional relationships.

Goals of Science Instruction

1. Students will study the processes of scientific inquiry and technology development and the history and context within which these have been carried out.
2. Students will develop a basic understanding of the structure and properties of materials. They will also experience and learn the processes by which materials are changed and how the uses of materials are related to their properties.
3. Students will study, discuss, and learn the factors that govern the flow of energy throughout the universe, the transformation of natural resources into useful energy forms, and the conservation of energy during interaction with materials.
4. Students will learn that even though the distributions and types of materials differ from planet to planet, the chemical composition of materials is identical and the same laws of science apply across the universe.
5. Students will study and learn to identify components of the various Earth systems and understand the changes and patterns that result from interactions within and between these systems.
6. Students will learn how living organisms use matter and energy to build their structures and conduct their life processes. They will learn the mechanisms and behaviors used by living organisms to regulate their internal environments and to respond to changes in their surroundings. Students will also study how knowledge about life processes can be applied to improving human health and well being.
7. Students will study how living things reproduce, develop, and transmit traits, and how theories of evolution explain the unity and diversity of species found on Earth. Students will also study how knowledge of genetics, reproduction, and development is being applied to improve agriculture and human health.
8. Students will acquire a basic understanding of the structure of ecosystems and how they function and change. They will also study how humans can apply scientific and technological knowledge about ecosystems in making informed decisions about the use of natural resources.

Goals of English Language Arts instruction

1. Students will use written and oral English appropriate for various purposes and audiences.

Writers will produce texts that exhibit the following textual features, all of which are consistent with the genre and purpose of the writing:

- **Development:** The topic, theme, stand/perspective, argument, or character is fully developed.
- **Organization:** The text exhibits a discernible progression of ideas.
- **Style:** The writer demonstrates a quality of imagination and individuality, and a distinctive voice.
- **Word Choice:** The words are precise, vivid, and economical.

Writers will produce texts that exhibit the following language conventions at all grade levels:

- **Sentence Formation:** Sentences are complete and varied in length and structure.
- **Conventions:** Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

Speakers will demonstrate oral language proficiency in formal and informal speech situations such as conversations, interviews, collaborative group work, oral presentations, public speaking, arguments, and debates.

2. Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing. Students will apply the information gained to make decisions, solve problems, complete tasks, create products, and/or enjoy literary experiences.

Students will be able to:

- a) select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts;
- b) develop an increasingly extensive vocabulary and actively seek the meaning of unknown words;
- c) self-monitor comprehension while listening, reading, and viewing;
- d) demonstrate an overall understanding of oral and printed texts;
- e) critically analyze and evaluate information and messages presented through print, speech, and mass media;
- f) extend meaning;
- g) become aware of the presence and role of the mass media in their lives.

3. Students will access, organize, and evaluate information gained by listening, reading, and viewing. Students will be able to

- a) identify, locate, and select sources of information relevant to a defined need;
- b) organize, manipulate, and express the information and ideas relevant to a defined need;
- c) evaluate both sources and information.

4. Students will use literary knowledge accessed through print and visual media to connect self to society and culture. Students will be able to:

- a) connect their own experiences to those of literary characters;
- b) respond to literary text and media using interpretive, critical, and evaluative processes;
- c) demonstrate an appreciation for a broad range of culturally diverse literary texts and media created by historical, modern, and contemporary authors;
- d) apply knowledge gained from literature as a basis for understanding self and society.

Goals of Social Studies Instruction

Civics:

1. Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. By the end of Grade 5, students will:

- a) understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions;
- b) understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.

By the end of Grade 8, students will:

- a) understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.
- b) analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.

2. Students will understand the principles and ideals underlying the American political system.

By the end of Grade 5, students will:

- a) understand that the principle of "due process" means that the government must follow its own rules when taking actions against a citizen;
- b) understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.

By the end of Grade 8, students will:

- a) understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.
- b) understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.

3. Students will understand the responsibilities, rights, and privileges of United States citizens. By the end of Grade 5, students will:

- a) identify the fundamental rights of all American citizens as enumerated in the Bill of Rights;
- b) apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

By the end of Grade 8, students will:

- a) understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.
- b) understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.

4. Students will develop and employ the civic skills necessary for effective, participatory citizenship. By the end of Grade 5, students will:

- a) understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.

- b) Students will identify and employ the formal and informal methods by which democratic groups function.

By the end of Grade 8, students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.

Economics

1. Students will analyze the potential costs and benefits of personal economic choices in a market economy. By the end of Grade 5, students will:

- a) understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.
- b) understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government.

- By the end of Grade 8, students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.
2. Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy. By the end of Grade 5: students will understand the role of banks and other financial institutions in the economy. By the end of Grade 8, students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.
 3. Students will understand different types of economic systems and how they change. By the end of Grade 5, students will identify different means of production, distribution, and exchange used within economic systems in different times and places. By the end of Grade 8, students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.
 4. Students will examine the patterns and results of international trade. By the end of Grade 5, students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations. By the end of Grade 8, students will: examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

Geography

1. Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geographies. By the end of Grade 5, students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements. By the end of Grade 8, students will demonstrate mental maps of the world and its sub-regions, which include the relative location and characteristics of major physical features, political divisions, and human settlements.
2. Students will develop a knowledge of the ways humans modify and respond to the natural environment. By the end of Grade 5, students will apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment. By the end of Grade 8, students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.
3. Students will develop an understanding of the diversity of human culture and the unique nature of places. By the end of Grade 5, students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States. By the end of Grade 8, students will identify and explain the major cultural patterns of human activity in the world's sub-regions.
4. Students will develop an understanding of the character and use of regions and the connections between and among them. By the end of Grade 5, students will apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions. By the end of Grade 8, students will:
 - a) understand the processes affecting the location of economic activities in different world regions.
 - b) explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.

History

1. Students will employ chronological concepts in analyzing historical phenomena. By the end of Grade 5, students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors. By the end of Grade 8, students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.
2. Students will gather, examine, and analyze historical data. By the end of Grade 5, students will:
 - a) identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.
 - b) examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.
 By the end of Grade 8, students will:
 - a) master the basic research skills necessary to conduct an independent investigation of historical phenomena;
 - b) examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.
3. Students will interpret historical data. By the end of Grade 5, students will explain why historical accounts of the same event sometimes differ. By the end of Grade 8, students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.
4. Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. By the end of Grade 5, students will
 - a) develop an understanding of Delaware history and its connections with United States history;
 - b) develop an understanding of selected themes in United States history.
 By the end of Grade 8, students will
 - a) develop an understanding of pre-industrial United States history and its connections to Delaware history
 - b) develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations

Goals for Creative Arts instruction

As far as possible, the Arts will be integrated into thematic units and instruction in Core areas. In order to assure that all students can demonstrate accomplishment of the DE performance standards in the Arts, additional Arts instruction may be offered through a choice of elective Art classes.

Music

- 1: Students will sing, independently and with others, a varied repertoire of music.
- 2: Students will perform on instruments, independently and with others, a varied repertoire of music.
- 3: Students will improvise melodies, variations, and accompaniments.
- 4: Students will compose and arrange music within specific guidelines.
- 5: Students will read and notate music.
- 6: Students will listen to, describe, and analyze music and music performances.
- 7: Students will evaluate music and musical performances.
- 8: Students will make connections between music, the other arts, and other curricular areas.
- 9: Students will understand music in relation to diverse cultures, times, and places.

Visual Arts

- 1: Students will select and use form, media, techniques, and processes to create works of art to communicate meaning.
- 2: Students will create ways to use visual, spatial, and temporal concepts in creating works of art.
- 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.
- 4: Students will understand the visual arts in relation to diverse cultures, times, and places
- 5: Students will reflect upon, describe, analyze, interpret, and evaluate works of art and designs
- 6: Students will understand the visual arts in relation to other disciplines.

Theatre

- 1: Students will improvise and write scenes, scenarios, and/or plays.
- 2: Students will act in formal or informal presentations.
- 3: Students will design and build environments for informal or formal presentations.
- 4: Students will direct by envisioning and realizing improvised or scripted scenes.
- 5: Students will manage and produce informal or formal presentations.
- 6: Students will compare and integrate art forms.
- 7: Students will assess the characteristics of theatre, evaluating productions and audience response.
- 8: Students will understand theatre works in relation to cultures, times, and places.

Dance

- 1: Students will identify and demonstrate movement elements and skills in performing dance.
- 2: Students will understand and demonstrate choreographic principles, processes, and structures.
- 3: Students will respond to and evaluate the making of dance.
- 4: Students will understand and demonstrate dance from various cultures, times, and places.
- 5: Students will make connections between dance and other disciplines.

Goals of Foreign Language Instruction

Another important component of the curriculum will be Foreign Language education for all students. As the DE Foreign Languages Curriculum Framework Commission noted when it developed the DE Foreign Language standards: "One large scale study reports that foreign language students significantly outperformed students who had received extra English language arts instruction instead of the foreign language. Another study found that Foreign Language in the Elementary School (FLES) students of average ability made greater gains in reading than those of above-average ability. Still another study indicates that FLES students of average and below average intelligence perform as well as their peers with above average intelligence on oral production and interpersonal communication skills (Rosenbusch, 1995)."

In 5th grade, students will take a survey course of languages other than English; in grades 6-8, students will study a language other than English. For students who have yet to achieve mastery of English fundamentals, the goal of foreign language study will be increase multicultural awareness and to enhance competency in English vocabulary and grammar. For English proficient students, foreign language instruction will be geared toward developing the ability to communicate in another language. The goals of foreign language instruction will be aligned with the Delaware Goals and Standards for Foreign Language Learning:

1: Communicate in languages other than English through listening, speaking, reading, and writing in various cultural contexts.

1.1. Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs.

1.2. Students comprehend and interpret written and oral language on a variety of topics.

1.3. Students present information, concepts, and ideas in oral and written form on a variety of topics.

2: Gain knowledge of other cultures through the study of language.

2.1. Students demonstrate knowledge of social patterns and conventions and interact appropriately in different cultural settings.

2.2. Students demonstrate knowledge and understanding of significant components of the cultures being studied, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others.

3: Connect with other disciplines and gain access to information.

3.1. Students reinforce and broaden their knowledge of other disciplines through the foreign language.

3.2. Students access information and cultural perspectives that are available through the foreign language via electronic or traditional means.

4: Develop insight into the nature of language and culture.

4.1. Students learn that different languages use different ways to communicate and can apply this knowledge to their own language.

4.2. Students learn that people of different cultures may think and act differently, and students can apply this knowledge to their own culture.

5: Participate in multilingual communities, the global society, and world markets.

5.1. Students use the language both within and beyond the school setting.

5.2. Students use language for leisure and personal enrichment.

Physical and Health Education

At NCS, physical education will be an important component of the school program because we believe that middle school years are critical for development of healthy lifestyle habits. Further, we believe that students will learn better when they are allowed to burn off energy in healthy, productive, appropriate ways, resulting in better student discipline. Students will have time for physical exercise for at least 40 minutes during each school day. This may take the form of traditional "recess," of intramural sports, or of physical education in life-long fitness. All grade levels will have short opportunities for physical exercise each day, and teachers will be encouraged to allow students opportunity for movement on a regular basis as part of their lesson plans.

Health education is critical in the middle school years as children develop physically and increasingly face decisions regarding such areas as drug use and sexuality. Health education will be offered as part of physical education classes, will be integrated into other subject classes, and will be taught as a specific class. Areas of physical and health education will include:

1. Substance abuse and disease prevention;

2. Physical and mental health and development;

3. Personal health and hygiene;

4. Positive decision making;

5. Nutrition education;

6. Development of motor skills;
7. Life sports (such as ping pong, swimming, tennis, running/race working, etc.)
8. Good sportsmanship and healthy competition.

Electives

The exact scope of electives offered will depend on student interests and faculty strengths. All electives will integrate the core subjects into instruction and assignments. For instance, writing will be an important component of all electives. Many electives provide "hands-on" opportunities to apply mathematics, social studies, and scientific principles. Among the offerings being considered are: woodworking, electronics, graphic design, computer applications, keyboarding, band, orchestra, chorus, journalism, clothing design, cooking, American Sign Language, first aid, drama, photography, sculpture, color theory, landscaping. This list is so broad because the goal of the elective program is to foster student pursuit of individual interests within an academic context.

The goals of the elective program include (based on material in Bondi and Willis, *The Essential Middle School*, page 84.):

1. Experience that demonstrate the relationship of educational achievement to career opportunities;
2. Activities that apply basic skills in English, math, science, and social studies to the world of work and citizenship;
3. Experiences that develop an understanding an appreciation for the dignity an worth of work;
4. Assessment of student's personal aptitudes and interests, especially relating to potential career fields.

Further Curriculum Development

Details of sequence and specific course content will be developed during the transitional year after the charter is approved and before school opens in September 2001. Once the charter is approved, the Board of Directors will work with management and the founding members to research Comprehensive School Reform models to a) determine which one best suits NCS's goals and objectives or b) adapt existing curriculum offerings to develop a unique program for NCS. **All curriculum and instructional decisions will be based on commitment to using research-based materials and methods which can encompass the Delaware Content Standards and Performance Indicators and will prepare students to receive a score of 3, 4, or 5 on the DSTP in grades 5 and 8.** Among the models which the founding members have already begun investigating are: Modern Red Schoolhouse, the Middle Years International Baccalaureate program, Co-NECT and Expeditionary Learning. In addition, NCS will participate in teacher training and assessment programs offered by the Math and Science Education Resource Center at the University of Delaware and with the Science Coalition of Delaware (the science kits are currently only available through grade 5 but will be available through grade 8 by the time NCS opens).

6b. *Provide evidence of the school's curriculum aligning with the state content standards and state performance indicators (or comparable alternative indicators). Indicate how the instructional strategies are consistent with the school's curriculum.*

Much discussion about pedagogy is described in terms of a continuum between the "sage on the stage," traditional teacher-led, lecture, question and response instruction, and the "guide on the side," student-centered, discovery-based, project-oriented learning. At NCS, we believe that teachers need to be both imparters of a body of knowledge and facts, so that students have the requisite skills and

information to participate in American society and to pursue further education. In addition, teachers must be supporters of students' self-motivated discovery of important knowledge and facts, so that students' develop the skills and abilities to continue learning throughout their lifespans in an increasingly complex and fast-changing world.

Instruction will also be offered in a variety of flexible time configurations, which may vary by grade level. During thematic unit instruction, the school day may be configured to allow larger blocks of time for students to carry out particular projects, or to pursue one topic in greater depth. In particular, core subjects may be offered in a "block", possibly staggering subjects so students can pursue one subject in depth one day, and another subject another day. At other times, a more traditional 5 day, 45-55 minute period time configuration will allow students to learn incrementally on a steady basis.

In summary, a variety of instructional practices will be used to ensure that all students are able to learn. Practices will include:

1. A variety of delivery methods to accommodate different learning styles;
2. Opportunities for students to experience group projects and independent study;
3. Using the often-competitive nature of the middle school student to enhance student self-concept through both formal and informal competitive learning;
4. Using the often empathetic, global thinking of the middle school student to improve learning through peer tutoring and cooperative learning;
5. Employment of regular media and concrete demonstrations as part of classroom instruction.

NCSs curriculum will be based upon the nationally known Core Knowledge Sequence. The Core Knowledge Sequence is designed as a "planned progression of specific knowledge in history, geography, mathematics, science, language arts, and fine arts (Core Knowledge Foundation, 1993)."

As demonstrated in Appendix G, the scope and sequence of the Core Knowledge curriculum can be easily adapted to incorporate all Delaware content and performance standards. The curriculum provides ample structure within which individual teachers can choose a wide variety of instructional materials, including textbooks, computer-based programs, literature, and magazines. In addition, because this curriculum will build students' knowledge step by step through the grades in a coordinated sequence, we will be able to provide families with a syllabus detailing the framework of what will be taught and offering ideas for reinforcing students learning outside of the regular school day.

Using the Core Knowledge Sequence specific content guidelines as its base, the Pedagogy Committee will develop thematic units to expand the curriculum and incorporate the arts and character education. For instance, students in all grades will be studying Shakespeare. This will lend itself to a possible school-wide drama show, which will expose all students to the performing and visual arts.

The curriculum is also easily adapted to meet the educational needs of a wide variety of students. For example, gifted readers might read Tom Sawyer in the original language, while students of average reading level read a quality adaptation. Students needing remediation and/or special education can also read Tom Sawyer at an appropriate level or with needed accommodations.

There are several additional reasons NCS chose the Core Knowledge Sequence as the basis for its curriculum:

- The Core Knowledge Sequence is growing in popularity across the country, enabling NCS to both integrate new students and fully prepare our students for success when they leave NCS for any reason, including moving.
- As a result of teacher enthusiasm for Core Knowledge, a growing number of teachers share lesson plans and ideas based on the curriculum.
- The Core Knowledge Sequence incorporates a rich diversity of materials and information, making it ideal as a common curriculum in a multi-cultural society.
- The Core Knowledge concept is popular with both educators and parents and has been widely cited as a successful school reform model, yet there are currently no Core Knowledge schools in New Castle Country.

6c. *Describe how the curriculum approaches are consistent with the assessment strategies that will be used.*

The goal of assessment at NCS is two-fold: 1) provide feedback to students, families, and teachers on student learning, including recognizing strengths and talents and identifying learning gaps before they become a major factor in a student's failure to progress; and 2) assure that students are on-track for promotion to the next grade based on the requirements of Delaware Law (e.g. the "Wagner Law" and DSTP regulations). A variety of assessment tools, including portfolio development, traditional classroom tests, projects that demonstrate mastery of performance indicators, and standardized tests will be used. The founding members will consider a range of curricula, including their own assessment tools, tied intimately to their content and instructional methods. As a Delaware public school, NCS will utilize all tests and other assessment tools developed by the Department of Education in connection with the DE State Testing Program. Details of assessment tools and timetables will be determined as a specific curriculum is developed; these practices will be shared with both the Delaware Board of Education and will become part of the Family Handbook.

6d. *What teaching methods will be used? How will this pedagogy enhance student learning?*

Different pedagogical methods are effective with different communities. We believe that it is the responsibility of the teachers, parents, and management, working together, to select the pedagogy best suited to the students and teachers. Thus, at NCS, the current pedagogy will be under continuous scrutiny and revision as the needs of students and teachers change.

A substantial body of research demonstrates that teacher quality is the single greatest variable in student learning. Therefore, pedagogy is an important aspect of the NCS. A Pedagogy Committee comprised of lead teachers will continuously monitor the effectiveness of instructional practices and will report regularly to the School Council. Recognizing that both teachers and students have individual styles, the Committee will help match individual teacher style and student learning styles wherever possible, especially in developing "homerooms." The Committee will be charged with keeping abreast of changes and developments in Content Standards and Performance Indicators, State and Federal legislation that may affect the students and/or NCS, and research and best practices in education. The Pedagogy Committee will also be responsible for developing appropriate in-service and professional education and for keeping staff apprised of additional opportunities for professional development such as conferences, courses, and new literature. In addition, the

Committee will work both independently and with the School Council to develop surveys and other assessment tools to assure that teachers have meaningful feedback, which will enable them to fine-tune their teaching methods for maximum student learning.

Pedagogical practices will include:

1. Teachers assessments of their own and their students learning styles;
2. Solicitation of student and family assessment of students learning styles;
3. Providing a variety of learning opportunities for students of differing proficiency levels;
4. Pre- and post-instruction assessment to evaluate student proficiency and instructional efficacy;
5. An active mechanism for teachers and administrators to share ideas and activities.
6. Frequent solicitation of program improvement feedback from the entire school community;
7. Interdisciplinary committees to develop integrated curricula and thematic units.
8. Regular communication with students and families regarding student performance.

For further details on the Pedagogy Committee, see Section 12d and for further details on instructional practices as they relate to student learning, see Section 6b above.

6e. Describe how the educational program will address students with IEPs and/or accommodation plans.

Because NCS is committed to educating a diverse student body, special attention will be paid to integrating students with special needs into the student body. NCS will meet all State and Federal guidelines for education students with IEP's and Accommodation Plans, including educating students, as far as possible, in the least restrictive environment. The school building will be designed and/or modified to assure accessibility both by students and parents as required by law. NCS's philosophy already includes individualized assessment, instruction, and services for each student, so that students with special needs will find at NCS a welcoming environment where they can progress academically, socially and physically. In addition, one component of evaluating students who are having difficulty meeting classroom goals will be testing for special needs.

Most children with special education needs have been identified by the 5th grade. Currently identified special education students will be re-evaluated at least once every three years, so they will be evaluated at least once while at NCS. Each child will be assigned a special education teacher who will coordinate his/her education with the child's teachers. As recommended by the special education teacher, outside services such as occupational therapists and psychologists will be contracted as needed. All effort will be made to integrate special education students into the regular classroom experience, including supplementary assistance, in accordance with the federal Individuals with Disabilities Education Act.

NCS special education teachers will be certified in special education and will be up-to-date on the current federal IDEA regulations and standards. In addition to coordinating special education needs with regular teachers, the special education teachers will periodically re-evaluate the child's needs, coordinate outside services, and track the IEP. Special education staffing is described in section 13c and is calculated based on an average of 13 special education students per special education teacher and an assumption that 10% of the students in the school are in the special education program.

6f. *Describe the school calendar and hours of operation. Provide the calendar for the first year of school operation.*

Details of NCS calendar and hours of operation will be determined in our transition year, in negotiation with staff, and will meet or exceed all requirements of Delaware law. Since many of the students in the NCS will have siblings in schools within the Christina School District, the NCS calendar will correspond to that of the Christina School District. The length of day will also be similar with starting and ending times decided upon by local commuter traffic and availability of student transportation services.

Beyond the formal school year, students/families will receive a Summer Program to encourage them to maintain skills over the summer and to explore non-curricular areas. We hope to offer a before/after school program that will further enhance the school day offerings. Staff will receive additional pay for participating in after school and summer programs and parents will have to pay for this additional and optional instruction. Scholarships will be sought for those unable to pay.

6g. *Describe any other features of the school's educational plan (including special materials or focus on technology) which will aid the reviewers in understanding the unique nature of the school.*

In addition to the traditional academic curriculum, the NCS will strive to develop each student's personal responsibility and social skills. This part of the curriculum will focus on enabling students to become successful and contributing members of society. Sample offerings are oral presentation skills, maintaining a healthy lifestyle, personal finances, handling confrontational situations, overcoming shyness, community service and developing leadership qualities. We will integrate these into the academic curriculum, especially through the use of interdisciplinary thematic units, elective classes, and a variety of clubs offered outside of the school day.

Parent/family involvement will be a major component of the NCS. The NCS staff will encourage family involvement, communicate regularly with the school community, and provide education and information geared toward increasing family understanding of i) how the school operates, ii) what students are expected to learn, iii) how families can contribute to their children's education, and iv) how social and physical development affects middle school aged children. NCS is based on the premise that families and school staff have a partnership based on the desire and expectation that every child will be successful. One important component of this partnership will be a "contract" delineating student, family and staff expectations and commitments that will include a commitment of family time to the school and of student time to the school and/or community.

The family time commitment will strengthen the school's family atmosphere and enable families to be involved with the children's education in meaningful ways. This commitment can be met in a variety of ways, including a) joining the PTO, b) volunteering at the school, c) attending student performances, d) participating in school social/educational opportunities, e) serving on a school or PTO committee, or f) preparing materials at home that assist in student education or school operations. The family contract is intended to emphasize the importance of the academic and behavioral paradigms of the school. There are no consequences for parents not meeting the contract. Parents will see the contract before applying to the school, and will be less likely to enroll in the school if the contract contains stipulations that they disagree with. Thus, compliance with the contract is expected to be high even without consequences.

The student service commitment will develop civic values and expand students' opportunities to apply their learning outside of the traditional classroom setting. This commitment can be met by, for instance, a) becoming a school aide, b) serving as a tutor for other students either in the school or in the community, c) doing a community service project either individually or as a member of an organization such as scouts or a social club, or d) participating in a school-initiated service project. During the transitional year, the founding members will develop the contract for approval by the DE Board of Education and inclusion in the Family Handbook.

By providing on-going family education, including regular newsletters, a school website, excellent family/teacher communication, and a family handbook with details of school philosophy, student learning and conduct expectations, and other relevant information, NCS will assure that families have the requisite knowledge and background to make important decisions regarding their children's education. Accordingly, wherever possible, authority for final decisions regarding class placement, within the scope of Delaware promotion requirements, will rest with the student's family and be made in consultation with the student's primary teaching team. Additionally, it is expected that, as a result of the Family Education program, some family members will develop the knowledge and interest to become partners in shared decision-making regarding school operations and planning through membership on the Board of Directors, or the School Council, or through participation in a school or PTO committee.

7. Performance Objectives and Assessment Tools

- a. *List the school's academic objectives for student learning for the initial three-year charter period and their relationship to the content standards set by the State Board of Education. Indicate the specific measurable performance targets on each objective for each of the initial three years of the charter. For guidance in this area, applicants may request a copy of a recently negotiated performance agreement from the Charter School Office.*

NCS's academic goal is to exceed all state of Delaware content standards. Our first objective is that 90% of the children that passed the DSTP in the third grade will pass the DSTP in the fifth grade and eighth grade. Of the children that failed the DSTP in the third grade, our objective is that 20% will pass the DSTP in the 5th grade and 40% will pass in the 8th grade.

One operating paradigm of the school is that all students should be challenged to their potential. As a result, our second objective is that all students should progress more than one academic year per year. Specifically, our goal is that the average of all students will progress 10 percentile points on the SAT-9 over the course of their four years at the NCS. This will be unevenly distributed across the student body due to variations in students and teachers, but also because special efforts will be made with students below standard to move them above the standard, as will be described below.

We will develop a performance agreement with the Department of Education. The Performance Agreement will incorporate the goals stated in this section of the charter application.

- b. *Describe the assessment tools that will be used including state assessments and other standardized or performance assessments that may be used. On what timetable will they be used? If relevant, how will these be developed?*

As required by Del. C. Title 14, Section 512(4), the school will participate in the Delaware State Testing Program (DSTP). According to current state law, students will take the DSTP in 5th and 8th grades. NCS will abide by any future laws and regulations pertaining to the DSTP and promotion of students from 5th to 6th grades, and from 8th to 9th grades.

Measurement of academic progress at NCS will include benchmarks to determine students' strengths and weaknesses. Pre- and post-testing will occur at the beginning and end of each academic year. Results from this testing will be used to develop instructional strategies for each student. Continued and varied assessments throughout the year will determine the progress of each student. Assessments will include the following characteristics:

- Testing will be done in the beginning of the school year to determine the appropriate initial instruction level for the student
- Testing will be done at the end of the school year to determine the progress made by each student during the year
- Continuous and varied assessment will take place throughout the year to measure each student's progress
- Assessments will include questions with varied responses such as multiple choice, short response and extended response. Extended response items will be based on the state rubric.
- In addition to examinations, assessments will be based on journals, portfolios, class discussion, project evaluations, and teacher's anecdotal notes taken during cooperative learning experiences

Academic progress is measurable, and NCS will have continuous and varied assessments to determine the progress of each student, identify appropriate instruction for each student, and determine adjustments to instructional strategies and training for each teacher. The governor's budget and Senate Bill 260 include state funding for annual testing programs. If approved, we will adopt annual testing, and any other similar state programs. If annual testing is not funded by the state, the Stanford Achievement Test, Ninth Edition (SAT-9) will be purchased for the end of the 6th and 7th grades because it is compatible with portions of the DSTP. Most students entering the school will have had the SAT-9 at the end of 4th grade because the Christina School District has adopted this as their annual assessment instrument. We will also use the SAT-9 as a pre-test at the beginning of the 5th year for students who did not take it at the end of the 4th year.

- c. *How will student evaluation information be used to improve student performance?*

Using the regular assessment discussed in section 7b, teachers and administrators will keep careful account of the progress of each student. If teachers determine that a student is falling behind, the pedagogy committee will be alerted so that i) intervention can be coordinated between classes and ii) the student's parents can be incorporated into the intervention process. If a student continues to loose ground, remediation actions outlined in 7d will be used.

- d. *What actions will be taken when students do not meet performance expectations?*

By continuously tracking the progress of each student, we will be able to identify weaknesses and strengths of each student and orient curricula towards that student's needs. Students far in excess of the standards will be enrolled in enrichment and advanced programs. Students who are not performing up to their potential and those at-risk of not being successful will be identified with the aforementioned instruments.

In-class remediation, via additional homework and assistance from the parents/guardians will be attempted first. If the student continues to not reach his/her potential, more in-depth options will be available at the school including

- Student tutors from the University of Delaware
- Foregoing electives such as foreign language and art in lieu of more time in core content
- After school extra time programs
- Parent and community volunteers
- Summer school programs

Students will be retained if they do not meet the school standards for each year.

Performance expectations may not be met because either the student is having trouble learning the material, the teacher is having difficulty presenting the material, or a combination of the two. By tracking the progress of each class, we will be able to identify not only students that are in danger of not succeeding, but also when the teacher may be a cause. Likewise, when students are succeeding, we will be able to identify particular teachers and their teaching practices that lead to student success. Teachers that are successful will be identified as role-models and mentors for all teachers in the school. Teachers and teaching methods that do not result in student success will be identified for training and mentoring in the appropriate area(s).

e. How will the school meet the school accountability requirements of the Delaware Accountability Act of 1998?

The school will adhere to all applicable state rules and regulations including the Delaware Accountability Act of 1998. The policies outlined in sections 7a-d are intended to meet these requirements. Our goal is not that students will simply pass the exams. Our goal is that they will exceed the minimum standard for graduation from both the 5th and 8th grades.

Admission Policies and Procedures

8. Student Recruitment

What is the plan (including timetable) to be used for recruiting students? How will the school publicize its program and admission procedures? How will the school ensure fairness in recruitment and admission of students. How will the school recruit a sufficient number of students to be financially viable?

Newark Charter School will engage in an aggressive publicity campaign as soon as the charter is approved. The first step will be preparation of literature describing the distinguishing curriculum and operations of the school and outlining expectations for teachers, parents, and students of Newark Charter School. Members of the organizing committee, board members, and management of the school will disseminate information through every possible forum, emphasizing those that address the local community. This may include local organization meetings, churches, community events

such as Newark Night and Community Day, radio talk shows, and press releases. This process will be ongoing throughout the period from application approval until the deadline for the application for the first academic year, which will be December, 2001. A community open house will be scheduled each year, in November starting in the year 2000, to educate parents and students about the school. The recruitment process will be performed in a manner, which does not discriminate on the basis of race, color, national origin, sex, or disability.

The Newark Charter School will be open to all children entering grades 5-8, with the only limit being the available seats. The school's theme is "Emphasizing Excellence in Academics and Decorum" and all serious students will be encouraged to apply. The information package developed for marketing the school will be included with every application package. As part of the application, potential students will be required to sign a contract agreeing to make a sustained and serious effort to meet the school's expectations for students. Similarly, the students' parents/guardians will sign a contract agreeing to strive to meet the expectations required of them.

The school will actively seek diversity in its student body. The Newark Charter School strives to help students develop a lifelong enthusiasm for learning, an eagerness to attain excellence, and an attitude that welcomes diversity and transcends any barriers of gender, nationality, race, or religion.

Newark Charter School will address the needs of families in the Newark area who desire a conveniently located school with a four year grade span, providing a continuity not currently available in the public school system. We therefore believe the school will attract a large number of area students, and further that those students will be representative of the local population, which is both racially and economically diverse.

9. Student Selection

What is the plan for selecting students if more students seek admission than space allows?

In compliance with Del. C. Title 14 section 506, preference will be given for students a) living within a 5-mile radius of the school and b) who are siblings of current students.

The state charter legislation permit a number of criteria to be used for student selection, but federal startup funds only allow students to be selected by lottery. If the school is oversubscribed, students will be selected by lottery only.

The lottery will be performed by an impartial individual to assure that the process is handled in an equitable manner. Separate lotteries will be performed for each grade level. Identically sized index cards will be prepared with the applicant's names and grade level. The cards will be randomly drawn, and filed in the order of drawing. Once all available seats for a given grade are filled, names drawn subsequently will be entered on the waiting list for admission to that grade level in the order in which they are drawn.

10. State Authorized Selection Criteria to be Employed

State law prohibits charter schools from restricting admissions except for a limited number of circumstances that are specifically permitted by Del. C., Title 14, Section 506(3). Which, if any, preferences authorized by this statute does the school propose to use? If more than one preference will be used, describe how the various preferences will be employed.

As outlined in section 9 of this proposal, this charter school will use a lottery to select students in the event that the school is oversubscribed. This criterion is permitted by section 506c of the Charter School legislation. In addition, the school will not discriminate on race, creed, color, sex, handicap, or national origin or because the student's school district of residence has a per student local expenditure lower than another student seeking admission.

11. Accommodations for At-Risk and Special Education Students

How will the school accommodate at-risk and special education students? What is the plan for ensuring that the school will be in full compliance with current IDEA law as revised in 1997, including but not limited to: evaluation, re-evaluation, accommodations, and having certified special education teachers prior to the admission of students.

At-risk and Special Education students will have their needs identified and addressed by the certified special education specialist and the teachers and staff of the school. Parents of these students will be involved in the assessment and individual program design. No child with a disability will be discriminated against. Building accessibility will be addressed in the facility used. Contact will be maintained with the Department of Education specialist in accordance with IDEA requirements. Services will be provided in accordance with an IEP for each child and meet all procedural safeguards such as parental consent and written prior notice.

All student applications will be accepted in December 2000, and students will be notified of their acceptance to the school by February 2001. In the acceptance letter, parents will be asked if their child is a special education student and if so the district where the child is currently enrolled. Non-response to the acceptance letter will be followed up with phone contact, and continued non-response will lead to the student being dropped from the rolls. This process applies to all students accepted to NCS regardless of special education status. For special education students, the parents/guardians will be asked to sign a form releasing IEP and other information in the student's file from the current school to NCS. Appropriate personnel in each child's current school and district will be contacted to inform them that the files will be transferred to the NCS at the end of the school year. During June and July, the staff will work with these schools and districts to transfer the IEP information.

Administrative/Management Operations

12. Governance: Board of Directors

a. *What will be the roles and responsibilities of the board of directors?*

The roles of the board and that of the school management are distinct. The roles and responsibilities of the board are to

- establish the overriding policies that distinguish the school

- ensure that the school's charter is adhered to by the management
- approve annual budgets as proposed by management
- hire, fire, and establish performance milestones for management

b. How will new board members be recruited and prepared to fulfill their responsibilities?

Ultimately, the board will consist of three parents and two teachers, plus up to two optional members-at-large as the board sees fit. Board members may serve for at most two consecutive three-year terms. A nominating committee, consisting of equal membership of teachers and parents, solicits and recruits suitable candidates for board membership. Any qualified individual may run for a board seat – candidates need not be nominated by the nominating committee. Parents will vote to select the three parent members of the board and teachers will vote to select the two teacher members. School administrators may not hold a board seat. Members at-large are selected by a 3/4 majority. Members of the board that have served one three-year term may serve one more term but must be re-elected. Nominees must demonstrate their knowledge of the charter document and goals of the school. Whenever a new member is elected to the board, the board will elect new board officers or re-affirm the appointment of the officers. During the transition from the founding board to the elected board, election of board members will take place on a schedule such that seats become vacant in a staggered fashion over a three-year cycle.

c. What will be the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage the school? If there are plans to contract with an outside group, identify the group, describe the relationship between the group and the board of directors, and outline the services the outside group will be providing. If an outside group is used to manage the school, a copy of the proposed management agreement with that group will be required at a future date.

No management agreement has been established with an outside group and no relationship exists between any member of the board and any such firm. The NCS will be managed internally by a director and business manager employed by the school. Management is primarily responsible for the day-to-day operation of the school.

The roles and responsibilities of management are

- Communicating the school's goals to the staff
- Ensuring that the staff adheres to the school's charter
- Hiring, firing, and establishing performance milestones for the staff
- Reviewing academic programs instituted by management
- Reviewing the hiring, firing and performance policies of management

- Formulating and managing the budget
- Recruiting students and staff
- Developing funding sources

d *How will teachers and parents be involved in decision making at the school?*

Teachers are the key elements to any school. Teachers who are invested in their school, trust management, understand the goals of the school, and are able to participate in the school at multiple levels will be better instructors. Two teachers will sit on the Board of Directors and teachers will play an equal role to parents on the Board nominating committee.

Management will select lead teachers for the Pedagogy Committee and these teachers will be fairly compensated for their additional responsibilities. This committee will consist of one teacher from each grade representing the educational needs of each grade's students. The committee will also consist of one teacher with special interest in each academic core area in the school – math, science, language arts, social studies, and special topics to include, for instance, physical education, art, shop, and foreign languages. Thus this committee will have 9 members. This Pedagogy Committee is modeled after management practices at large integrated companies, such as Intel. Each grade representative provides a horizontal perspective – what are the children in a particular grade experiencing. Each academic core representative provides a vertical perspective – how does each topic flow from one grade to the next. This committee, in conjunction with management, will establish curriculum guidelines for the school and educational milestones for each grade and each core area. These curriculum guidelines will be in accordance with state and national standards.

Parental involvement is a distinguishing feature of the school because studies have shown that parental involvement in education is vital to a child's educational success. The School Council will consist of a representative of management, a representative of the teachers at large, a representative of the Pedagogy Committee, and four parents. The parents are selected annually by mail-in vote of all the parents in the school – one vote per child attending the school. The primary responsibility of the School Council is assisting and advising management in school operations and long-term planning. The primary deliverables are two reports per year to the board summarizing their findings and recommendations. School Council meetings will be open to parent and teacher participation, but only members of the committee may vote. Contributions from parents and teachers will be welcomed at these meetings.

The School Council will develop a parent survey to be completed twice a year – 1/3 and 2/3 of the way through the school year – on school performance, including that of individual teachers. The School Council will develop the survey with the goal of efficiently assessing strengths and weaknesses in each teacher's performance from the perspective of the parents of the children being taught. Parents can assess each teacher who instructs their children. The identity of the parents will be kept confidential. The results of the survey will be tabulated by the management for review by the School Council, the Pedagogy Committee, and the management. The School Council will ensure that the survey is relevant, the Pedagogy Committee and management will use the survey to identify

appropriate teacher training, and management will use the survey as part of its merit reward system. The School Council must also submit their assessment of the survey results to the board.

The Parent Teacher Organization (PTO) is open to all parents and teachers. It is expected that all parents and teachers will be members of the PTO. The PTO will promote participation in school activities including volunteering, fundraising, nomination of parents and teachers to the School Council, and social activities to bind the community and foster a family friendly atmosphere.

13. Staffing

a. What is the proposed size of staff that the school will have in each of its first three years of operation?

Year	Students	Teachers	Administrative	Clerical
2000-2001	0	0	1.3	0.4
2001-2002	400	21	2	2
2002-2003	500	25	2	2
2003-2004	600	29	3	2

The school director and some of the management staff will be supported by charter school initiation funds from the state. Funds will have to be raised before September 2000 to support additional staff during the 2000-2001 planning year.

b. List the staff positions and indicate the full-time equivalence for each position for the first year of school operation.

Administration

- School Director (full time) – hires and fires teachers and staff. Liaison to the Board of Directors.
- Development Director (full time) – recruits teachers, staff, and students. Raises funds.
- Assistant Principal (full time, starting in the third year) – assists the School Director. The Board and School Director will write the job description, advertise for and hire the Assistant Principal during the second year of the school's operation. The duties of the Assistant Principal will complement those of the School Director and Development Director and include guidance counseling.

Clerical and Custodial

- Administrative Assistant/Bookkeeper (full time) – Assists the administration in carrying out its duties. Keeps the books. Serves as secretary when the secretary is absent or overwhelmed.
- Secretary/Receptionist (full time) – answers the phone, responds to visitors at the front desk, assists the teachers where required with suitable tasks.

- Custodians (two full time) – clean the physical plant

c. *What is the plan for having certified special education teacher(s) available for students with disabilities?*

The school will employ certified special education teachers to ensure that students with special needs have those needs met. Since the number and kinds of special education needs will not be known until the student body is established, a more specific plan cannot yet be implemented. The special education teachers will work with management to hire part-time specialists or contract out to companies supplying certain services so that the needs of these students are met.

d. *What will be the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff?*

Hiring of the school director by the founding board will commence as soon as the charter is awarded. During the rest of the spring and summer, the founding board and the director will work together to hire the remaining staff for the first year. During the 2000-2001 academic year, the management will seek funds and government cooperation to seek a site and support for a permanent building, and secure temporary quarters if needed. Hiring faculty and remaining staff will also occur during this first academic year. Each subsequent year, the school population will increase so hiring will occur in those years to increase staff to its ultimate size and to replace attrition. Teachers will be selected who have demonstrated a commitment to a rigorous academic philosophy consistent with the mission of the NCS.

e. *Will the school hire Delaware certified teachers? Will any non-certified teachers be hired? If non-certified teachers will be hired, what will be the procedures to ensure that the non-certified teachers are participating in alternative certification programs if available?*

The certification status of all teachers employed by the school will be reported to the Department of Education Professional Standards and Certification Office. The goal of the school is that all teachers are certified.

1. If the teacher is certified, the school will notify the certification office of the teacher's employment and course work.
2. The school will inform the certification office of any newly certified teachers hired. The school will assist the teacher in completing the Application Packet for Certification.
3. For teachers in the 7th and 8th grades, the state qualified alternative route to certification program will be employed. The program is in accordance with Del. C., Title 14, Ch. 5, Section 507 and Ch. 12, Subchapter IV. In this program, we will only hire teachers who are eligible for a standard or limited standard Delaware certification in their content areas and meet the qualifications established by the Delaware Code for participation in the alternative routes program.
4. Since there is currently no qualified alternative certification program for teachers in the 5th and 6th grades, non-certified teachers in these grades will only be hired if they demonstrate exceptional skills. In any case, no more than 35% of the teachers at the school will be non-certified. If a suitable candidate is selected who is not certified, the school will make every effort to help the teacher obtain certification.

Beyond this, an alternative certification program will not be established.

f. *What will be the teacher/student ratio of the school?*

The student teacher ratio will be about 20:1.

g. *What will be the human resources policies governing: salaries, contracts, hiring, and dismissal.*

Human resource details will be established by management during the 2000-2001 academic year. The salary will be competitive with local public school salaries. An amount may be awarded through a merit pool to be administered by the management based on feedback from the parent survey, School Council, and Pedagogy Committee. Teachers performing below standards will be recommended for remedial professional development activities (see section i below) or recommended for termination if the problem persists. Teachers currently employed by state districts have a three-year leave from their district position and may return as long as notice is provided by April 15 of the third year (section 507d of the charter legislation). Such teachers employed by the charter school will be evaluated during their third year in writing by the April 15 deadline so that they can make an informed decision whether to return to their home district or remain with the charter school.

h. *If the school plans to operate outside of state benefit and retirement systems, what benefits will the school offer its employees (including health insurance and retirement)?*

The school will offer all benefits currently offered public school teachers using the same criteria and policies employed by the state Department of Education and the local school districts.

i. *What professional development activities/opportunities will be made available to teachers and other staff?*

Professional development will take two forms. The School Council, Pedagogy Committee, or management may identify a teacher not performing up to NCS standards. Professional development will be recommended to such teachers, and paid for by the school, so that the teacher can meet the educational goals set by the school.

Teachers, the Pedagogy Committee, and the School Council may also elect to recommend professional development activities to improve already adequate or superior faculty performance. Such activities will be available as resources permit.

14. Accountability

a. *What methods of internal evaluation will be used by the staff to ensure that the school is meeting its stated educational mission and objectives?*

The educational mission of the school is to challenge all students at their performance level. As addressed above in sections 7 and 12d, this includes evaluation of students by the DSTP and evaluation of teachers by parents. The evaluation of teachers by parents occurs twice a year in order that timely and anonymous feedback to the management and teachers from the parents

occurs. The DSTP is offered only at the end of the 5th and 8th grades which is too infrequent for timely corrective action to be taken. We support the current bill before the legislature to fund an annual testing program. If this is in place, NCS will have a benchmark performance indicator for the students entering the school and be able to track their performance annually. The management will use scores from these exams as one mechanism for evaluating teacher performance. Section 7 describes the actions, pertinent to teachers and students, to be taken as a result of performance that is above or below standard on these exams. That section also describes other testing programs to be adopted if the state does not fund annual testing.

The current budget does not include costs for these examinations because we are assuming that the legislature will fund them for public schools in the state. In the event that the bill fails and is not passed before the school opens, a commercial examination vendor will be chosen by the school to be administered a) before students enter the school and b) after completing each year. Also, the science assessment tools affiliated with the Science Coalition of Delaware will be considered for the science portions of the curriculum (as with the Coalitions curricula, the assessments are currently available only until grade 5 but will be available through grade 8 by the time NCS opens). See section 7 for more details.

b. How will the teachers and staff be evaluated?

Teachers will be evaluated twice a year by parents and once per year by examination of the students. See section 14a, and other sections referenced therein, for more details. Other members of the staff will be evaluated by the school director and the board of directors, as appropriate.

c. How will the school be held accountable to the parents of children at the school?

As discussed in section 12d, the School Council will be composed of seven members, four of which are parents. Parents will be polled twice a year by the School Council to rate school and teacher performance (see section 12d). Although the survey will have multiple choice questions to maximize the response rate, there will also be an opportunity for parents to express concerns not specifically addressed in the survey. The School Council will then disseminate recommendations garnered from the survey to the management and the Pedagogy Committee.

d. What internal controls will be used for budgets and financial records?

The school will have a professional financial audit performed during the summer of each year to ensure that all funds were spent appropriately and in accordance with all state and federal rules and regulations. The audit will be presented to the Board of Directors and the Delaware Charter Schools Administrator. The Board of Directors will work with management to address any concerns identified in the audit.

15. Facilities

a. Where will the school be located? If a specific site has not been identified, indicate the proposed location of the school.

The Newark Charter School will be located in the vicinity of Newark

- b. *If a site has been identified, describe the site and how it will be suitable for the proposed school. Will the site be purchased or leased? When will the school's board of directors have direct control of the site?*

Due to growth in northern Delaware's student population, there is little unoccupied public school space nearby for a charter school. As a result, space will have to be purchased, leased or built, depending on financial resources that are obtained. See Appendix B for a list of candidate sites.

- c. *Are the facilities in full compliance with all applicable building codes for public schools and are they accessible for special needs students? If the site needs renovation, describe how the facilities will be renovated.*

The facilities will be in full compliance with state and local building codes regarding public schools. All ADA requirements will be met by the facility and will meet all fire safety codes for such buildings.

- d. *What funds will be needed to acquire (purchase or lease) the facilities and ready them for school opening? What are the plans for obtaining these funds?*

Substantial funds will be required to build or acquire and remodel a new facility. If a building is leased, the landlord will be responsible for meeting the requirements set forth in section 15c and any other requirements established by management for a safe and productive learning environment. If sufficient resources are acquired, a new building will be built again in compliance with all regulations that apply to public school buildings as stated in section 15c.

The goal of NCS, in line with the motivation behind charter legislation, is to provide a high quality education by using local and state government funds primarily for operating expenses (see section 19 of this proposal for more details). Given this, fundraising activities began before this application was submitted. We plan on raising sufficient funds, estimated to be \$2,000,000, from local foundation and corporate donations. The goal is to have this funding in place by the summer of 2000 so that negotiations can commence on facilities procurement.

16. Transportation

- a. *Will the school provide transportation or will the local district be asked to provide transportation for the school's students? Describe the plan for providing transportation to all eligible students.*

The Newark Charter School will provide transportation to all eligible students, using the same standards applied by local districts. The NCS will contract with a transportation service provider. A public bid process will be used to select the provider. The type of transportation provided will be as comprehensive as the funding allocation provided by public funds will allow. This will be largely determined by the geographical disbursement of the student body. The School Director will be responsible for the development and implementation of the

transportation plan and establishing the specifications for the bidding process. The specifications will require that the contractor shall obtain the same level of collision and liability insurance as required by contractors on regular public school routes. Additionally, the School shall set up a random and post-accident drug/alcohol screening process, and drivers must agree to submit to such tests. The charter school shall maintain driver and training records.

- b. *How will students who reside outside the district in which the school will be located be transported to the school?*

It is anticipated that most students in the School will live within the Newark area. For students living outside this immediate area alternative plans will be developed, depending on the number of such students, and the locations of their residences. Pick-up points in areas outside the immediate Newark area will be established to accommodate areas with enough students to warrant an additional bus stop. It will be the parents' responsibility to make sure the students get to the pickup points.

- c. *How will special needs students be transported?*

The founders are committed to providing transportation services required by the Individual Education Plan (IEP) of special education students. These students will be transported along with other students wherever possible. Special accommodations will be made for students whose needs preclude riding on a regular school bus.

17. School Meals

Meal service will be provided by a professional food service vendor, such as ARAMARK, who has experience serving public schools. Vendors will be considered only if they have established that they can meet the requirements of the National School Lunch Pattern Meals, thereby meeting all federal and state requirements and being reimbursable under the free and reduced lunch program. Breakfast will also be served to students who qualify under the National School Lunch Program.

18. Start-up Activities

What administrative tasks will be undertaken between approval of the charter and school opening? Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable on which they will be accomplished.

See Section 19 for more details on the start-up year. Sections 15d and 13d contain more information on the Physical Plant and Personnel, respectively. Curriculum selection during the start-up year is discussed in Section 6. Other start-up activities are discussed in more detail throughout this application. The tasks outlined below are the responsibility of the board and will be assigned to the management and parent groups, as appropriate.

Tasks and Milestones	Month from Charter Approval – April 2000																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Fund Raising	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Marketing Literature	X	X	X																
Select Sites	X	X	X	X															
Build/Lease Decision					X														
BP: temporary facilities						X	X	X	X	X	X	X							
BP: hire architect						X	X	X											
BP: design									X	X	X	X	X	X					
BP: construction																X	X	X	->
LP: acquire site						X	X	X											
LP: site inspection								X	X	X	X	X							
Furniture/supplies													X	X	X	X	X		
Select Director	X	X																	
Select Management			X	X	X	X	X												
Select Teachers						X	X	X	X	X	X	X	X	X	X				
Select Students												X	X						
Staff Training																	X	X	X
School Starts																			X

BP – Build path

LP – Lease path

The board of directors will meet monthly during the start-up period to assess progress on these tasks.

Financial Viability

19. Projected Budget

- a. *What costs are projected for the twelve month period prior to school opening? What will be the source(s) of funds to cover these costs?*

The projected costs for the year prior to school opening are summarized as follows:

Personnel Costs

School Director - It is anticipated that the School Director will be the first employee of the NCS, and that he/she will be hired effective 9/1/2000. The expense projected for the startup year for this position is therefore 10/12 of the assumed annual salary of \$80,000, or \$66,667.

Development Director/ Business Manager - It is anticipated that a second member of the Administration team will be added effective 1/1/2001, at an annual salary of \$60,000, or \$30,000 for the 6 month period included in the startup year.

Part-time Clerical position - A part time administrative assistant will be hired to assist the management staff. Cost is projected based on 40 weeks, 20 hours per week at \$10/hour for a total of \$8,000.

Other employee costs (OECs) at 17.97% of payroll, and health insurance at \$5,025 per year per full time employee are included in the projection of development year costs.

Temporary office space will be rented to house staff during the planning year. The projected cost is conservatively estimated at \$1,500/month for 10 months, and is assumed to cover utilities,

and office equipment. Additional expenditures of \$1500 for telephone/communications, and \$2000 for supplies and material are projected.

School Incorporation and Federal Tax Exemption

The tasks of incorporation and application for federal and state tax exempt status are underway. The cost for legal and application fees is \$2,750 and is included under legal expenses in the planning year on the Budget Worksheet.

Public Information Campaign

A major function performed during the planning year is the development of informative literature used to recruit potential students and staff and for use in solicitation of charitable contributions. Costs for printing and publishing are estimated at \$15,000 and postage is estimated at \$2000. An additional \$15,000 is estimated for advertising and costs associated with staff recruitment and is included in telephone/communications costs. \$3000 is estimated for travel.

Facility and Site Development

Projecting the costs associated with the facility is very subjective. To a large degree the arrangement made for a facility in which to operate NCS will dictate the level of external funds required, either in the form of loans or charitable gifts. The presentation in the budget worksheets assumes that a facility will be purchased for \$5,000,000. An additional \$600,000 is budgeted during the planning year for site and facility development. Included in this estimate are costs of architectural and design fees, building and zoning permits, as well as costs to make necessary renovations to make a purchased building suitable for use as a school. The entire cost of the renovation is assumed to be incurred in the planning year. A first mortgage on the building is assumed for 80% of the purchase price (\$4,000,000) at an interest rate of 6%. The below market rate is based on the availability of tax-exempt financing available to non-profit organizations. An additional loan of \$2,000,000 is assumed at 10% interest. This may take the form of a second mortgage, or a non-collateral loan. The assumed date of purchase of the facility is 10-1-2000. Payments on both loans are assumed commence on 11-1-2000 with an amortization period of 25 years.

Other

To provide for unanticipated expenses and to provide for conservatism, a \$50,000 contingency expense is projected.

Funding

Funding to cover planning year costs will come from a federal charter school grant, and from private fund raising. Federal startup fund grants are conditioned upon defining a development plan, and cover only specified startup costs. The NCS Board will approve the development plan, and assure any funds received are spent in accordance with any conditions specified by the terms of the grant. The remainder of funds for the planning year will be provided through fundraising activities and private donation.

The NCS will initiate an aggressive Capital Campaign to provide startup and capital cost requirements, the goal of which will be to enable the school to become financially independent of private funding sources by its 5th operating year. This campaign will seek gifts, grants, and sponsorships from corporations, private foundations, and individuals.

- b. *Are there plans to conduct any fund-raising efforts to generate startup capital or to supplement the per pupil revenues from the state and local districts? If so, please explain.*

We assume that the \$135,000 federal start-up funds available from the DoE will be available to hire the initial staff. The largest impediment to opening the school is the availability of financing or capital to acquire or lease a building. It is the intention of NCS to use the state and local entitlement revenues for the operation of the school, with only a small fraction of this revenue allocated to pay for capital expenditures. For this reason, separate operating and capital budgets have been prepared. The operating budget serves the purpose of quantifying the funds available for staff, student services and facilities maintenance. The capital budget quantifies the costs associated with acquisition or rental of a facility, and the initial costs of items such as furniture and textbooks, which have a life which extends beyond the year in which they are purchased. The capital budget will serve to quantify the minimum annual targets for funding from external sources.

The budget as presented assumes 7% of state and local entitlements are allocated to capital expenditures each year. This generates modest operating surpluses in the first two years of the school's operation, with a larger surplus in the third year. While the operating surpluses can be used to offset capital deficits, targeted external fund sources will be set at a level so that the capital budget will also show a surplus. The fund raising revenue item in the budget as presented therefore represents minimum revenues required to avoid an overall budget deficit. Assuming the Capital Campaign, as described above, is successful the operating surplus will be used to provide additional student/staff services.

- c. *Will there be other sources of revenue in addition to the state and local entitlements? If so, please identify all other sources of funds.*

In addition to the Federal Startup funds and Capital Campaign fund raising activities described above, it is anticipated the NCS will receive money in the form of federal grants (including ESEA, Goals 2000, Comprehensive School Reform, etc.). Since it is assumed that any funds received will be used to provide for additional service to students, no specific revenue, or expenditure for these programs is projected in the proposed budget.

- d. *What will be the budget for the school (please use the attached budget worksheets)? Note: state and local revenue estimates may be obtained from the Education Specialist for School Accounts at the Delaware Department of Education (302) 739-4664. The applicant must attach as an appendix, a copy of the original budget revenue estimate from the Department of Education to verify the figures on which the proposed budget has been based.*

The budget worksheets and the original budget revenue estimate from the Department of Education are attached as Appendix D. The summary budget for the planning year and the first three years of operation in the format provided in the state application package, starts on page 1.

Subsequently, are pages showing the breakdown of the summary budget into the operating and capital budgets as previously mentioned. Following this are details of the underlying assumptions.

Some additional clarifying comments:

Revenue Items

State and local revenue items were provided by Jerry Gallagher of the Delaware Department of Education, based on enrollment assumptions of 400 students in operating year 1, 500 in year 2, and 600 in year 3. The funding provided is based on the current state funding formula. Operating expenses and state and local revenue are assumed to inflate at 3% per annum starting in year 2.

Personnel Expenditures

The number of teachers is calculated based on an average of 28 regular students per regular classroom teacher and 13 special education students per special education teacher, assuming 10% of the students are in the special education program.

First year personnel expenses are projected based on the following annualized salaries: School Director, \$80,000; Development Director \$60,000; 13 Classroom teachers at an average annual salary of \$40,000; three special education teachers \$45,000; one Physical Education teacher \$40,000; one Music teacher \$40,000; one Foreign Language specialist \$40,000; a full time librarian \$35,000; an art teacher \$35,000; one administrative assistant/bookkeeper \$30,000; one secretary/receptionist \$22,000; two custodians at \$18,000, and one nurse \$50,000. Additionally it is assumed that there will be part time teacher aides. The wages for the aides are based on an assumption of 2 hours per week per teacher for 40 weeks per year at \$10 per hour.

In second operating year three additional classroom teachers are added (\$41,200) and one more special education teacher (at \$46,350). Additional teacher aides are added based on the formula above.

Substitute pay is based on classroom teachers missing an average of 8 days per academic year for illness and professional development. The substitute's pay scale is projected to average \$50/day.

In the third year the following positions are added: an Assistant Principal position who will also act as guidance counselor (\$63,654), three classroom teachers (\$42,432), another special education teacher, and additional teacher aides as per the formula above.

It is anticipated that the NCS will have year end merit compensation plan, which will provide for additional compensation of up to 10% of base salary for teachers and administrators. The level of the bonus will be recommended by management for approval by the Board of Directors and will be dependent on availability of funds, and the success of the staff in meeting defined objectives for the year. Specifics of the plan are to be determined in the planning year. Budget costs assume the expense level is 7.5% of base pay, and that 90% of teachers and 100% of administrators are eligible to receive the bonus payment.

Other Employee Costs are based on formula provided by the Delaware DOE. The sum of costs for Pension, FICA, Medicare, Worker's Compensation, and Unemployment Insurance is collectively projected at 17.97% of salary. Health Insurance Costs are estimated at \$5,025 per full time employee.

Student Support

Transportation costs are projected at the level of funding provided in state revenue estimates.

As previously mentioned, NCS will contract with a professional food service provider at a projected net cost of \$25,000 in year 1. Meal charges and the National School Lunch Program will cover other cafeteria operating expenses.

The number of computers purchased provides for one computer for each teacher and administrator, including the administrative assistant, plus 30 more for the computer lab and library.

Administrative/Operations Support

The mortgage payments are based on a \$4,000,000 loan at 6%, and a \$2,000,000 loan at 10% interest, payable over 25 years commencing 11-1-2000.

Equipment purchased includes desks, other furniture, blackboards, etc.

\$50,000 per year (adjusted for inflation) is projected in contingency expenses to provide for expenses not anticipated and to provide an additional layer of conservatism.

Building renovation is projected at \$600,000 during the planning year.

- e. *What will be the back-up plan for the finances of the school if actual enrollment is below the projections presented in this application? What is the minimum number of students the school can enroll each year to remain open?*

In the unlikely event that NCS is under-enrolled, staffing and other expenditures will be scaled back. Many costs can be reduced proportionately. The school will depend on fund raising activities to make up any shortfall of expenditures over public funding. Assuming these are successful, the school will be financially viable with a minimum of 300 students.

- f. *If the school is to be managed by an outside group(s), what financial arrangements will be made between the board of directors and this group(s)?*

There are no current plans to use an outside management group.

- g. *If public funds remain at the end of a fiscal year, what will be the disposition of those funds?*

Any operating funds remaining at the end of a fiscal year will be contributed to the Capital Campaign, carried over into the next year's operating budget, or be used to retire debt.

20. Financial Operations

- a. *How will the financial operations of the school (in the areas of accounting, payroll, purchasing, compensation, and benefits management) be managed?*

NCS plans to utilize the financial management system provided by the State of Delaware for these operations. It shall be the Business Manager's responsibility to assure proper input and maintenance of this system. If the Business Manager needs training on how to use or remain up-to-date on the DFMS, the school will pay for training expenses.

- b. *Will the school operate within all state administrative and financial systems? If not, what specific procedures have been undertaken to gain approval for alternate administrative and financial system(s)?*

Yes, as noted above.

21. Legal Liability

What has been done to assess the legal liability of the school, its employees, and the board of directors? What are the various options being considered for liability protection? Describe the types and limits of insurance coverage the school plans to obtain. 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.

The Newark Charter School will purchase trustee liability insurance with \$3 million limits to protect its Board members. Commercial General Liability insurance with \$2 million limits will protect the School and Board against bodily injury, property damage, personal injury and advertising injury claims. Additionally, Excess Liability policy with \$5 million limits will be purchased to supplement insurance coverage. Any vehicle used by the school will be properly insured with \$1 million liability limits. The cost for this coverage is included in the budget worksheets.

22. Code of Conduct

What will be the school rules and guidelines governing student behavior? Include a general outline of the student handbook describing issues of student discipline, student rights, and student responsibilities. Describe how discipline will be handled with special education students.

The Newark Charter School will abide by all state and federal regulations and guidelines related to Code of Conduct issues. This includes compliance with H.B. 85 requiring cooperation with law enforcement agencies in the event of certain categories of student disciplinary infractions. Regulations also pertain to special education students, especially that due process must be followed in the event that the student's infraction is related to the disability.

Beyond compliance with state and federal mandates, the school will establish behavioral guidelines to maintain an environment that is conducive to education without stifling expression and

appropriate social interaction. Our initial Code of Conduct will be the current Christina School District Code of Conduct dated June 1999, with the modification that any appeals at the district level in the CSD code will be considered by the NCS board of directors. The CSD code contains appropriate conduct expectations, protecting teachers and administrators while allowing appropriate behaviors by the students. The management, in conjunction with the Pedagogy Committee and School Council, will most likely want to alter the Code of Conduct (see section 12d of this application) in the future. Any proposed revisions to the Code of Conduct will be brought before the parents before being adopted. The revised Code of Conduct, along with its evaluation by the Pedagogy Committee and School Council, including minority opinions, will be forwarded to the Board of Directors for approval. If approved by the board, the revised Code will be forwarded to the Charter School office of the Delaware Department of Education for approval before being adopted by the school. A copy of the Christina School District Student Code of Conduct, June 1999 revision, is included in Appendix F.

23. Health and Safety

What procedures will be implemented to ensure the health and safety of the school's students, staff, and guests? What staff (e.g. nurse) will be hired or contracted with to ensure that these responsibilities will be handled in a satisfactory manner.

All staff will be required to take a CPR course administered on-site by trained professionals. Refresher courses will be administered as recommended to keep the CPR certification current. Teachers and students will be instructed in evacuation procedures in the event of fire or other emergencies, and periodic drills will be conducted at least once per month while school is in session.

a. Ensuring that students have physical examinations prior to enrollment.

Proof of physical exam will be required of all students prior to enrollment, including physician certification of all applicable certifications. This is an annual requirement for each student attending the school. The nurse will keep all records. Confidentiality will be maintained to protect the privacy of the student and family.

b. Administering medications and medical treatments, including first aid.

The school nurse will be licensed and registered in the State of Delaware, and will be responsible for administering medicine and medical treatment as per instruction from the student's physician. The nurse will also be available for treatment of minor injury and contacting parents and physicians in case of more serious medical problems.

c. Monitoring student health and maintaining health records.

The required physical exam (see 23a) will be maintained on file in the nurse's office. Routine eye and hearing examinations will be conducted in compliance with state and federal regulations.

d. Ensuring that immunizations and TB and HepB screenings are conducted.

The student's physical records will be monitored to ensure that immunizations are kept up to date (see 24a).

- e. Serving on IEP teams when medical treatment is required.*

The school nurse will help the IEP team, as required.

- f. Screening for health problems (vision, hearing, etc.).*

Routine vision and hearing exams will be conducted as specified in 23d.

Appendix A

Resumes of Members of the founding Board of Directors and Assurances

Steven H. Amick

ADDRESS 449 West Chestnut Hill Road, Newark, DE 19713

SPOUSE H. Louise (Masten) Amick

BIRTH May 13, 1947, Ithaca, New York

PROFESSION Admitted to the Delaware Bar, 1972. Practiced law with the Wilmington firm of Daley and Lewis from 1972 to 1974. Joined the Legal Department of DuPont Company in October 1974 and continued there until November 1996. Currently Special Counsel with the firm of Cooch and Taylor, 51 E. Main Street, Newark, DE

SPOUSE'S PROFESSION Assistant Professor of Mathematics, Washington College, Chestertown, Maryland

COMMUNITY ACTIVITIES: President, Civic League for New Castle County 1984-1986; President, Committee of 39 1977-1978; Newark YWCA Advisory Board; Director, Newark Jaycees 1975-1976; Vice President, W. Chestnut Hill Residents' Association 1984-1986; President, Breezewood Civic Association 1975-1977.

POLITICAL ACTIVITIES: Republican Election District Chairman, Sixth Election District, 25th Representative District 1980-1986.

Elected November 1986 to the Delaware House of Representatives, 134th General Assembly from the 25th Representative District. Re-elected 1988, 1990 and 1992.

Elected November 1994 to the Delaware Senate from the 10th Senate District.

Former member of the House Committees on Transportation, Land Use and Economic Development, Public Safety and Corrections -- former Chairman, House Committees on Judiciary and Rules and Joint House/Senate Sunset Committee. Current member Senate Committees on Transportation, Administration, Ethics and Legislative Counsel and Senate Minority Whip.

RECOGNITIONS: Good Government Award of Delaware Chapter of Common Cause; Public Service Award, American Association of Retired Persons.

1. Introduction

The purpose of this study is to investigate the effects of

the proposed system on the performance of

the system under various conditions.

The study is organized as follows. Section 2 describes the system architecture and the experimental setup. Section 3 presents the results of the experiments. Section 4 discusses the implications of the results. Section 5 concludes the study.

The results of the experiments show that the proposed system significantly improves the performance of the system under various conditions.

The study also shows that the proposed system is robust to various types of noise and interference. This is a significant advantage of the proposed system over other systems.

The study also shows that the proposed system is scalable and can be used in a wide range of applications.

The study also shows that the proposed system is easy to use and can be integrated with existing systems.

The study also shows that the proposed system is cost-effective and can be implemented in a wide range of environments.

The study also shows that the proposed system is secure and can protect sensitive information from unauthorized access.

The study also shows that the proposed system is reliable and can be used in critical applications.

Timothy U. Boulden
65 Hidden Valley Drive • Newark, DE 19711
(302) 738-8553

DATE OF BIRTH	June 6, 1965
FAMILY	Wife - Kelly C. Boulden Son - Zachary U. Boulden, Age - 5 years Son - Trevor W. Boulden, Age - 2 years
OCCUPATION	Vice President, Boulden Oil and Propane Company
EDUCATION	Downes Elementary School Central Middle School Newark High School Clemson University • B.S. in Administrative Management
CHURCH	Newark United Methodist
CHARITY INVOLVEMENT	Emmaus House • Board of Directors Juvenile Diabetes Foundation • Board of Directors Newark Senior Center • Board of Directors New Castle County Ducks Unlimited • Past Chairman
COMMUNITY INVOLVEMENT	Fraternal Order of Police • Newark Lodge WILMAPCO (Wilmington Area Planning Council) Policy Committee Newark Traffic Relief Committee Member
PROFESSIONAL INVOLVEMENT	Delaware State Chamber of Commerce ServAssure Dealer • Governing Board
POLITICAL INVOLVEMENT	State House of Representatives, 23 rd District Committee Assignments: Transportation, Chairman Desegregation, Chairman Bond, Alternate Education Land Use and Infrastructure Health and Human Development Department of Public Instructions Leadership Council for Comprehensive Assessment System Delaware Public Policy Institute • Education and Training Task Force 23rd District Republican Committee Young Republican Federation of Delaware



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1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 26

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1. 2000年12月15日，在“2000年中国城市竞争力”会议上，中国城市竞争力研究会发布了《2000年中国城市竞争力报告》。

Harold F. Godwin

Mayor

919 Pickett Lane • Newark, DE 19711

(302) 368-9777

Mayor Godwin was born and raised in Newark, educated in the Newark public school system, and is an alumnus of the Delaware Technical and Community College, Wilmington College, and the University of Delaware.

Mr. Godwin's work experience includes two years with the DuPont Company in the Engineering Services Department at the Louviers site in Newark. Since 1971, Mr. Godwin, with his family, has owned and operated four retail businesses in the Newark area and one store in Wilmington. While holding a Master designation from the Institute of Automotive Service Excellence in Washington, DC, Mr. Godwin is also a licensed Delaware realtor.

Community service includes volunteering as a coach and director of the Capital Trail Junior Football League, as a staff member for the Newark American Little League, served on the Governor's Small Business Advisory Council, major fund raiser for the March of Dimes, a sponsor of the Blue & Gold Football Game, which benefits the Delaware Foundation for Retarded Children, a Board Member, and presently the Vice President, of the Newark Historical Society, has served on the Town and Gown Committee since its inception, with four years as its chair, served as liaison to City Council from the Conservation Advisory Commission, and as a member of the Newark Memorial Day Parade Committee.

Mayor Godwin is married to the former Anne Lejune, who is also a lifelong resident of Newark. They have five children: Annmarie, Joseph, Carrie, Aimee, and Jason, and four grandchildren.

Joan Owens Pierson
7 Haywood Court
Newark, Delaware 19711
(302) 292-0840

Community Involvement

- State of Delaware Odyssey of the Mind (1997-Present)
 - Co-Director, 1999-2000
 - Board Member, 1998-2000
 - Involved at National Level
- Bayard Elementary School, Wilmington, Delaware
 - Member Site Council 1999-2000
 - Classroom Volunteer 1999-Present
- Downes Elementary School, Newark, Delaware
 - Co-President PTA 1995-96, 1996-97
 - Classroom Volunteer 1994-Present
- Aqua-Aerobics Instructor for Multiple Sclerosis patients - YWCA, Newark, Delaware 1998-Present
- Member, Delta Kappa Gamma Educational Association

Employment

- Teacher, Durham County Schools, Durham, North Carolina, 1976-1989
- Taught in grades 4 through 9
- Served as Mathematics Specialist, Githens Junior High School
- Member, National Council of Teachers of Mathematics
- Attended national conferences as school district representative
- Presenter at mathematics workshops in Durham County
- Founding Member of Triangle Mathematics Council, Durham, N.C.

Education

- Bachelor of Arts in Education, University of North Carolina, Chapel Hill, N.C., 1976
- Master of Education, North Carolina State University, Raleigh, N.C., 1989
 - Major - Educational Administration
 - Received Principal's Certification
 - Minor - Public Administration

Family

- Husband, Duke Pierson
- Children, Matthew Pierson Age 11, Patricia Pierson Age 9

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1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Lichtenthaler (1987). The total chlorophyll content was determined by the method of Arar and Collins (1997). The carotenoid content was determined by the method of Lichtenthaler and Weil (1983).

The figure consists of five separate scatter plots arranged horizontally. Each plot has 'Number of Children' on the x-axis and 'Number of Adults' on the y-axis. The data points are represented by small black dots.

- Plot 1:** Shows a positive correlation where the number of adults increases as the number of children increases.
- Plot 2:** Shows a negative correlation where the number of adults decreases as the number of children increases.
- Plot 3:** Shows no clear linear trend; the data points are scattered across the plot area.
- Plot 4:** Shows a positive correlation similar to Plot 1, with a slight upward trend.
- Plot 5:** Shows a positive correlation where the number of adults increases sharply with the number of children.

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ANTHONY S. WEXLER

CONTACT INFORMATION

716 Colgate Lane, Newark, DE 19711, 302-292-0980, Office: 302-831-8743, Fax: 302-831-3619

FAMILY

Wife: Dr. Rebecca Stein Wexler, Children: Jason Stein Wexler age 13, Rachel Stein Wexler age 9

EDUCATION

Ph.D., Mechanical Engineering California Institute of Technology Thesis Topic: Inorganic Components of Atmospheric Aerosols	December 1990
M.S., Mechanical Engineering Massachusetts Institute of Technology Thesis Topic: Electrostatic Charging of Jet Fuel	January 1978
B.S., Engineering Physics University of California, Berkeley	June 1976

EMPLOYMENT EXPERIENCE

Department of Mechanical Engineering, University of Delaware Job description: Professor.	1999-present
Department of Mechanical Engineering, University of Delaware Job description: Associate Professor.	1994-1999
Department of Mechanical Engineering, University of Delaware Job description: Assistant Professor.	1991-1994
Department of Physiology and Biophysics, University of Southern California Job description: Research associate.	1984-1990
BMDP Statistical Software (Developers of statistical software), Los Angeles, CA Job description: Hardware and software engineer and manager.	1983-1984
Berkeley Solar Group (HVAC energy conservation consultants), Berkeley, CA Job description: Head of monitoring and instrumentation division, Member of the Board of Directors.	1978-1983

HONORS AND AWARDS

Technical Program Chair for the American Association for Aerosol Research Conference, 1999
Advisor to the National Research Council Committee to Review the Department of Energy's Office of Fossil Energy's
Research Plan for Fine Particulates, 1998
Plenary Lecturer, American Association for Aerosol Research Conference, 1998
College of Engineering Dean's Special Merit Award, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998
Editor's Citation for Excellence in Refereeing for JGR-Atmospheres, American Geophysical Union, 1997
College of Engineering Dean's Teaching Commendation, 1993, 1996
Kenneth T. Whitby Award, American Association for Aerosol Research, October 1995
University of Delaware Provost's Special Merit Award, 1993, 1996, 1999

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Assurances

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

- 1) Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin or because of a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 2) Not operate in a sectarian manner or include religious practices in its educational program.
- 3) Participate in the State Assessment Program and meet the requirements for school accountability as described in the Accountability Act of 1998.
- 4) Manage the school within all state administrative and financial systems listed in Del. C., Title 14, Section 512(9), or if the school plans to operate outside of any listed system it has been specifically noted in this application and the applicant has submitted a formal request to the State Budget Office to initiate a Memorandum of Understanding as described in Del. C., Title 14, Section 512(9).
- 5) Maintain direct communication with other public and nonpublic schools to assure efficient notification and transfers and exchange of records.
- 6) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions and order; and operate the program in accordance with the content of the updated and approved charter granted by the State Board. The school's board of directors may not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.
- 7) Notify the Department of Education in writing within 30 days when the school director or members of the board of directors change.
- 8) Provide the Department of Education with copies of the policies and by-laws of the school and the school's board of directors and inform the Department when by-laws change.
- 9) Before September 1 of each school year, provide the Department of Education with evidence of the certification status of teachers employed at the school.
- 10) 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.
- 11) 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.

- 12) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 13) Distribute copies of the Department's **Parent Guide to Delaware Charter Schools** to parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 14) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of Del. C. Title 29, Sections 10002, 10003 and 10004.
- 15) Prior to opening the school, include representation of the teachers employed by the school and parents of students enrolled at the school on the board of directors, consistent with Del. C., Title 14, Section 511(a).

On behalf of the Board of Directors of this Charter School, I agree to these assurances as a condition of the approval of the charter.

Newark Charter School

Name of the Charter School


Signature of the Chairperson of the Charter School Board of Directors

Anthony S. Wexler

Name of the Signer (type or print)

12/22/88
Date of Signature

Large number of people have been killed in the recent past.

The number of people who have been killed in the recent past is large.

The number of people who have been killed in the recent past is large.

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The number of people who have been killed in the recent past is large.

Appendix B

Candidate School Sites

**Newark Charter School
Primary Site**

Providing that satisfactory terms can be negotiated, that the financial resources can be acquired from philanthropic organizations, and that the site is still available when our charter is approved, the preferred site for NCS is described below.

Address:

Former Head Trauma Center
11 Independence Way
Newark, DE

Size:

73,000 square feet
19 acres

Asking Price:

\$6,000,000
\$82 per square foot before renovation

The buildings currently include offices, classrooms, gymnasium, bathrooms, greenhouse, computer room with carrels, kitchen and cafeteria. Other rooms will require substantial interior renovation into classroom space.

**Newark Charter School
Secondary Sites**

Land to Build On

State Park land bordering Kirkwood Highway

State Park land on corner of Paper Mill and Possum Park Roads

Across from Acme, any of three corners

Land on the corner of Kirkwood Highway and Possum Park Road

City of Newark Reservoir site

City Park Land across Old Paper Mill Road from Reservoir site

City of Newark Old Paper Mill site

Middle Run Park where it abuts Possum Park across from Chapel Hill development

Newark City Park off Kirkwood Highway

UD land near the Newark Senior Center

Buildings to Lease or Purchase – Substantial Renovation Required

Former Caldor, Rickel, Best, or Jumbo Sports buildings

Church and Temple classrooms on Possum Park Road

Former New Castle County Engineering Building on Kirkwood Highway

Appendix C

Sample Thematic Units

From: The Essential Middle School, 2nd edition by Jon Wiles and Joseph Bondi

Interdisciplinary Topics: Suggestions

Imagination and Discovery
Sports and You
Careers in Transportation
The Concrete Jungle
People Accept the Challenge of City Living
The Law and You
International Trade
Rural Life
Communications
Temporary Living: Camps and Camping
Greece
You Are What You Eat
Let's Get Personal
Foreseeing the Unforeseeable
Be It Ever So Humble
Cities: What You Always Wanted to Know
Schock: A Serious and Dangerous Condition
Elections
MAN: Minorities Are the Nation
Of Mice and Men: An Interdisciplinary Unit
Sports and Your Identity
Changing Sex Roles in the Twentieth Century
The Wheel in Human Social Development
Animal and Human Interdependence and the Necessity for Cooperation
Feeding the Population
Evolution: Process of Change
America: The First Two Hundred Years
How Environmental Factors Affect Shelter
The Civil War and Reconstruction
Anchors Aweigh to a New World
The World Series
Sports in America
The Pollution Problem
People as Consumers
Then and Now
The Westward Movement
Westward Expansion
Take Me Out to the Ballgame

Appendix D
NCS Budget Worksheets
and
Original Budget Revenue Estimate from the Department of Education

Summary

Revenue

	Planning Year	Operating Years		
		Year 1	Year 2	Year 3
		Total	Total	Total
Carry over from Prior Year		\$0	\$0	\$119,171
State Appropriations	\$0	\$1,810,464	\$2,270,087	\$2,927,210
Local Fund Transfers	\$0	\$836,991	\$1,077,926	\$1,332,564
Charter School Federal Funds	\$135,000	\$0	\$0	\$0
Other Federal Funds	\$0	\$0	\$0	\$0
Other (Specify): Loaned Funds	\$1,000,000	\$0	\$0	\$0
Grants	\$0	\$0	\$0	\$0
Fund Raising	\$52,994	\$605,854	\$0	\$0
TOTAL REVENUE	\$1,187,994	\$3,253,309	\$3,348,013	\$4,378,944

* Note: State and Local revenue are increased at 3% per year, starting Year 2, over estimates provided by DOE, to be consistent with 3% inflation assumption on expense items

Expense

Personnel		Operating Years			FTEs	FTEs	FTEs	
(Please Indicate FTEs)		Planning Year	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
		Total	Total	Total				
Salaries								
Teachers	\$0	\$857,800	\$1,056,300	\$1,265,758	21.00	25.00	29.00	
Principal/Administrative	\$96,667	\$140,000	\$144,200	\$212,180	2.00	2.00	3.00	
Clerical	\$8,000	\$52,000	\$53,580	\$55,167	2.00	2.00	2.00	
Custodial	\$0	\$36,000	\$37,080	\$38,192	2.00	2.00	2.00	
Substitutes	\$0	\$8,400	\$10,000	\$11,800				
Other	\$0	\$124,138	\$139,333	\$160,103	1.00	1.00	1.00	
Subtotal	\$104,667	\$1,218,338	\$1,440,473	\$1,743,000	28.00	32.00	37.00	
Other Employee Costs (a)								
Health Insurance	\$6,700	\$140,700	\$160,800	\$185,925				
Pension	\$9,839	\$114,524	\$135,404	\$163,842				
FICA	\$6,489	\$75,537	\$89,309	\$108,066				
Medicare	\$1,518	\$17,666	\$20,887	\$25,273				
Worker's Compensation	\$837	\$9,747	\$11,524	\$13,944				
Unemployment Insurance	\$126	\$1,462	\$1,729	\$2,092				
Other Benefits (specify)	\$0	\$0	\$0	\$0				
SUBTOTAL Personnel =	\$130,175	\$1,577,973	\$1,860,126	\$2,242,142				

Summary

Student Support	Planning Year	Operating Years		
		Year 1	Year 2	Year 3
		Total	Total	Total
Transportation		\$274,183	\$342,729	\$411,274
Cafeteria		\$25,000	\$25,750	\$26,523
Extra Curricular		\$25,000	\$25,750	\$26,523
Supplies and Materials		\$25,000	\$25,750	\$26,523
Text Books		\$160,000	\$40,000	\$40,000
Computers & Peripherals		\$60,000	\$28,500	\$7,500
Contracted Services		\$0	\$0	\$0
Other		\$96,000	\$11,600	\$11,600
		\$0	\$0	\$0
Contingency Funds		\$50,000	\$51,500	\$53,045
Subtotal Student Support=		\$715,183	\$551,579	\$602,987

Administrative/Operations Support	Planning Year	Operating Years		
		Year 1	Year 2	Year 3
		Total	Total	Total
Insurance (Property/Liability)	\$0	\$16,800	\$17,304	\$17,823
Rent	\$15,000	\$0	\$0	\$0
Mortgage	\$351,569	\$527,353	\$527,353	\$527,353
Utilities	\$0	\$50,000	\$51,500	\$53,045
Maintenance	\$0	\$50,000	\$51,500	\$53,045
Supplies and Materials	\$2,000	\$10,000	\$10,300	\$10,609
Equipment Lease/Maintenance	\$0	\$0	\$0	\$0
Equipment Purchase	\$0	\$200,000	\$50,000	\$50,000
Telephone/Communications	\$16,500	\$20,000	\$20,600	\$21,218
Accounting and Payroll	\$0	\$0	\$0	\$0
Printing and Copying	\$15,000	\$10,000	\$10,300	\$10,609
Postage and Shipping	\$2,000	\$6,000	\$6,180	\$6,365
Travel	\$3,000	\$5,000	\$5,150	\$5,305
Debt Service	\$0	\$0	\$0	\$0
Legal Fees	\$2,750	\$10,000	\$10,300	\$10,609
Security	\$0	\$5,000	\$5,150	\$5,305
Contingency Funds	\$50,000	\$50,000	\$51,500	\$53,045
Other (specify):	\$0	\$0	\$0	\$0
Site Development	\$600,000	\$0	\$0	\$0
Subtotal Administrative/Operations Support	\$1,057,819	\$960,153	\$817,137	\$824,330

EXPENSES SUBTOTALS	Planning Year	Operating Years		
		Year 1	Year 2	Year 3
		Total	Total	Total
Personnel	\$130,175	\$1,577,973	\$1,860,128	\$2,242,142
Student Support	\$0	\$715,183	\$551,579	\$602,987
Administrative/Operations	\$1,057,819	\$960,153	\$817,137	\$824,330
Grand Total All Expenses	\$1,187,994	\$3,253,309	\$3,228,842	\$3,669,459

Budget Revenue	\$1,187,994	\$3,253,309	\$3,348,013	\$4,378,944
Annual Surplus/(Deficit)	\$0	\$0	\$119,171	\$590,315
Cumulative Surplus	\$0	\$0	\$119,171	\$709,486

	06/30/01	06/30/02	06/30/03	06/30/04
Outstanding Loans Mort 1	\$3,953,007	\$3,878,907	\$3,800,237	\$3,716,715
Outstanding Loans Mort 2	\$1,987,584	\$1,967,343	\$1,944,982	\$1,920,281
	\$5,940,591	\$5,846,250	\$5,745,219	\$5,636,995

Revenue

	Operating Years					
	Year 1	Year 1	Year 1	Year 2	Year 2	Year 3
	Operating	Capital	Total	Operating	Capital	Total
Carry over from Prior Year						
State Appropriations	\$1,683,732	\$126,732	\$1,810,464	\$2,111,181	\$158,806	\$2,270,087
Local Fund Transfers	\$778,402	\$56,569	\$836,991	\$1,002,471	\$75,455	\$1,077,926
Grants						
Other Federal Funds	\$135,000					
Other (Specify: Leaned Funds)	\$1,000,000					
Fund Raising	\$22,984	\$805,854	\$828,838			
TOTAL REVENUE	\$1,187,894	\$791,175	\$3,253,309	\$3,113,652	\$234,351	\$3,348,013

Expense

	Operating Years					
	Year 1	Year 1	Year 1	Year 2	Year 2	Year 3
	Operating	Capital	Total	Operating	Capital	Total
Salaries	\$557,800		\$557,800	\$1,058,300		\$1,058,300
Teachers	\$140,000		\$140,000	\$144,200		\$144,200
Principal/Administrative	\$52,000		\$52,000	\$53,560		\$53,560
Clerical	\$38,000		\$38,000	\$37,080		\$37,080
Custodial	\$8,400		\$8,400	\$10,000		\$10,000
Substitutes	\$124,138		\$124,138	\$139,333		\$139,333
Other						
Subtotal	\$1,218,338		\$1,218,338	\$1,440,473		\$1,440,473
Other Employee Costs (a)						
Health Insurance	\$8,700		\$8,700	\$160,800		\$160,800
Pension	\$9,638		\$9,638	\$114,524		\$114,524
FICA	\$8,488		\$8,488	\$89,309		\$89,309
Medicare	\$1,518		\$1,518	\$20,887		\$20,887
Workers Compensation	\$937		\$937	\$11,524		\$11,524
Unemployment Insurance	\$126		\$126	\$1,729		\$1,729
Other Benefits (specify)						
SUBTOTAL PERSONNEL	\$130,176		\$130,176	\$1,880,128		\$1,880,128

	Operating Years					
	Year 1	Year 1	Year 1	Year 2	Year 2	Year 3
	Operating	Capital	Total	Operating	Capital	Total
Student Support						
Transportation	1	\$274,183	\$274,183	\$342,729		\$342,729
Cafeteria	1	\$25,000	\$25,000	\$25,750		\$25,750
Extra Curricular	1	\$25,000	\$25,000	\$25,750		\$25,750
Supplies and Materials	1	\$25,000	\$25,000	\$25,750		\$25,750
Text Books	4	\$40,000	\$160,000	\$50,000		\$50,000
Computers & Peripherals	1	\$60,000	\$60,000	\$28,500		\$28,500
Contracted Services	1	\$0	\$0	\$0		\$0
Other (See Detail Below)	8	\$12,000	\$84,000	\$13,460		\$13,460
Contingency Funds	1	\$50,000	\$50,000	\$51,500		\$51,500
Subtotal Student Support		\$511,183	\$511,183	\$563,429		\$563,429

Administrative/Operations	Planning	Amc	Operating Years										Year 3 Total
			Year 1 Operating	Year 1 Capital	Year 1 Total	Year 2 Operating	Year 2 Capital	Year 2 Total	Year 3 Operating	Year 3 Capital			
Insurance (Property/Liability)		1	\$16,800	\$0	\$16,800	\$17,304	\$0	\$17,304	\$17,523	\$0	\$17,523	\$0	\$17,523
Rent	\$15,000	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Mortgage	\$351,669	-	\$0	\$527,353	\$527,353	\$0	\$527,353	\$527,353	\$0	\$527,353	\$527,353	\$0	\$527,353
Utilities		1	\$50,000	\$0	\$50,000	\$51,600	\$0	\$51,600	\$53,045	\$0	\$53,045	\$0	\$53,045
Maintenance		1	\$50,000	\$0	\$50,000	\$51,500	\$0	\$51,500	\$53,045	\$0	\$53,045	\$0	\$53,045
Supplies and Materials	\$2,000	1	\$10,000	\$0	\$10,000	\$10,900	\$0	\$10,900	\$10,609	\$0	\$10,609	\$0	\$10,609
Equipment Lease/Maintenance		1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Purchase		6	\$25,000	\$175,000	\$200,000	\$31,260	\$18,750	\$50,000	\$37,500	\$12,500	\$50,000	\$0	\$50,000
Telephone/Communications	\$18,500	1	\$20,000	\$0	\$20,000	\$20,600	\$0	\$20,600	\$21,218	\$0	\$21,218	\$0	\$21,218
Accounting and Payroll		1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Printing and Copying	\$15,000	1	\$10,000	\$0	\$10,000	\$10,300	\$0	\$10,300	\$10,609	\$0	\$10,609	\$0	\$10,609
Postage and Shipping	\$2,000	1	\$5,000	\$0	\$5,000	\$5,180	\$0	\$5,180	\$5,385	\$0	\$5,385	\$0	\$5,385
Travel	\$3,000	1	\$5,000	\$0	\$5,000	\$5,150	\$0	\$5,150	\$5,305	\$0	\$5,305	\$0	\$5,305
Debt Service		1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Legal Fees	\$2,750	1	\$10,000	\$0	\$10,000	\$10,300	\$0	\$10,300	\$10,609	\$0	\$10,609	\$0	\$10,609
Security		1	\$5,000	\$0	\$5,000	\$5,150	\$0	\$5,150	\$5,305	\$0	\$5,305	\$0	\$5,305
Contingency Funds	\$50,000	1	\$50,000	\$0	\$50,000	\$51,500	\$0	\$51,500	\$53,045	\$0	\$53,045	\$0	\$53,045
Other (specify):		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Site Development	\$600,000	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		-											
Subtotal	\$1,057,819		\$257,500	\$702,353	\$960,153	\$271,034	\$546,103	\$817,137	\$284,478	\$539,653	\$824,330		

EXPENSES SUBTOTALS	Planning	Operating Years									
		Year 1 Operating	Year 1 Capital	Year 1 Total	Year 2 Operating	Year 2 Capital	Year 2 Total	Year 3 Operating	Year 3 Capital	Year 3 Total	
Personnel	\$130,175	\$1,677,973	\$0	\$1,677,973	\$1,990,128	\$0	\$1,990,128	\$2,242,142	\$0	\$2,242,142	
Student Support	\$0	\$511,183	\$204,000	\$715,183	\$563,429	-\$11,850	\$551,579	\$620,287	-\$17,300	\$602,987	
Administrative/Operations	\$1,057,819	\$257,800	\$702,353	\$960,153	\$271,034	\$546,103	\$817,137	\$284,478	\$539,653	\$824,330	
Grand Total All Expenses	\$1,187,994	\$2,346,956	\$906,353	\$3,253,309	\$2,664,589	\$534,253	\$3,228,842	\$3,146,906	\$522,653	\$3,669,499	

Budget Revenue \$1,167,994 \$2,462,133 \$791,175 \$3,253,309 \$3,113,652 \$234,381 \$3,348,013 \$3,961,689 \$417,355 \$4,378,944

Cumulative Surplus/ (Deficit) \$0 \$115,177 -\$115,177 \$0 \$419,063 -\$299,892 \$119,171 \$814,683 -\$105,198 \$709,486

Assumptions

Assumptions

Inflation Factor	3.00%
% State & Local Rev. alloc to Capital Budget	7.00%
OEC % Salary	17.97%
Inflation Factor for Revenue	3.00%

Financing

	Term in Yrs	Interest Rate	First Pmt Date	Loan Amount	Annual Payment
First Mortgage	25	6.00%	11/1/00	\$4,000,000	\$309,265
Second Mortgage/Loan	25	10.00%	11/1/00	\$2,000,000	\$218,088
				<u>\$6,000,000</u>	<u>\$527,353</u>

Building Cost \$5,000,000

	Yr 1	Yr 2	Yr 3
Students	400	500	600

Personnel

	Yr 1			Yr 2			Yr 3		
Teachers	#	Avg Sal	Total	#	Avg Sal	Total	#	Avg Sal	Total
Classroom Teachers:	13	\$ 40,000	\$ 520,000	16	\$ 41,200	\$659,200	19	\$ 42,436	\$805,284
Special Ed	3	\$ 45,000	\$ 135,000	4	\$ 46,350	\$185,400	5	\$ 47,741	\$238,703
Music	1	\$ 40,000	\$ 40,000	1	\$ 41,200	\$41,200	1	\$ 42,436	\$42,436
Phys Ed	1	\$ 40,000	\$ 40,000	1	\$ 41,200	\$41,200	1	\$ 42,436	\$42,436
Foreign Language	1	\$ 40,000	\$ 40,000	1	\$ 41,200	\$41,200	1	\$ 42,436	\$42,436
Librarian	1	\$ 35,000	\$ 35,000	1	\$ 36,050	\$36,050	1	\$ 37,132	\$37,132
Art Teacher	1	\$ 35,000	\$ 35,000	1	\$ 36,050	\$36,050	1	\$ 37,132	\$37,132
Teacher Aides (hours)	1280	\$ 10	\$ 12,800	1600	\$ 10	\$16,000	1920	\$ 10	\$19,200
Total	21		\$ 857,800	25		\$1,056,300	29		\$1,265,768
Administrative									
School Director	1	\$ 80,000	\$ 80,000	1	\$ 82,400	\$82,400	1	\$ 84,872	\$84,872
Development Director	1	\$ 60,000	\$ 60,000	1	\$ 61,800	\$61,800	1	\$ 63,654	\$63,654
Assistant Principal		\$ 60,000	\$ -		\$ 61,800	\$0	1	\$ 63,654	\$63,654
Total	2		\$ 140,000	2		\$144,200	3		\$212,180
Clerical									
Administrative Assistant/Bookkeeper	1	\$ 30,000	\$ 30,000	1	\$ 30,900	\$30,900	1	\$ 31,827	\$31,827
Secretary/Receptionist	1	\$ 22,000	\$ 22,000	1	\$ 22,660	\$22,660	1	\$ 23,340	\$23,340
Total	2		\$ 52,000	2		\$53,560	2		\$55,167
Custodial									
Custodian	2	\$ 18,000	\$ 36,000	2	\$ 18,540	\$37,080	2	\$ 19,096	\$38,192
Substitutes									
	Days			Days			Days		
	168	\$ 50	\$ 8,400	200	\$ 50	\$10,000	232	\$ 50	\$11,600
Other Detail									
Nurse	1	\$ 50,000	\$ 50,000	1	\$ 51,500	\$51,500	1	\$ 53,045	\$53,045
Teacher Bonus Pool	7.5%	90.00%	\$ 57,038		\$ 70,220	\$ 70,220		\$ 84,143	\$ 84,143
Admin/Other Bonus Pool	7.5%	100.00%	\$ 17,100		\$ 17,613	\$ 17,613		\$ 22,915	\$ 22,915
Total Other	1		\$ 124,138	1		\$ 139,333	1		\$ 160,103

Assumptions

Student Support

	Amort Yrs	#	Avg Cost	Yr 1	#	Avg Cost	Yr 2	#	Avg Cost	Yr 3
Transportation	1			\$ 274,183			\$342,729			\$411,274
Cafeteria	1			\$ 25,000			\$25,750			\$26,523
Extra Curricular	1			\$ 25,000			\$25,750			\$26,523
Supplies and Materials	1			\$ 25,000			\$25,750			\$26,523
Text Books	4	3200	\$ 50	\$ 160,000	800	\$ 50	\$40,000	800	\$ 50	\$40,000
Computers & Peripherals	5	40	\$ 1,500	\$ 60,000	18	\$ 1,500	\$ 28,500	5	\$ 1,500	\$ 7,500
Contracted Services	1									
Other (See Detail Below)	8			\$ 98,000			\$ 11,600			\$ 11,600
Contingency Funds	1			\$ 50,000			\$51,500			\$53,045
* Other Detail										
Library Reference Books		200	\$ 80	\$ 16,000	20	\$ 80	\$1,600	20	\$ 80	\$1,600
Library Books		2000	\$ 40	\$ 80,000	250	\$ 40	\$10,000	250	\$ 40	\$10,000
				\$ 96,000			\$ 11,600			\$ 11,600

Administrative/Operations Support

		Plan Yr	Yr 1	Yr 2	Yr 3
Insurance (Property/Liability)	1		\$18,600	\$17,304	\$17,823
Rent	0	\$ -	\$0	\$0	\$0
Mortgage	0	\$ 351,569	\$527,353	\$527,353	\$527,353
Utilities	1		\$50,000	\$51,500	\$53,045
Maintenance	1		\$50,000	\$51,500	\$53,045
Supplies and Materials	1		\$10,000	\$10,300	\$10,609
Equipment Lease/Maintenance	1				
Equipment Purchase	8		\$200,000	\$50,000	\$50,000
Telephone/Communications	1		\$20,000	\$20,600	\$21,218
Accounting and Payroll	1				
Printing and Copying	1		\$10,000	\$10,300	\$10,609
Postage and Shipping	1		\$6,000	\$6,180	\$6,365
Travel	1		\$5,000	\$5,150	\$5,305
Debt Service	1				
Legal Fees	1		\$10,000	\$10,300	\$10,609
Security	1		\$5,000	\$5,150	\$5,305
Contingency Funds	1	\$50,000	\$50,000	\$51,500	\$53,045
Other (specify):					
Renovation	0	\$ 600,000	\$0	\$0	\$0

Revenue

Number of Students	State	Local
400	\$ 1,810,464	\$ 836,991
450	\$ 2,007,216	\$ 941,761
500	\$ 2,203,968	\$ 1,046,530
550	\$ 2,481,572	\$ 1,151,300
600	\$ 2,759,176	\$ 1,256,069

FY 2000 Charter School Revenue Calculation - Preliminary

Parameters:

- 1,400 Students
- Grades 5 - 8 (225 4 - 6, 176 7 - 8)
- 360 Regular, 40 Special
- 80 Red Clay, 320 Christina
- Transportation provided to 340 students by charter school
- Meals will be served by the school

State Funding

Duke Pearson

of Students = 400
per grade = See Above

Number of regular students 7 - 12 =	158	Unit size regular students 7 - 12 =	20
Number of regular students 4 - 6 =	202	Unit size regular students 4 - 6 =	20
Number of regular students 1 - 3 =	0	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0	Unit size Kindergarten students =	34.8
Number of EMH students =	0	Unit size EMH students =	15
Number of SED students =	0	Unit size SED students =	10
Number of LD students =	40	Unit size LD students =	8
Number of TMH students =	0	Unit size TMH students =	6
Number of SMH students =	0	Unit size SMH students =	6
Number of PI students =	0	Unit size PI students =	6
Number of HHPD students =	0	Unit size HHPD students =	6
Number of BLIND students =	0	Unit size BLIND students =	8
Number of PTST students =	0	Unit size PTST students =	10
Number of ATSTC students =	0	Unit size ATSTC students =	4
Number of DFBLD students =	0	Unit size DFBLD students =	4
Number of ILC students =	0	Unit size ILC students =	8.6

FY 1999 Average Cost Per Position

# of Div I Units Generated =	23.00	\$26,708	\$591,238
Administrative Assistant =	1.00	\$43,500	\$43,500
Percentage 11 Month Supervisor =	0.15	\$34,142	\$5,121
Percentage Transportation Supervisor =	0.07	\$37,248	\$2,607
Principal =	1.00	\$47,842	\$47,842
Assistant Principal =	0.00	\$45,192	\$0
Percentage Psychologist =	0.15	\$32,840	\$4,926
Percentage Speech/Hearing =	0.18	\$31,105	\$4,877
Percentage Visiting Teacher =	0.09	\$33,000	\$2,870
Percentage Driver Education Teacher =	0.00	\$28,875	\$0
Nurse =	0.00	\$28,831	\$0
Academic Excellence Units =	1.60	\$32,045	\$51,272
Clerical Units =	2.00	\$20,840	\$41,680
Custodial Units =	0.50	\$17,410	\$8,705
Cafeteria Manager =	0.58	\$10,187	\$5,908
Cafeteria Worker =	1.84	\$6,240	\$10,234
Related Service Specialist =	0.17	\$33,730	\$5,734
Total Staffing =	32.11		
Total Staffing For Health Insurance =	30.47		

Total Salary Costs =	\$828,515
OEC's @ 17.87% =	\$148,525
Health Insurance @ \$5,026 per FTE =	\$163,112

Subtotal Personnel Revenue = \$1,128,151

Other State Sources Based on Latest Available Values

Duke Pearson

Professional & Curriculum Development		\$9,068
Teacher to Teacher Cadre =		\$1,313
Division II Units (No Vocational Courses) =	23.00	
Division II - All Other Costs - Current Unit Value =	\$3,247	\$74,081
Division II - Energy - Current Unit Value =	\$1,480	\$34,040
Division III - Equalization - Unit Value =	\$5,060	\$116,280
Academic Excellence Division III =		\$8,096
Academic Excellence Division II =		\$5,195
Academic Excellence Allotment =		\$12,488
Tuition Reimbursement =		\$1,784
Student Discipline Programs =		\$35,000
Extra Time for Students K - 12 =		\$33,067
Early Intervention Reading (K - 3) =		\$0
MCA/Annual Maintenance =		\$23,600
Technology for Staff and Students =		\$16,378
One-Time Building Improvements =		\$38,400
Student Transportation Amount =		\$274,163

Subtotal Other Sources = \$823,312

Grand Total State Sources = \$1,951,464

Amount Loaded July 1 = \$1,357,848

Remainder to Load = \$452,616

Local Funding Duke Pearson

Red Clay

41 Regular Students 4 - 6 = \$79,745
32 Regular Students 7 - 12 = \$82,240
7 LD Students = \$34,020

Total = \$176,005 July Advance = \$81,602

Remaining Transfer = \$114,403

Christina

181 Regular Students 4 - 6 = \$288,029
126 Regular Students 7 - 12 = \$225,414
33 LD Students = \$147,543

Total = \$660,986 July Advance = \$231,345

Remaining Transfer = \$429,641

Total Local Funding = \$836,991

July Advance = \$292,947

Remainder to Be Transferred = \$544,044

FY 2000 Charter School Revenue Calculation - Preliminary

Parameters:

1. 500 Students
2. Grades 5 - 8 (250 4 - 6, 250 7 - 8)
3. 450 Regular, 50 Special
4. 100 Red Clay, 400 Christine
5. Transportation provided to 425 students by charter school
6. Meals will be served by the school

State Funding	Duke Pearson
# of Students = 500	
# per grade = See Above	
Number of regular students 7 - 12 = 225	Unit size regular students 7 - 12 = 20
Number of regular students 4 - 6 = 225	Unit size regular students 4 - 6 = 20
Number of regular students 1 - 3 = 0	Unit size regular students 1 - 3 = 17.4
Number of Kindergarten students = 0	Unit size Kindergarten students = 34.8
Number of EMH students = 0	Unit size EMH students = 16
Number of SED students = 0	Unit size SED students = 10
Number of LD students = 50	Unit size LD students = 8
Number of TMH students = 0	Unit size TMH students = 6
Number of SMH students = 0	Unit size SMH students = 6
Number of PI students = 0	Unit size PI students = 6
Number of HHFD students = 0	Unit size HHFD students = 6
Number of BLIND students = 0	Unit size BLIND students = 8
Number of PTST students = 0	Unit size PTST students = 10
Number of ATSTC students = 0	Unit size ATSTC students = 4
Number of DFBLD students = 0	Unit size DFBLD students = 4
Number of ILC students = 0	Unit size ILC students = 8.0
	Round of End Round by Category
	26.75 28.00

		FY 1999 Average Cost Per Position	Duke Pearson
# of Div I Units Generated = 28.75		\$25,708	\$738,048
Administrative Assistant = 1.00		\$43,500	\$43,500
Percentage 11 Month Supervisor = 0.19		\$34,142	\$6,487
Percentage Transportation Supervisor = 0.07		\$37,246	\$2,607
Principal = 1.00		\$47,842	\$47,842
Assistant Principal = 0.00		\$45,192	\$0
Percentage Psychologist = 0.18		\$32,940	\$6,240
Percentage Speech/Hearing = 0.21		\$31,105	\$6,532
Percentage Visiting Teacher = 0.12		\$33,000	\$3,960
Percentage Driver Education Teacher = 0.00		\$28,975	\$0
Nurse = 0.00		\$28,831	\$0
Academic Excellence Units = 2.00		\$32,045	\$64,090
Clerical Units = 2.00		\$20,840	\$41,680
Custodial Units = 0.80		\$17,410	\$13,928
Cafeteria Manager = 0.58		\$10,187	\$5,906
Cafeteria Worker = 2.05		\$6,240	\$12,792
Related Service Specialist = 0.21		\$33,730	\$7,083
Total Staffing = 38.87			
Total Staffing For Health Insurance = 38.82			

Total Salary Costs =	\$998,274
OEC's @ 17.87% =	\$178,030
Health Insurance @ \$5,025 per FTE =	\$196,021

Subtotal Personnel Revenue =	\$1,360,325
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Other State Sources (based on Latest Available Values)

	Duke Pearson
Professional & Curriculum Development	\$11,188
Teacher to Teacher Cadre =	\$2,357
Division II Units (No Vocational Courses) = 28.75	
Division II - All Other Costs - Current Unit Value = \$3,247	\$93,351
Division II - Energy - Current Unit Value = \$1,480	\$42,550
Division III - Equalization - Unit Value = \$5,080	\$145,475
Academic Excellence Division III =	\$10,120
Academic Excellence Division II =	\$6,494
Academic Excellence Allotment =	\$15,811
Tuition Reimbursement =	\$2,243
Student Discipline Programs =	\$35,000
Extra Time for Students K - 12 =	\$41,371
Early Intervention Reading (K - 3) =	\$0
MCU Annual Maintenance =	\$29,500
Technology for Staff and Students =	\$20,175
One-Time Building Improvements =	\$45,500
Student Transportation Amount =	\$342,728

Subtotal Other Sources =	\$843,844
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Grand Total State Sources =	\$2,203,968	x 1.03 =	\$2,270,087
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Amount Loaded July 1 =	\$1,652,976
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Remainder to Load =	\$650,892
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Local Funding Duke Pearson

Red Clay

45 Regular Students 4 - 6 = \$87,525
45 Regular Students 7 - 12 = \$87,525
10 LD Students = \$48,600

Total = \$223,650 **July Advance = \$78,278**

Remaining Transfer = \$145,373

Christina

180 Regular Students 4 - 6 = \$322,020
180 Regular Students 7 - 12 = \$322,020
40 LD Students = \$178,840

Total = \$822,880 **July Advance = \$288,008**

Remaining Transfer = \$534,872

Total Local Funding = \$1,046,530 x 1.03 =

\$1,077,926

July Advance = \$368,288

Remainder to Be Transferred = \$680,245

FY 2000 Charter School Revenue Calculation - Preliminary

Parameters:

1. 600 Students
2. Grades 5 - 8 (300 4 - 6, 300 7 - 8)
3. 540 Regular, 60 Special
4. 120 Red Clay, 480 Christies
5. Transportation provided to 610 students by charter school
6. Meals will be served by the school

State Funding	Duke Pearson
# of Students =	600
# per grade =	See Above
Number of regular students 7 - 12 =	270
Number of regular students 4 - 6 =	270
Number of regular students 1 - 3 =	0
Number of Kindergarten students =	0
Number of EMH students =	0
Number of SED students =	0
Number of LD students =	60
Number of TMH students =	0
Number of SMH students =	0
Number of PI students =	0
Number of HHPO students =	0
Number of BLIND students =	0
Number of FTST students =	0
Number of ATSTC students =	0
Number of DFBLD students =	0
Number of ILC students =	0
Unit size regular students 7 - 12 =	20
Unit size regular students 4 - 6 =	20
Unit size regular students 1 - 3 =	17.4
Unit size Kindergarten students =	34.8
Unit size EMH students =	15
Unit size SED students =	10
Unit size LD students =	6
Unit size TMH students =	6
Unit size SMH students =	6
Unit size PI students =	6
Unit size HHPO students =	8
Unit size BLIND students =	8
Unit size FTST students =	10
Unit size ATSTC students =	4
Unit size DFBLD students =	4
Unit size ILC students =	8.8
	Round at End: Round by Category
	34.50 35.00

		FY 1999 Average Cost Per Position	Duke Pearson
# of Divt Units Generated =	36.00	\$25,706	\$925,416
Administrative Assistant =	1.00	\$43,500	\$43,500
Percentage 11 Month Supervisor =	0.24	\$34,142	\$8,194
Percentage Transportation Supervisor =	0.07	\$37,246	\$2,607
Principal =	1.00	\$47,642	\$47,642
Assistant Principal =	1.00	\$46,192	\$46,192
Percentage Psychologist =	0.24	\$32,840	\$7,882
Percentage Speech/Hearing =	0.26	\$31,105	\$8,087
Percentage Viking Teacher =	0.14	\$33,000	\$4,620
Percentage Driver Education Teacher =	0.00	\$28,975	\$0
Nurse =	0.00	\$28,831	\$0
Academic Excellence Units =	2.40	\$32,048	\$76,908
Clerical Units =	3.00	\$20,840	\$62,520
Custodial Units =	0.50	\$17,410	\$8,705
Cafeteria Manager =	0.68	\$10,187	\$6,928
Cafeteria Worker =	2.46	\$6,240	\$15,350
Related Service Specialist =	0.25	\$33,730	\$8,433
Total Staffing =	49.14		
Total Staffing For Health Insurance =	49.88		

Total Salary Costs = \$1,270,965
 OEC's @ 17.97% = \$228,362
 Health Insurance @ \$5,026 per FTE = \$234,567

Subtotal Personnel Revenue = \$1,733,824

Other State Sources Based on Latest Available Values

	Duke Pearson
Professional & Curriculum Development	\$14,101
Teacher to Teacher Cadre	\$2,976
Division II Units (No Vocational Courses) =	36.00
Division II - All Other Costs - Current Unit Value =	\$3,247
Division II - Energy - Current Unit Value =	\$1,480
Division III - Equalization - Unit Value =	\$5,080
Academic Excellence Division III	\$12,144
Academic Excellence Division II	\$7,793
Academic Excellence Allotment	\$19,548
Tuition Reimbursement	\$2,608
Student Discipline Programs	\$35,000
Extra Time for Students K - 12	\$51,804
Early Intervention Reading (K - 3)	\$0
MCI/Annual Maintenance	\$35,400
Technology for Staff and Students	\$25,473
One-Time Building Improvements	\$54,800
Student Transportation Amount	\$411,274

Subtotal Other Sources = \$1,026,282

Grand Total State Sources = \$2,760,176 x (1.03)^2 = \$2,927,210

Amount Loaded July 1 = \$2,069,382

Remainder to Load = \$857,794

Local Funding Duke Pearson

Red Clay

54 Regular Students 4 - 8 = \$105,030
53 Regular Students 7 - 12 = \$103,085
13 LD Students = \$83,180

Total = \$271,295 July Advance = \$84,853

Remaining Transfer = \$176,342

Christina

216 Regular Students 4 - 8 = \$386,424
217 Regular Students 7 - 12 = \$386,213
47 LD Students = \$210,137

Total = \$982,774 July Advance = \$344,671

Remaining Transfer = \$640,103

Total Local Funding = \$1,256,069 x (1.03)² = \$1,332,584

July Advance = \$439,624

Remainder to Be Transferred = \$816,445

Appendix E

By-Laws of Newark Charter School, Inc.

ARTICLE I - PURPOSE AND SCOPE

Section 1.01 - Purpose and Scope

Section 1.02 - Definitions

Section 1.03 - Board of Directors

Section 1.04 - Officers and Employees

Section 1.05 - Fiscal Year

Section 1.06 - Meetings

Section 1.07 - Amendments

Section 1.08 - Dissolution

Section 1.09 - Miscellaneous

Section 1.10 - General Provisions

Section 1.11 - Board of Directors

Section 1.12 - Officers and Employees

Section 1.13 - Fiscal Year

Section 1.14 - Meetings

Section 1.15 - Amendments

Section 1.16 - Dissolution

Section 1.17 - Miscellaneous

BYLAWS
OF

NEWARK CHARTER SCHOOL, INC.

Adopted as of December 21, 1999

ARTICLE I - POWERS AND FUNCTIONS OF DIRECTORS

Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property and business of this corporation (the "Corporation" or "School"). The members of the Corporation (the "Members") shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

1. Adopting the bylaws of the Corporation;
2. Determining the general policies and strategic planning of the Corporation;
3. Establishing the annual budget and approving major expenditures;
4. Selecting projects and approving the overall budget of said projects;
5. Approving the administrative budget of the Corporation;
6. Approving the annual reports of the Corporation;
7. Approving the annual financial statements of the Corporation; and
8. Electing officers and filling vacancies in said offices as may occur from time to time during the year.

ARTICLE II - MEETINGS OF THE BOARD

Section 1. Compliance with the provisions of the Freedom of Information Act

The Board shall conduct its meetings as if it were a "public body" as defined in 29 Del. Code §10002(a) and according to the requirements of Chapter 100 of said Title 29 (the "Act"). In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method which preserves proof of such notice.

Section 2. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of two-thirds of the voting directors then serving, except as may otherwise be required by law.

An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 3. Participation by Conference Telephone.

Notwithstanding any provision of these bylaws to the contrary, members of the Board, or of any committee thereof, may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other and such participation shall constitute presence in person at such meeting.

Section 4. Reliance.

A member of the Board, or of any committee thereof shall, in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any

of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE III - BOARD OF DIRECTORS

Section 1. Number.

The Board shall consist of up to seven members. The initial Board shall consist of five members. However, the number of directors constituting the Board may be reduced as a result of a vacancy or increased upon the election of additional members as provided in Sections 7 and 5, respectively, of this Article III.

Section 2. Eligibility.

Once the Newark Charter School is open, three members of the Board shall be parents or legal guardians of students enrolled at the School ("Parent Directors") and two members of the Board shall be teachers at the School ("Teacher Directors").

Section 3. Voting Rights.

Each director shall have one vote.

Section 4. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

Section 5. Election and Term.

The initial directors of the Corporation shall be selected by the Incorporator pursuant to a written action. Thereafter, upon the opening of the School, the Parent Directors

shall be elected by Members of the Corporation that are parents or legal guardians of students enrolled in the School and the Teacher Directors shall be elected by Members of the Corporation that are teachers at the School, in accordance with the provisions of Article V. The Directors may, in their discretion, elect additional directors pursuant to an affirmative vote of 3/4 of all Directors then serving, provided that the limit on the number of directors set forth above in Section 1 of this Article III shall not be exceeded.

Beginning with the opening of the School, one Parent Director and one Teacher Director shall serve initial terms of one year, one Parent Director and one Teacher Director shall serve initial terms of two years and the remaining Parent Director shall serve an initial term of three years. After such initial terms, Directors of the Board shall serve terms of three years, to commence at the adjournment of the annual meeting of the Members at which the Board members are elected, and such terms to expire at the adjournment of the third annual meeting following the commencement of such terms. No member may serve more than two consecutive terms; provided, however, that the one and two year initial terms of the Parent and Teacher Directors beginning immediately after the opening of the School shall not count as a term for purposes of such two-term limit.

Section 6. Chair of the Board.

The Board shall elect, at its original meeting and each annual meeting, a Chair of the Board (the "Chair") who shall be a director and who shall hold office until the next annual meeting of the Board and until elected and qualified or until his or her earlier resignation or removal by act of the Board. The Chair shall preside at meetings of the Members of the

Corporation and of the Board. In the absence of the Chair, a Vice-Chair shall preside at meetings of the members of the Board.

Section 7. Vacancies.

The Directors may, in their discretion, fill any vacancy by an affirmative vote of 3/4 of the Directors then serving; provided, however, that any vacancy with respect to a Parent Director position on the Board must be filled by a parent or legal guardian of a student enrolled in the School and any Teacher Director position on the Board must be filled by a teacher at the School.

Section 8. Removal.

A director may be removed from the Board, with or without cause, by an affirmative vote of 3/4 of all Directors.

Section 9. Compensation.

Directors shall serve without compensation.

Section 10. Resignations.

Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE IV - COMMITTEES OF THE BOARD

Section 1. Establishment by Board.

The Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Board may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Board may appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

Section 2. Action.

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 3. Action Without Formal Meeting.

Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 4. Procedures.

Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate

provision shall be made for notice to all members of any committee of all meetings of that committee.

ARTICLE V - MEMBERS

Section 1. Eligibility.

The initial Members of the Corporation shall be the Board of Directors. Upon the opening of the School, the Members of the Corporation shall be made up of the parents of students enrolled in the School (the "Parent Members") and teachers at the School (the "Teacher Members").

Section 2. Election of Directors. The Parent Members shall elect the Parent Directors and the Teacher Members shall elect the Teacher Directors. Such Directors shall be elected by a plurality of the votes of each class of Members present or represented by proxy at the annual meeting.

Section 3. Annual Meeting.

An annual meeting of the Members of the Corporation, for the purpose of electing Directors for the ensuing year and for the transaction of such other business as may properly come before the meeting, shall be held immediately preceding the annual meeting of directors at such place, on such date, and at such time as shall have been established by the Board.

Section 4. Special Meetings.

Special meetings of the Members of the Corporation may be held at the call of the Board, or by written petition by at least 10% of the Members of the Corporation, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 5. Notice.

A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier, by telegram or by electronic mail not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 6. Quorum.

At any meeting of the Members, a quorum for the transaction of business shall consist of one-third of all of the Members of the Corporation either present at a meeting or represented by proxy, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting or represented by proxy shall be the act of the Members, except as may otherwise be required by these bylaws.

Section 7. Waiver.

The transaction of business at any meeting of the Members of the Corporation, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present in person or by proxy.

ARTICLE VI - OFFICERS

Section 1. Officers.

The officers of the Corporation shall consist of the Chair, a Vice Chair, a Secretary, a Treasurer, and such assistants as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these

services, except as otherwise expressly noted. Only members of the Board may serve as the Chair, Vice Chair, Treasurer and Secretary. Any person may hold more than one office.

Section 2. Election and Term.

The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board. The initial officers shall be elected for one-year terms provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these bylaws.

Section 3. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board.

Section 4. Chair.

The Chair shall preside at all meetings of the Board and all meetings of the Members of the Corporation. The Chair shall serve as the principal executive officer of the Corporation. The Chair shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 5. Vice Chair.

The Vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair or by the Board. In the absence or disability of the Chair, the Vice Chair shall perform all the duties of the Chair.

Section 6. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

Section 7. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

ARTICLE VII - EXECUTION OF INSTRUMENTS

Section 1. Checks, Drafts and Orders for Payment of Money. All checks, drafts

and orders for payment of money shall be signed in the name of the Corporation and shall be signed by any one of the following officers: the Treasurer, the Secretary or such individuals as designated by the Board.

Section 2. Contracts. All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

ARTICLE VIII - INDEMNIFICATION

Section 1. Right to Indemnification.

The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact that he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

Section 2. Prepayment of Expenses.

The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 3. Claims.

If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefor has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 4. Nonexclusivity of Rights.

The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

Section 5. Other Indemnification.

The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 6. Liability Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the

request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such; whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

Section 7. Amendment or Repeal.

Any repeal or modification of the foregoing provisions of this Article VIII shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

ARTICLE IX - CONFLICTS OF INTEREST POLICY

Section 1. Purpose.

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

Section 2. Voting and Disclosure.

In order to minimize the risk of any conflict of interest concerning the Board of Directors and officers of the Corporation, all board members and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All Board members and officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the

director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer or key employee or as to which a Director or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board of Directors and must refrain from voting on such matter.

Section 3. Board Approval.

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

ARTICLE X - CORPORATE SEAL

The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

ARTICLE XI - AMENDMENT OF BYLAWS

These bylaws may be amended, suspended or repealed by the affirmative vote of 2/3 of all Members at a meeting at which a quorum is present in person or by proxy.

ARTICLE XII - GIFTS

The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

ARTICLE XIII - FISCAL YEAR

The fiscal year of the Corporation shall commence on the first day of July of each year.

Warranted by the Corporation

Warranted by the Corporation

Warranted by the Corporation

Warranted by the Corporation

Warranted by the Corporation

Warranted by the Corporation

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Warranted by the Corporation

Warranted by the Corporation

Warranted by the Corporation

WRITTEN ACTION OF INCORPORATOR

OF

NEWARK CHARTER SCHOOL, INC.

THE UNDERSIGNED, being the sole incorporator of Newark Charter School, Inc.

(the "Company"), a Delaware Corporation, hereby adopts the following resolutions pursuant to

Sections 107 and 108 of the Delaware General Corporation Law:

RESOLVED, that Bylaws for the Company, in the form attached hereto, be, and hereby are, adopted as the Bylaws of the Company, to be inserted in the minute book of the Company;

RESOLVED FURTHER, that the following persons are hereby elected to serve as directors of the Company until their successors are elected and qualified and that they shall constitute the initial directors of the Company:

**Anthony S. Wexler
716 Colgate Lane
Newark, DE 19711**

**Steven H. Amick
449 W. Chestnut Hill Road
Newark, DE 19713**

**Timothy U. Boulden
65 Hidden Valley Drive
Newark, DE 19711**

**Harold F. Godwin
919 Pickett Lane
Newark, DE 19711**

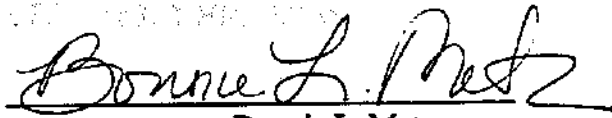
**Joan O. Pierson
7 Haywood Court
Newark, DE 19711**

RESOLVED FURTHER, that Anthony S. Wexler is hereby elected to serve as Chairman of the Board of Directors until his successor is elected and qualified.

This written consent shall be inserted in the minute book of the Company.

IN WITNESS WHEREOF, the undersigned has executed this written consent this

21st day of December, 1999.



Bonnie L. Metz
Incorporator

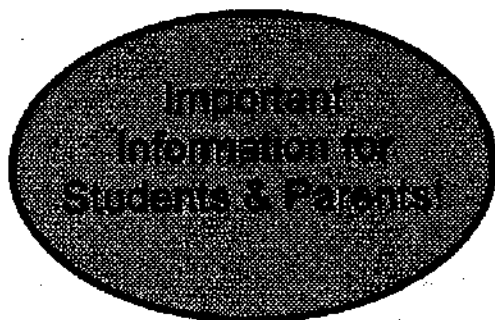
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Appendix F

Christina School District Student Code of Conduct

adopted as the

NCS Code of Conduct



Student Code of Conduct

Student Rights and Responsibilities
Grades Kindergarten through 12
Revised Edition, June 1999

Board of Education
President Teresa L. Schooley
Vice President George E. Evans, Esq.

Members
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Charles M. Mullins
Brenda C. Phillips
Michael J. Guilfoyle
Christopher S. Reed

**Executive Secretary and
Superintendent**
Dr. Nicholas A. Fischer

The Christina School District
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CHAPTER 1: INTRODUCTION

The Christina School District is dedicated to the development of each student's potential for learning in a positive environment. Schools must, therefore, be free from disruptions, which interfere with teaching and learning activities. Students, parents, and school staff must assume a responsible role in creating a positive environment and promoting behavior that encourages learning and the development of individual potential.

Students, parents, and staff are encouraged to become familiar with the entire contents of this document.

What is the Code of Student Conduct?

The Code is an official declaration of the Christina Board of Education which:

- Specifies the rights and responsibilities of students
- Defines conduct that disrupts a positive environment
- Standardizes procedures for disciplinary action
- Defines grievance procedure

Provisions in the Code apply to all students in Grades K-12. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. Students have a greater responsibility for their actions as they increase in age.

When is the Code in Force?

The Code is in force:

- On school property prior to, during, and following regular school hours
- While students are on the school bus for any purpose
- At all school-sponsored events and other activities where the District has jurisdiction over students
- When a student's conduct to and from school has a harmful effect on the other students or on the orderly educational process
- When a student's out-of-school conduct indicates that the student presents a threat to the health, safety, or welfare of other students and staff

How is the Code Administered?

Conflict Resolution

The discipline philosophy of the Christina School District assumes a responsibility of self-discipline on the part of the student and sensitive reaction on the part of the staff. The District will develop a comprehensive conflict resolution program that will include the use of mediation techniques to resolve conflicts and discipline issues.

Violations of the Code of Conduct

The Code of Student Conduct is administered by an administrator or designee when a student has been referred because of misbehavior. Identifying the specific Code violation and corresponding disciplinary action is the responsibility of the administrator or designee.

Possession Of Items In A Locker, Motor Vehicle, Or Bookbag

Lockers

The District presumes a student possesses, and is responsible for, all items found in the student's locker. Regularly check the contents of your locker. If you fail to lock your locker, or provide others access to your locker, you remain responsible for items found in your locker.

Motor Vehicles

The District presumes a student possesses, and is therefore responsible for, all items in the student's motor vehicle ("car"). This presumption applies to any car you drive to school without regard to who owns the car. Before you bring a car to school, or a school activity, carefully inspect the car. If you fail to lock your car, or permit others access to your car, you remain responsible for items found in your car.

Bookbag, Purse

The District presumes a student possesses, and is therefore responsible for, all items found in the student's bookbag, purse, or similar bag or container used to carry books or personal property (referred to as "bookbag"). Regularly check the contents of your bookbag. If you fail to secure your bookbag, or provide others access to your bookbag, you remain responsible for items found in your bookbag.

CHAPTER 2: STUDENTS' RIGHTS AND RESPONSIBILITIES

Within each school the principal has the responsibility and authority for maintaining an orderly educational process. The Christina Board of Education guarantees the freedoms allowed by law provided these freedoms do not endanger the health, safety, or welfare of students and staff.

The School Board recognizes and supports students' rights and the corresponding students' responsibilities. Parents/Guardians will communicate these rights and responsibilities to their children and act as their advocates.

Nowhere is it stated or implied in this document that the school should give up its authority and responsibility.

CURRICULUM DEVELOPMENT

Philosophical Basis:

Curriculum is designed for students and, therefore, student opinion can be extremely important and deserves careful analysis and full consideration. The degree of student involvement in curriculum development depends upon the age, grade, and level of maturity of the student.

RIGHTS

Students have the right:

1. To have access to clear and precise curriculum descriptions and guidance that will help them to make informed choices.
2. To participate in discussions and offer recommendations to improve the curriculum through duly elected or appointed representatives.

RESPONSIBILITIES

Students have the responsibility:

1. To seek clarification, if necessary, from informed persons in the school.
2. To serve in an informed and responsible manner.

GRADES

Philosophical Basis:

Grades are an important indicator of the student's demonstrated knowledge or skill at a particular time. A student's grade(s) should reflect the teacher's best assessment of the student's academic progress.

RIGHTS

Students have the right:

1. To receive a written copy of the teacher's grading system and academic policies.
2. To receive an academic grade that is based on the teacher's grading system and that reflects the student's progress.
3. To be given appropriate notice of due dates for assignments.
4. To receive written notification of unsatisfactory progress in ample time to improve grades prior to the end of the grading period.

RESPONSIBILITIES

Students have the responsibility:

1. To ask for an explanation of a grading system or policy which they do not understand.
2. To maintain standards of performance according to their ability.
3. To be aware of due dates and to present assignments when due.
4. To share notice of unsatisfactory progress with their parents/guardians.

COUNSELING

Philosophical Basis:

Personal needs or concerns can seriously threaten and interfere with the educational development of students. Parents/Guardians and students have the responsibility to provide the school with information that may be useful in making intelligent educational decisions. Schools have the responsibility to provide counseling services for students and to inform students of the services of other agencies.

RIGHTS

Students have the right:

1. To be informed accurately as to the nature of available counseling services.
2. To seek appropriate counseling for personal and educational problems and to be assured of those services within a reasonable amount of time.

RESPONSIBILITIES

Students have the responsibility:

1. To use appropriate counseling services for their educational and personal development
2. To schedule appointments in advance unless the problem or concern is of an emergency nature.

ATTENDANCE

Philosophical Basis:

School administrators have the responsibility under State law to adhere to compulsory school attendance laws. Students have the responsibility to take advantage of the opportunity for a public school education and abide by the State law.

RIGHTS

Students have the right:

1. To receive school policies that clearly define absence, unexcused absence, and tardiness.
2. To appeal a decision concerning whether an absence is excused or unexcused.
3. To make up assignments missed during any excused absence.

RESPONSIBILITIES

Students have the responsibility:

1. To attend all classes daily and on time.
2. To provide the school with a written excuse from parents/guardians explaining the reason for an absence within two (2) days upon return to school.
3. To request the make-up assignments from their teachers upon return to school and to complete the work within the length of time specified in the District attendance regulations.

FREE SPEECH/EXPRESSION

Philosophical Basis:

One of the basic purposes of schools is to prepare students for responsible self-expression in our society. Self-expression is guaranteed or protected under the First and Fourteenth Amendments to the United States Constitution. Students may inquire, question, and exchange ideas. Self-expression must not interrupt the orderly educational process of the school or be in violation of the Code of Conduct. Free expression must not mock, demean, or ridicule other persons or groups or be obscene, libelous, or disruptive.

RIGHTS

Students have the right:

1. To request to be excused from any activity which is against their religious beliefs or deep personal convictions.
2. To assemble peaceably on school property for school-related activities.

RESPONSIBILITIES

Students have the responsibility:

1. To have parents or guardians request in writing that the student be excused from any activity which is in conflict with their beliefs.
2. To plan and ensure, with the principal's approval, that these activities demonstrate respect for others and are not dangerous or disruptive.

STUDENT GOVERNMENT

Philosophical Basis:

The student government is a means of providing students with an opportunity to express themselves and to act on school matters through the democratic process. All members of the school community share the responsibility for helping the student government; students should be given the opportunity to participate in those decisions that affect the learning climate of the school. School Board policies and individual school policies should be made available for the student government to function as an informed organization.

RIGHTS

Students have the right:

1. To form and operate student government.
2. To seek and hold office in student government organizations.
3. To recommend members of the faculty to serve as sponsors of this organization.
4. To attend regularly scheduled meetings of this organization.

RESPONSIBILITIES

Students have the responsibility:

1. To represent, as members of the student government, the needs and concerns expressed by the student body.

To abide by the guidelines established by the National and State Government Associations and the School District.
2. To conduct election campaigns in a positive mature manner with respect for other candidates.
3. To obtain the prior consent of the recommended faculty members.
4. To inform the faculty of such meetings.

ELECTRONIC AND PRINT MEDIA

STUDENT PUBLICATIONS

Philosophical Basis:

One of the important roles of the school is to provide effective ways in which students may express themselves on a wide range of subjects. Official school publications such as newspapers should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.

RIGHTS

Students have the right:

1. To possess, post, and distribute literature, which expresses opinions on a wide range of subjects.

2. To be free from censorship of their publications and productions within the guidelines previously agreed upon by students and administrators; e.g., principals have the right to disallow or recall literature or media which they consider primarily commercial in nature or materials which could disrupt the orderly operation of the school.

RESPONSIBILITIES

Students have the responsibility:

1. To produce, post, publish, or distribute materials approved by the administration which follow the District's guidelines for responsible journalism including the identification of the author(s).

To post or display these materials only on those bulletin boards or wall areas designated for use by students and student organizations.

2. To refrain from publishing and/or distributing obscene, inflammatory, or libelous materials and to observe acceptable standards of good taste and responsible journalism.

STUDENT DRESS

Philosophical Basis:

Students' dress may vary with the age of the student, the instructional activity, and the physical conditions in the school. The dress and grooming of students shall contribute to the health and safety of the individual and shall not disrupt the orderly education process.

RIGHTS

Students have the right:

1. To dress and groom as they choose in a manner which shows cleanliness, promotes safety, and demonstrates respect for others.

RESPONSIBILITIES

Students have the responsibility:

1. To follow established guidelines by dressing and grooming in a manner, which does not disrupt the educational process nor endanger the health and safety of themselves or others.

SEARCH AND SEIZURE

Philosophical Basis:

Students shall be free from unreasonable search and seizure of property as guaranteed by the Fourth Amendment of the United States Constitution. This individual right is balanced by the schools' responsibility to protect the health, safety, and welfare of others. School authorities reserve the right to maintain access to and to search school property at any time necessary to protect the health, safety, and welfare of others.

RIGHTS

Students have the right:

1. To privacy in their personal possessions unless the principal or designee has reasonable cause to believe that illegal materials are being concealed by the student.

RESPONSIBILITIES

Students have the responsibility:

1. Not to carry or conceal weapons or any materials which are illegal or may disrupt the educational process.

SAFETY

RIGHTS

Students have the right:

1. To learn in an environment free from the threat or act of psychological or physical violence.
2. To confidentiality if they notify school personnel of dangerous situations.

RESPONSIBILITIES

Students have the responsibility:

1. To show respect for other people's ideas, values, and heritage.
2. To resolve conflicts in a non-violent manner.
3. Not to bring weapons of any kind to school.
4. To notify school personnel if they have knowledge of such weapons.

HARASSMENT

Philosophical Basis:

The Christina School District's intent is to foster human dignity in our schools. Harassment of any type contradicts this ideal. No District student shall be subject to any type of harassment.

RIGHTS

Students have the right:

1. To learn in an environment free from harassment/sexual harassment.

RESPONSIBILITIES

Students have the responsibility:

1. To communicate directly to the person that their behavior is unacceptable and they want him/her to stop.
2. To inform and seek the advice of a teacher, counselor, or school administrator.
3. To report the information to the principal if the situation is not resolved.

APPEALS/GRIEVANCES

Philosophical Basis:

A grievance may be filed when a student feels that he/she has been unfairly treated or has not been afforded due process. Students have the responsibility to discuss and to try to resolve their complaints with the person(s) involved before using the grievance procedure. Schools are responsible for providing means for students to express and resolve their grievances.

RIGHTS

Students have the right:

1. To be provided with a procedure for expressing and resolving their grievances. This procedure specifies lines of communication, time lines, and a method of appeal.
2. To participate in the evaluation and modification of the grievance procedure through their student government.

RESPONSIBILITIES

Students have the responsibility:

1. To state the grievance clearly, to follow established procedures for resolving the grievance, and to abide by the decision resulting from this process.
2. To express concerns about the grievance procedure to student representatives.

APPEAL PROCESS FOR SUSPENSION

Grounds for an appeal are limited to the following:

1. Due Process and/or District procedures have not been followed
2. The penalty exceeds the Code of Conduct
3. Parent believes additional information is available

Building Level

1. The parent/guardian must request a review of the situation with the Building Principal/Designee when an appeal is being requested, stating the grounds for the appeal.
2. The request for a review must occur within one (1) school day of notification of the suspension.
3. The "Out of School" suspension will not be enforced until the appeal process has been completed, unless the student presents a danger to other students and staff.

District Level

1. If the principal's decision at the building level is not acceptable to the parent/guardian, the decision may be appealed to the Superintendent/Designee. Such appeal must be filed no later than one (1) school day following the principal's decision.
2. The Superintendent/Designee shall resolve the appeal by investigating the problem or reviewing the written appeal/records.
3. Parents will be notified of the decision within three (3) school days.
4. The decision of the Superintendent/Designee shall be the final decision of the School District.

APPEAL PROCESS FOR SUSPENSION (Continued)

GRIEVANCE PROCEDURES

Students and their parents/guardians as their representatives have all the rights given to every citizen by the Fifth and Fourteenth Amendments to the U.S. Constitution. Many of these rights which pertain specifically to education are defined in this document. These rights are protected through a procedure called due process.

Students and their parents/guardians are encouraged to become familiar with this due process procedure.

Student Grievance

A grievance is another name for a complaint. A student grievance exists when it is alleged that a student has been unfairly treated or has not been afforded due process.

The following persons or groups of persons may use the grievance procedure:

1. Individual students or groups of students;
2. Parents/Guardians of a student;
3. Groups of parents/guardians of students.

The grievance procedure may be used in any of the following situations:

A. Where it is alleged that any student or group of students:

1. is being denied access to an appropriate educational opportunity;
2. is being denied participation in any school activity for which the student is eligible;
3. is being denied the opportunity to compete for a position in an activity where the selection is limited;
4. is being subjected to an arbitrary or unreasonable regulation, procedure, or standard of conduct.

B. Where it is alleged that the rights of an individual student and/or a group of students are being denied or abridged.

GRIEVANCE PROCEDURES (Continued)

Grievance Procedure

When the grievance procedure is used these steps shall be followed:

1. The grievant is encouraged to talk with a staff member for advice.
2. The grievant shall request, in writing, a conference with the teacher or person(s) who allegedly treated the student unfairly within three (3) school days of the event.
3. Conference shall be held within four (4) school days after request.
4. If the conference does not resolve the complaint the grievant may talk with the supervisor of the staff member.
5. If the grievance is not resolved during the two meetings, the grievant may file a written grievance with the principal within three (3) school days of the conference.
6. If the principal fails to resolve the issue to the satisfaction of the grievant, the grievant will, upon request, be given a written notice by the principal within three (3) school days after the conference with the principal stating the reason(s) the problem could not be resolved.
7. If the decision at the school level is not acceptable that decision may be appealed to the Superintendent. The appeal must be filed in writing not later than five (5) school days following the date of receipt of the principal's written decision. The Superintendent/Designee shall resolve the grievance by investigating the problem, holding conferences with the involved parties, or reviewing the written grievance record.
8. The decision of the Superintendent/Designee shall be the final decision of the school system. A copy of the Superintendent's/Designee's final decision shall be sent to all involved parties not later than ten (10) school days following receipt of the appeal by the Superintendent/Designee.

STUDENT RECORDS

Philosophical Basis:

Student records are defined as any materials concerning individual students kept in any form by the School Board or its employees except for personal notes of teachers and other school personnel intended for their use only. Student records are maintained to provide information, which can be used to develop the best possible educational program for each student. Care must be exercised by the school staff to make sure that student records are treated confidentially and that the information contained therein is accurate and appropriate.

RIGHTS

Students have the right:

1. To be protected from release of personally identifiable information to unauthorized persons.
2. To sign, if fourteen years of age or older, for a release of the information contained in their records to authorized agencies as identified in Delaware law.¹
3. To inspect these records regardless of unpaid fines or fees.

Students who are eighteen years of age or older and/or parents or guardians also have the right:

4. To release, review with assistance from the school personnel (if desired), and challenge the information contained in the student's school records within District guidelines.

RESPONSIBILITIES

Students have the responsibility:

1. To release information to those individuals or agencies who are working in a positive manner for the benefit of the student.
2. To sign, if fourteen years of age or older, without delay, a release of information contained in their records to authorized agencies.
3. To meet their financial obligations as related to school fees or fines before transcripts and records are released.

Students who are eighteen years of age or older and/or parents or guardians also have the responsibility:

4. To make an appointment with school personnel to review school records.

To question or challenge any inaccurate information according to District guidelines.

¹ Delaware Code: Title 14, Chapter 41, Section 4111

MARRIAGE, PREGNANCY, AND PARENTHOOD

Philosophical Basis:

Students who are married, expectant parents, or parents do not lose their right to a free public education. Students are encouraged to continue their education through programs designed to meet their special needs.

RIGHTS

Students who are married, expectant parents, or parents have the right:

1. To remain in the regular school program or to attend a special program designed to meet their needs.
2. To be referred to a marriage, pregnancy, or parenthood agency for counseling if they request it.

RESPONSIBILITIES

Students who are married, expectant parents, or parents have the responsibility:

1. To attend school regularly or to take advantage of special programs designed to meet their needs. Students who are pregnant should seek professional medical advice regarding school attendance.
2. To request counseling for marriage, pregnancy, or parenthood.

CHAPTER 3: VIOLATIONS OF THE CODE OF STUDENT CONDUCT

School rules come from many sources, including State Law, Board of Education Policy, and District Guidelines and Regulations. The aim of this Chapter is to provide District personnel, parents/guardians, students, and other members of the community a clear understanding of violations of those rules and the resulting disciplinary actions.

The following pages list, categorize, and define certain violations, which disrupt the school environment and the instructional process, and specify disciplinary actions, which may be taken by the school administrator. A major consideration of the Code of Student Conduct is to identify appropriate disciplinary actions to bring about positive student behavior. The severity and frequency of the misbehavior are considered in defining appropriate disciplinary action. While administrative personnel bear the major responsibility for effectively carrying out the discipline policies the entire staff plays a vital role in resolving problems influencing student behavior.

The administrator or designee shall conduct such an investigation as reasonable under the circumstances to confirm that the charged offense has, in fact, been committed.

GRADES K-6

VIOLATIONS - LEVEL I

Expectations: Students will contribute to the productive climate of the learning environment by showing appropriate respect for themselves, their peers, their teachers, and other school personnel. When conflicts arise individuals will make sincere efforts to mediate them without disruption to the atmosphere of the learning environment.

Consequences: When students disrupt the productive school climate several consequences may result. These are listed below. Chronic violations of any one category in Level I offenses may result in a one (1) day out-of-school suspension. For every two-month (2) period of positive behavior the student would be eligible to move back one (1) step on the "ladder of consequences." (See Appendix 4)

Situation

Consequence

Academic Cheating

The act or instance of deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not. This includes, but is not limited to, 1) copying another student's paper, 2) unauthorized use of notes or sharing answers during a test or examination, 3) presenting another person's work as one's own

First Offense (all of the following): 1) Parent/Guardian notification, 2) grade penalty of zero for the specific incident

Subsequent Offenses (all of the following): 1) Parent/Guardian notification 2) assignment to In-School Alternative 1 day 3) grade penalty of zero for the specific incident 4) Parent/Guardian conference 5) possible behavior contract.

Disruptive Behavior

Language, gestures, or actions, which incite, produce distractions, or seriously interfere with the effective functioning of the teacher, student, class, or school.

First Offense (all of the following): 1) Written reprimand and 2) parent/guardian notification.

Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) removal from class, and 5) possible referral to Building Review Committee with possible after-school detention.

VIOLATIONS - LEVEL I (Continued)

Grades K-6

Situation

Consequence

Possession of Unauthorized Electronics

The possession of radios, walkmans, or electronic games. Other materials may be deemed by building staff as disruptive or having the potential for causing disruption.

First Offense: The items will be taken away, kept in the office, and returned at the end of the school day.

Second Offense: The items will be taken away and kept in the office for the parent or guardian to pick up.

Subsequent Offenses: In addition to the consequences in the Second Offense, the student will be assigned to In-School Alternative one (1) day.

Possession of pocket pagers, cellular phones, laser pointers.

First Offense: The item will be taken away, kept in the office, and returned at the end of the school day.

Second Offense: The item will be taken away and kept in the office for the parent or guardian to pick up.

Subsequent Offenses: In addition to the consequences in the Second Offense, the student will be assigned to In-School Alternative one (1) day.

VIOLATIONS - LEVEL I (Continued)

Grades K-6

Situation

Consequence

Failure to Attend Detention

Not reporting for a scheduled detention without administrative permission to miss the detention.

First Offense (all of the following): 1) Written reprimand, 2) parent/ guardian notification, and 3) reassign detention.

Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, and 4) possible referral to Building Review Committee.

Forgery

The act of forging a signature or using something written falsely to deceive.

First Offense (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed, and 3) written reprimand.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed, 3) written reprimand, 4) parent/guardian conference, and 5) possible referral to Building Review Committee.

Gambling*

Participating in game(s) of chance, including card playing, for money and/or other things of value.

First Offense (all of the following): 1) Written reprimand and 2) parent/guardian notification.

Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, and 4) possible referral to Building Review Committee for recommendation.

*Evidence of organized gambling will be handled according to State School Board Regulations.

VIOLATIONS - LEVEL I (Continued)

Grades K-6

Situation

Consequence

Inappropriate Sexual Behavior

Any action or suggestion of action by one or more persons involving the use or display of those parts of the body generally referred to as "private" that is unacceptable in public.

First Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, and 4) referral to appropriate professional counseling agency, if warranted.

Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, and 4) possible referral to Building Review Committee for recommendation.

Leaving School Without Authorization

Once a student arrives at the school campus he/she may not leave, unless authorized to do so, until the end of the student's scheduled day.

First Offense (all of the following): 1) Written reprimand and 2) parent/guardian notification.

Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent guardian notification, 3) parent/guardian conference, and 4) possible referral to Building Review Committee for recommendation.

Smoking

To hold a lighted cigarette (cigar, pipe, etc.), to draw in or exhale smoke, to chew or to use tobacco products. Smoking at school activities, in school buildings or on school grounds during school hours is prohibited. Smoking is also prohibited on school busses, on school-sponsored educational field trips at all times, and when participating in athletic and extra-curricular activities.

First Offense (all of the following): 1) parent/guardian notification and conference, 2) possible assignment to in-school alternative for one (1) day if available, 3) referral to school nurse for collaboration with parent in smoking cessation information.

Subsequent Offenses (all of the following): 1) Parent/guardian notification and conference, 2) possible assignment to in-school alternative for one to three (1-3) days if available, 3) possible referral to START Team for recommendations.

VIOLATIONS - LEVEL I (Continued)

Grades K-6

<u>Situation</u>	<u>Consequence</u>
Threatening Behavior A threat to engage in menacing behavior that is violent or sexual in nature -- without physical contact -- that would likely cause offense, annoyance, or alarm.	<p>First Offense (all of the following): 1) Written reprimand, 2) parent/ guardian notification, and (3) referral to mediation.</p> <p>Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) referral to mediation, and 5) possible referral to Building Review Committee for recommendation.</p> <p>Note: Serious acts of threatening behavior and threats to staff will be treated as a Level II offense.</p>
Insubordination Verbal or non-verbal refusal to comply with a reasonable request: e.g., refusal to give name or show identity card; refusal to accompany school personnel to classroom or office.	<p>First Offense (all of the following): 1) Written reprimand and 2) parent/guardian notification.</p> <p>Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) removal from class, and 5) possible referral to Building Review Committee with possible after-school detention.</p> <p>Note: Chronic or serious acts of insubordination will result in one (1) day out-of-school suspension.</p>

VIOLATIONS - LEVEL II

Expectation: Students are expected to respect and obey the rules and regulations of the school and community as defined by School District policies and governmental laws.

Consequences: When students violate these policies and laws severe consequences may result. They are listed below. Chronic violations within one category in Level II offenses may result in a one (1) to three (3) day suspension.

Situation

Consequence

Criminal Mischief

The destruction or serious defacing of school property or the property of others.

Each Offense (all of the following): 1) Written reprimand, 2) parent/ guardian notification, 3) parent/ guardian conference, 4) restitution/ restoration if necessary, 5) possible referral to Building Review Committee for recommendation, 6) notification of police, charges may be filed, and 7) referral to mediation.

Fighting

Aggressive, physical conflict between two or more individuals attacking each other.

First Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) referral to mediation, 4) parent/guardian conference, and 5) restitution/restoration if necessary.

Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) referral to mediation, 4) parent/guardian conference, 5) restitution/restoration if necessary, and 6) referral to Building Review Committee for recommendation.

VIOLATIONS - LEVEL II (Continued)

Grades K-6

Situation

Consequence

Offensive Touching

Intentionally touching, attempting to harm, or harming another person with a part of the body or with an instrument thereby causing offense, alarm, or injury.

First Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) referral to mediation, 4) parent/guardian conference, and 5) restitution/ restoration if necessary.

Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) referral to mediation, 4) parent/guardian conference, 5) restitution/restoration if necessary, and 6) possible referral to Building Review Committee for recommendation.

Threatening Behavior to Staff*

A threat to staff to engage in menacing behavior that is violent or sexual in nature, without physical contact, that would likely cause offense, annoyance, or harm.

First Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) possible suspension for one (1) day, 4) notification of police; charges may be filed, 5) parent/guardian conference, and 6) referral to mediation, if appropriate.

*Terroristic threatening to be handled according to State School Board Regulations.

Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) possible suspension for one (1) to three (3) days, 4) notification of police; charges may be filed, 5) parent/guardian conference, and 6) possible referral to Building Review Committee for recommendation.

VIOLATIONS - LEVEL II (Continued)

Grades K-6

Situation

Consequence

Theft/Possession/Transfer of Stolen Goods

The act of taking possessions or transferring the property of another without the consent of the owner.

Each Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) restitution/restoration if necessary, 5) possible referral to Building Review Committee for recommendation, 6) possible notification of police; charges may be filed (K-3, only with approval from supervisor), and 7) referral to mediation, if appropriate.

Trespassing

Entering or remaining on school property without authorization.

Each Offense (all of the following): 1) Issue warning that person is trespassing and must leave immediately, and 2) notification of police; charges may be filed.

Use of Abusive Language or Obscene Gestures Directed to Staff

Written or spoken language or gestures that are offensive, obscene, or vulgar.

First Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) and Parent/guardian conference and 4) referral to mediation, if appropriate.

Subsequent Offenses (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) possible referral to Building Review Committee for recommendation.

Sexual Harassment (grades K-6)

Sexual harassment is unwanted and unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical actions of a sexual nature. The student must have been made aware by an administrator/designee that his/her action is unwelcome and unwanted.

First Offense (all of the following): 1) administrative investigation, 2) notification of victim's parent, 3) in-school alternative for one (1) to three (3) days, 4) parent/guardian conference required, 5) referral for appropriate counseling, 6) referral for mediation if appropriate, 7) file student conduct report, if appropriate.

Second Offense (all of the following): 1) administrative investigation, 2) notification of victim's parent, 3) in-school alternative for three (3) days, 4) parent/guardian conference required, 5) referral for appropriate counseling, 6) referral for mediation if appropriate, 7) file student conduct report, if appropriate, 8) disciplinary probation with behavioral contract specific to sexual harassment.

VIOLATIONS - LEVEL II (Continued)

Sexual Harassment (grades K-6)

Subsequent Offenses (all of the following): 1) administrative investigation, 2) notification of victim's parent, 3) in-school alternative for five (5) days, 4) parent/guardian conference required, 5) possible notification of police, 6) referral to student intervention team of appropriate social service agency, 7) possible recommendation for alternative placement.

(A "Student Sexual Harassment Report" must be filed with Administrative Services Office).

Situation

Use and/or Possession of Drugs/Alcohol

To possess on one's person or among one's personal belongings, or to use or have consumed any illegal substance capable of producing change of behavior or altering a state of mind or feelings; e.g., alcohol, marijuana, etc.* This situation includes look-alike substances.

* It is understood that possession of excessive amounts of drugs/alcohol or "look-alike" substances will be considered as "possession with intent to deliver" and will be dealt with as "drugs and/or alcohol sale or distribution."

Consequence

First Offense - Cooperative (all of the following): 1) Parent/Guardian notification, 2) referral to Building Review Committee for recommendation with five (5) day suspension, 3) parent/guardian conference with evidence of an assessment by a licensed drug and alcohol agency, (at parent/guardian expense), 4) notification of police; charges may be filed, 5) possible counseling at parent/guardian expense, and 6) required participation in the START Program.

First Offense - Uncooperative (all of the following): 1) Parent/ Guardian notification, 2) referral to Building Review Committee for recommendation, 3) possible ten (10) day suspension, 4) notification of police; charges may be filed, 5) parent/guardian conference with evidence of an assessment by a licensed drug and alcohol agency (at parent/guardian expense), 6) possible counseling at parent/guidance expense, and 7) required participation in the START Program.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) referral to Building Review Committee for recommendation with ten (10) day suspension and/or recommendation for expulsion, or alternative program, 3) police will be notified; charges will be filed, 4) assessment by a licensed drug and alcohol agency (at parent/guardian expense) and compliance with recommendation of the agency, and 5) required participation in the START Program.

VIOLATIONS - LEVEL III

Expectations: Students will observe the laws of society.

Consequences: When students commit violations which endanger themselves or others or commit major offenses against the school or community they are subject to severe consequences which may include expulsion from school. Some illustrations of violations and resulting consequences are listed below.

Situation

Consequence

Arson

Any act utilizing fire, smoke, or explosives which causes alarm or danger to life, and/or willful or malicious burning of school property, its contents, or the personal property of others.

Each Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) suspension for three to five (3-5) days, 5) notification of police/fire marshal; charges may be filed, 6) restitution/restoration, if necessary, 7) recommendation to appropriate counseling or social service agency, and 8) possible recommendation for alternative placement or expulsion.

Assault

An unlawful physical attack using force upon a person, resulting in physical injury.

Each Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) suspension for three to five (3-5) days, 5) notification of police; charges may be filed, 6) restitution/restoration, if necessary, 7) recommendation to appropriate counseling or social service agency(s), 8) possible recommendation for alternative placement or expulsion, and 9) referral to mediation, if appropriate.

VIOLATIONS - LEVEL III (Continued)

Grades K-6

Situation

Consequence

Drug and/or Alcohol Sale or Distribution

Known sale, transfer, or distribution in school or on school property of drugs, alcohol, or "look-alike" substances.

Possession of excessive amounts of drugs/alcohol or "look-alike" substances will be considered as "possession with intent to deliver." An "illegal substance" includes all substances which fall under the definition of "controlled substances" set forth in the Uniform Controlled Substance Act (16 Del. C. 4701 et. seq.).

False Fire Alarm/Bomb Threat/ Tampering with any Fire Safety Device

Offensive Touching to Staff

Intentionally touching or attempting to harm a staff member thereby causing offense, alarm, or injury.

Each Offense (all of the following): 1) Parent/Guardian notification, 2) parent/guardian conference, 3) suspension for ten (10) days, 4) notification of police; charges will be filed, 5) assessment by a licensed drug and alcohol agency (at parental expense) and compliance with the recommendation of the agency, and 6) possible recommendation for alternative placement or expulsion.

Each Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) suspension for three to five (3-5) days, 5) notification of police/fire marshal; charges may be filed, 6) restitution/restoration, if necessary, 7) recommendation to appropriate counseling or social service agency(s) (at parent/guardian expense), 8) possible recommendation for alternative placement or expulsion.

First Offense (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed, 3) possible one (1) to three (3) day suspension, 4) parent/guardian conference, 5) restitution/restoration when appropriate, 6) referral to mediation, if appropriate, and 7) referral to Building Review Committee.

VIOLATIONS - LEVEL III (Continued)
Grades K-6

Situation

Consequence

Offensive Touching to Staff (Continued)

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed, 3) written reprimand, 4) parent/guardian conference, 5) restitution/restoration when appropriate, 6) one (1) to three (3) day suspension, 7) referral to mediation, if appropriate, and 8) referral to appropriate counseling agency.

Rape or Attempted Rape

Forced sexual contact without consent of victim.

Each Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) suspension for three to five (3-5) days, 5) notification of police; charges may be filed, 6) restitution/restoration, if necessary, 7) recommendation to appropriate counseling or social service agency(s), 8) referral to Building Review Committee, 9) possible recommendation for alternative placement or expulsion, and 10) referral to mediation, if appropriate.

Robbery/Extortion

To obtain or attempt to obtain money, goods, services, or information from another by force or the threat of force.

First Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for one to three (1-3) days, 3) parent/guardian conference, 4) notification of police; charges may be filed, 5) restitution/ restoration if necessary, and 6) referral to Building Review Committee.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for three to five (3-5) days, 3) parent/guardian conference, 4) notification of police; charges may be filed, 5) restitution/ restoration if necessary, 6) recommendation to appropriate counseling or social services agency(s) (at parent/guardian expense), and 7) possible recommendation for alternative placement or expulsion.

VIOLATIONS - LEVEL III (Continued)

Grades K-6

Situation

Consequence

Weapon(s) Possession/Concealment/Sale

The possession, concealment, or sale of any kind of weapon(s) or dangerous instrument(s); knife, gun, metal knuckles, tools, etc., or any other item that could be used as a weapon.

Each Offense (all of the following): 1) Written reprimand, 2) parent/guardian notification, 3) parent/guardian conference, 4) suspension for three to five (3-5) days, 5) notification of police; charges may be filed, 6) restitution/restoration, if necessary, 7) recommendation to appropriate counseling or social service agency(s), and 8) referral to Building Review Committee, and 9) possible recommendation for alternative placement or expulsion.

This list is not all-inclusive. A student committing an act of misconduct, which is not listed, may be subject to disciplinary action. Specifically, if a student commits an act, which constitutes a crime under Delaware Law, such student is subject to discipline, which may include expulsion.

Continued offenses after placement in an alternative program will be considered a serious breach of this Code and may result in a possible recommendation for expulsion.

Expectations: Students will contribute to the productive climate of the learning environment by showing appropriate respect for themselves, their peers, their teachers, and school personnel. When conflicts arise individuals will make sincere efforts to mediate them without disruption to the atmosphere of the learning environment.

Consequences: When students disrupt the productive school climate several consequences may result. These are listed below. Chronic violations of any one category in Level I offenses may result in a one (1) day out-of-school suspension. For every two-month (2) period of positive behavior the student would be eligible to move back one (1) step on the "ladder of consequences" (see Appendix 4).

Situation**Consequence****Academic Cheating**

The act or instance of deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not. This includes, but is not limited to, 1) copying another student's paper, 2) unauthorized use of notes or sharing answers during a test or examination, 3) presenting another person's work as one's own, 4) presenting quotations, words, or ideas without proper references or credit (plagiarism)

First Offense (all of the following):
1) Parent/Guardian notification, 2) one-day In-School Alternative 3) grade penalty of zero for the specific incident.

Subsequent Offenses (all of the following):
1) Parent/Guardian notification 2) assignment to In-School Alternative 1-3 days 3) grade penalty of zero for the specific incident 4) Parent/Guardian conference 5) possible behavior contract

Abusive Language (student to student)

Written or spoken language or gestures that are offensive, obscene, or vulgar.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, 3) one (1) detention, and 4) referral to mediation.

Second Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, 3) two (2) detentions, and 4) referral to mediation.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to In-School Alternative for one to three (1-3) days in ascending order for each offense, 3) parent/guardian conference required for each I.S.A. assignment, and 4) behavioral contract.

Note: For Student to Teacher see Level II.

Class Cutting

Unexcused absence from a class without authorization or approved reason.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, 3) one (1) detention, and 4) referral to mediation, if appropriate.

Second Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, and 3) two (2) detentions.

VIOLATIONS - LEVEL I (Continued)

Grade 7-12

Situation

Class Cutting (Continued)

Disruptive Behavior

Language, gestures, or actions, which incite, produce distractions, or seriously interfere with the effective functioning of the teacher, class, or school.

Failure to Attend Detention

Not reporting for a scheduled detention without administrative permission to miss the detention.

Consequence

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to assigned In-School Alternative one to three (1-3) days in ascending order for each offense, (3) parent/guardian conference required for each I.S.A. assignment, and (4) behavioral contract.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, (3) one (1) detention, and 4) referral to mediation, if appropriate.

Second Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, 3) two (2) detentions, and 4) referral to mediation, if appropriate.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to In-School Alternative one to three (1-3) days in ascending order for each offense, 3) parent/guardian conference required for each I.S.A. assignment, and 4) behavioral contract.
NOTE: A student who causes multiple disruptions in a specific class may be administratively removed.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, and 3) one (1) day In-School Alternative.

Second Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, and 3) one (1) day In-School Alternative.

VIOLATIONS - LEVEL I (Continued)
Grades 7-12

Situation

Failure to Attend Detention (Continued)

Gambling*

Participating in game(s) of chance, including card playing, for money and/or other things of value.

*Evidence of organized gambling will be handled according to State School Board Regulations.

Insubordination

Verbal or non-verbal refusal to comply with a reasonable request of staff; e.g., refusal to give name or show identity card; refusal to accompany school personnel to classroom or office.

Note: Chronic or serious acts of insubordination will result in one (1) day out-of-school suspension.

Consequence

Third Offense (all of the following): 1) Parent/Guardian notification and 2) one (1) day In-School Alternative.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) one (1) day out-of-school suspension, and 3) parent/guardian conference.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, 3) restitution/ restoration if necessary, 4) one (1) detention, and 5) referral to mediation.

Second Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, 3) restitution/ restoration if necessary, 4) two (2) detentions, and 5) referral to mediation.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to In-School Alternative one to three (1-3) days in ascending order for each offense, 3) parent/guardian conference required for each I.S.A. assignment, 4) restitution/restoration if necessary, 5) referral to mediation, and 6) referral to counseling.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, 3) referral to mediation, and 4) one (1) detention.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to In-School Alternative one to three (1-3) days in ascending order for each offense, and 3) parent/guardian conference required for each I.S.A. assignment.

VIOLATIONS - LEVEL I (Continued)

Grades 7-12

Situation

Consequence

Leaving School Without Authorization

Once a student arrives at the school campus he/she may not leave, unless authorized to do so, until the end of the student's scheduled day.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, and 3) one (1) detention.

Second Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, and 3) two (2) detentions.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to In-School Alternative one to three (1-3) days in ascending order for each offense, and 3) parent/guardian conference required for each I.S.A. assignment.

NOTE: In matters of student safety, police may be notified.

Prohibited Areas

Unauthorized presence of student in any prohibited school area.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, and 3) one (1) detention.

Second Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, and 3) two (2) detentions.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to In-School Alternative one to three (1-3) days in ascending order for each offense, and 3) parent/guardian conference required for each I.S.A. assignment.

VIOLATIONS - LEVEL I (Continued)

Grades 7-12

<u>Situation</u>	<u>Consequence</u>
Smoking To hold a lighted cigarette (cigar, pipe, etc.), to draw in or exhale smoke, to chew or to use tobacco products. Smoking at school activities, in school buildings or on school grounds during school hours is prohibited. Smoking is also prohibited on school busses, on school-sponsored educational field trips at all times, and when participating in athletic and extra-curricular activities.	<p>First Offense (all of the following): 1) Parent/guardian notification and conference, 2) assignment to in-school alternative one (1) day.</p> <p>Second Offense (all of the following): 1) Parent/guardian notification and conference, 2) assignment to in-school alternative three (3) days, 3) referral to wellness center or smoking cessation counseling.</p> <p>Subsequent Offenses (all of the following): 1) parent/guardian notification and conference, 2) suspension one to three (1-3) days in ascending order for each offense, 3) referral to wellness center or smoking cessation counseling.</p>
Possession of Tobacco The possession of tobacco products at school activities, in school buildings or on school grounds during school hours. (Possession meaning that a student has on the student's person, in student's belongings, or under the student's reasonable control by placement of and knowledge of the whereabouts of tobacco.)	<p>First offense (all of the following): 1) Parent/Guardian notification, 2) confiscate item.</p> <p>Second offense (all of the following): 1) Parent/Guardian notification, 2) after school detention, 3) referral to Wellness Center (high school only), and 4) confiscate item.</p> <p>Subsequent offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to in school alternative one to three (1-3) days, 3) parent/guardian conference, 4) referral to Wellness Center (high school only), and 5) confiscate item.</p>
Threatening Behavior A threat to engage in menacing behavior that is violent or sexual in nature -- without physical contact -- that would likely cause offense, annoyance, or alarm.	<p>First Offense (all of the following): 1) Parent/Guardian notification, 2) referral to mediation, 3) assignment to In-School Alternative one (1) day, and 4) parent/guardian conference required after I.S.A. assignment.</p>

VIOLATIONS - LEVEL I (Continued)
Grades 7-12

Situation

Threatening Behavior (Continued)

Unexcused Absence from School

Absence from school without parent/guardian authorization or approved reason.

Vandalism

The defacing of school property or the property of others.

Consequences

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to In-School Alternative one to three (1-3) days in ascending order for each offense, and 3) parent/guardian conference required for each I.S.A. assignment.

NOTE: Chronic or serious acts of threatening behavior will result in one (1) day out-of-school suspension.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, and 3) one (1) detention.

Second Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, and 3) two (2) detentions.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to In-School Alternative one (1) to three (3) days in ascending order for each offense, 3) parent/guardian conference required for each I.S.A. assignment.

First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, 3) referral to mediation, if appropriate, 4) restitution/ restoration if necessary, and 5) one (1) detention.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) assignment to In-School Alternative one to three (1-3) days in ascending order for each offense, 3) parent/guardian conference required for each I.S.A. assignment, and 4) restitution/restoration if necessary.

VIOLATIONS - LEVEL I (Continued)

Grades 7-12

Situation

Possession of Unauthorized Electronics

The possession of radios, walkmans, or electronic games. Other materials may be deemed by building staff as disruptive or having the potential for causing disruption.

Possession of pocket pagers, cellular phones, laser pointers.

Failure to Attend In-School Alternative

The disruption of or the failure to attend the in-school alternative to suspension.

Consequences

First Offense: The items will be taken away, kept in the office, and returned at the end of the school day.

Second Offense: The items will be taken away and kept in the office for the parent or guardian to pick up.

Subsequent Offenses: In addition to the consequences in the Second Offense, the student will be assigned to In-School Alternative one (1) day.

First Offense: The item will be taken away, kept in the office, and returned at the end of the school day.

Second Offense: The item will be taken away and kept in the office for the parent or guardian to pick up.

Subsequent Offenses: In addition to the consequences in the Second Offense, the student will be assigned to In-School Alternative one (1) day.

Student will be placed in out-of-school suspension equal to the number of days assigned or remaining in I.S.A. placement.

VIOLATIONS - LEVEL II

Expectation: Students are expected to respect and obey the rules and regulations of the school and community as defined by School District policies and governmental laws.

Consequences: When students violate these policies and laws severe consequences may result. They are listed below.

Situation**Consequence****Breaking and Entering**

Illegal or unauthorized entry of any locked area of the school during or after school; e.g., rooms, classrooms, auditorium, gym, shops, offices, lockers, or cabinets, etc.

First Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for three (3) days, 3) parent/guardian conference, 4) restitution/ restoration if necessary, 5) notification of police; charges may be filed, and 6) disciplinary probation with behavioral contract.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) restitution/ restoration if necessary, 5) notification of police; charges may be filed, and 6) possible recommendation for alternative placement or expulsion.

Computer/Technology

Unauthorized altering/tampering or vandalism to school owned electronic equipment and software, such as computers, business machines, calculators, network support equipment and wiring.

Each offense (all of the following): 1) Parent/Guardian notification, 2) restoration/ restitution of damages/repairs (access to technologies will be denied until restitution of damages), 3) suspension one to three (1-3) days 4) possible notification of police, charges may be filed, 5) parent/guardian conference, and 6) possible recommendation for alternative placement or expulsion.

This includes, but is not limited to:

- Altering or tampering with data stored in the system
- Altering or tampering with the operating system
- Damage to input/output/disk storage devices
- Introduction of a virus or other data/operation system corruption
- Using electronic mail to harass others, including sending electronic mail that the sender would reasonably anticipate to be unwelcome

Severe Clause added to Level III violations page 46.

VIOLATIONS - LEVEL II (Continued)

Grades 7-12

Situation

Consequence

Computer/Technology (Continued)

- Posting on electronic bulletin boards or any type of electronic forum information that may be slanderous or defamatory in nature or any materials that violate existing laws or the standards of student conduct.
- Displaying sexually explicit, graphically disturbing, or sexually harassing images or text in a public computer facility, or location that can potentially be in view of other individuals.

Conspiracy

When two (2) or more students agree to intentionally lie, mislead, plan and carry out inappropriate behavior or give false information to hinder an investigation for a Level 2 or above offense.

First Offense (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed, 3) parent/guardian conference, 4) written reprimand, and 5) the consequence is commensurate with the consequence of the offense.

Subsequent Offenses (all of the following):

1) Parent/Guardian notification, 2) notification of police; charges may be filed, 3) parent/guardian conference, 4) written reprimand, and 5) the consequence is commensurate with the consequence of the offense.

Criminal Mischief

The destruction or serious defacing of school property or the property of others.

First Offense (all of the following): 1) Parent/Guardian notification, 2) parent/guardian conference, 3) possible one (1) to three (3) days suspension, 4) restitution/restoration if necessary, and 5) notification of police; charges may be filed, 6) disciplinary probation with behavioral contract, and 7) referral to mediation, if appropriate.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference required before returning to school, 4) restitution/restoration if necessary, 5) notification of police; charges may be filed, and 6) possible recommendation for alternative placement or expulsion.

VIOLATIONS - LEVEL II (Continued)

Grades 7-12

<u>Situation</u>	<u>Consequence</u>
Fighting Aggressive, physical conflict between two or more individuals assaulting each other; including wrestling and shoving.	<p>First Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for three (3) days, 3) parent/guardian conference, 4) restitution/ restoration if necessary, and 5) referral to mediation.</p> <p>Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) referral to mediation, 4) parent/guardian conference, 5) restitution/ restoration if necessary, 6) disciplinary probation with behavioral contract, and 7) possible recommendation of alternative placement or expulsion.</p> <p>The school principal/designee will take the severity of the disruption into account.</p> <p>Students found to be shoving or wrestling could be placed in-School Alternative with referral to referral to mediation, at discretion of administrator.</p>
Forgery The act of forging a signature or using something written falsely to deceive.	<p>First Offense (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed, 3) parent/guardian conference, 4) written reprimand, and 5) assignment of one (1) day in the in-school alternative.</p> <p>Second Offense (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed, 3) parent/guardian conference, 4) written reprimand, and 5) suspension for one (1) day.</p>

VIOLATIONS - LEVEL II (Continued)

Grades 7-12

Situation

Consequence

Forgery (Continued)

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed, 3) parent/guardian conference, 4) suspension for one (1) to three (3) days, and 5) parent/guardian conference.

General Disruption of the Orderly Education Process

Behavior which seriously disrupts any school activity or the orderly operation of the school; e.g., boycott, fireworks, food fights, sit-ins, stink bombs, walkouts.

First Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for three (3) days, 3) parent/guardian conference, 4) possible notification of police; charges may be filed, and 5) disciplinary probation with behavioral contract.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) possible notification of police; charges may be filed, and 5) possible recommendation for alternative placement or expulsion.

Inappropriate Sexual Behavior

Any action by one or more persons involving the use or display of those parts of the body generally referred to as "private" that is unacceptable in public.

First Offense (all of the following): 1) parent/guardian notification, 2) suspension for three (3) days, 3) parent/guardian conference, 4) possible notification of police; charges may be filed, and 5) disciplinary probation with behavioral contract, 6) referral to appropriate counseling agency if warranted (at parent expense), and 7) referral to mediation, if appropriate.

VIOLATIONS - LEVEL II (Continued)

Grades 7-12

<u>Situation</u>	<u>Consequence</u>
Inappropriate Sexual Behavior (Continued)	Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) notification of police; charges will be filed, 5) evidence that student is receiving approved professional counseling (at parent/guardian expense), and 6) possible recommendation for alternative placement or expulsion.
	Suggestive acts involving the use of body parts may be dealt with by the building principal/designee. Students may be placed in-school alternative.
Instigation	
Behavior which incites or produces aggressive or physical conflict between 2 or more individuals	First Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for three (3) days, 3) parent/guardian conference, 4) restitution/restoration if necessary, 5) referral to mediation. Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) referral to mediation, 4) parent/guardian conference, 5) restitution/restoration if necessary, 6) disciplinary probation with behavioral contract, and 7) possible recommendation of alternative placement or expulsion.
	The school principal/designee will take the severity of the disruption into account.
Offensive Touching	
Intentionally touching, attempting to harm, or harming another person with a part of the body or with an instrument thereby causing offense, alarm, or injury.	First Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for three (3) days, 3) parent/guardian conference, 4) restitution/ restoration if necessary, and 5) possible notification of police; charges may be filed, 6) disciplinary probation with behavioral contract, and 7) referral to mediation. Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) restitution/ restoration if necessary, 5) possible notification of police; charges may be filed, and 6) possible recommendation for alternative placement or expulsion.

VIOLATIONS - LEVEL II (Continued)

Grades 7-12

Situation

Consequence

Reckless Driving

Driving any vehicle in willful and wanton disregard for the safety of persons or property on school property or in a school zone.

First Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for one (1) day, 3) driving privileges and parking on campus will be suspended for two (2) school weeks, 4) parent/guardian conference, and 5) notification of police; charges may be filed.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) driving privileges and parking on campus will be suspended for 90 school days, 4) parent/guardian conference, and 5) notification of police; charges may be filed.

Note: Students who continue to park on campus will have their vehicles towed.

Threatening Behavior to Staff*

A threat to engage in menacing behavior that is violent or sexual in nature – without physical contact –that would likely cause offense, annoyance, or alarm.

First Offense (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed; 3) parent/guardian conference, 4) three to five (3-5) day suspension, (high school), one to three (1-3) day suspension, (middle school), and 5) referral to mediation, if appropriate.

*Terroristic threatening will be handled according to State School Board Regulations.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) notification of police; charges may be filed, 3) parent/guardian conference, 4) five (5) day suspension, (high school), three to five (3-5) day suspension, (middle school), and 5) disciplinary probation and behavioral contract and possible recommendation for alternative placement.

VIOLATIONS - LEVEL II (Continued)

Grades 7-12

<u>Situation</u>	<u>Consequence</u>
Theft/Possession/Transfer of Stolen Goods The act of taking possession or transferring the property of another without the consent of the owner.	First Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for one to three (1-3) days, 3) parent/guardian conference, 4) restitution/restoration if necessary, 5) notification of police; charges may be filed, 6) disciplinary probation with behavioral contract, and 7) referral to mediation, if appropriate. Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) restitution/ restoration if necessary, 5) notification of police; charges may be filed, and 6) possible recommendation for alternative placement or expulsion.
Trespassing A suspended student or student from another school within the District in or about the school/campus who does not have a legitimate reason for being there or written permission from a school administrator, and knowingly or unknowingly enters and/or remains unlawfully upon school property.	First Offense (all of the following): 1) Issue warning that person is trespassing and must leave immediately, and 2) possible notification of police; charges may be filed. Subsequent Offenses: Notification of police; charges may be filed.
Use of Abusive Language or Obscene Gestures Directed to Staff Written or spoken language or gestures that are offensive, obscene, or vulgar.	First Offense (all of the following): 1) Parent/Guardian notification, 2) written reprimand, 3) suspension for one (1) to three (3) days, 4) parent/guardian conference, and 5) referral to mediation, if appropriate. Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for three (3) days, 3) parent/guardian conference, and 4) disciplinary probation with behavioral contract.

VIOLATIONS - LEVEL II (Continued)

Grades 7-12

Situation

Consequence

****Use and/or Possession of Drugs/Alcohol***

To possess on your person or among your personal belongings, or to use or have consumed any illegal substance capable of producing change of behavior or altering a state of mind or feelings; e.g., alcohol, marijuana, etc. This situation includes look-alike substances.

First Offense, cooperative (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) mandatory drug/alcohol evaluation by a licensed agency at parent/guardian expense, 4) parent/guardian conference with evidence of assessment by a licensed drug and alcohol agency and possible counseling, 5) notification of police; charges may be filed, and 6) required participation in the START Program.

First Offense, uncooperative (all of the following): 1) Parent/Guardian notification, 2) suspension for ten (10) days, 3) mandatory drug/alcohol evaluation by a licensed agency at parent/guardian expense, 4) parent/guardian conference with evidence of assessment by a licensed drug and alcohol agency and possible counseling, 5) notification of police; charges may be filed, and 6) required participation in the START Program.

*This situation shall include look-alike substances. It is understood that possession of excessive amounts of drugs/alcohol or "look-alike" substances will be considered as "possession with intent to deliver" and will be dealt with as "drugs and/or alcohol sale or distribution."

Subsequent Offenses, cooperative or uncooperative (all of the following): 1) Parent/Guardian notification, 2) suspension for ten (10) days, 3) parent/guardian conference, 4) notification of police, charges will be filed, 5) recommendation for alternative placement or expulsion, and 6) conditions for return to school following expulsion include an assessment by a licensed drug and alcohol agency at parent/guardian expense and compliance with the recommendations of the agency.

**See Chapter 4 for excerpts from the Christina School District Drug and Alcohol Policy.

VIOLATIONS - LEVEL II (Continued)

Grades 7-12

Sexual Harassment (grades 7-12)

Sexual harassment is unwanted and unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical actions of a sexual nature. The student must have been made aware by an administrator/designee that his/her action is unwelcome and unwanted.

First Offense (all of the following): 1) administrative investigation, 2) notification of victim's parent, 3) suspension for three (3) days, 4) parent/guardian conference required, 5) referral for appropriate counseling, 6) referral for mediation if appropriate, 7) file student conduct report, 8) possible notification of police, 9) disciplinary probation with behavioral contract specific to sexual harassment.

Subsequent Offenses (all of the following): 1) administrative investigation, 2) notification of victim's parent, suspension for five (5) days, 3) parent/guardian conference required, 4) file student conduct report, 5) possible notification of police (charges may be filed), 6) possible recommendation for alternative placement or expulsion.

(A "Student Sexual Harassment Report" must be filed with Administrative Services Office).

NOTE: Upon the fourth (4) suspension for Level II offenses from school in any school year the student will be placed on a behavioral contract. This contract shall state specifically the conditions that must be met. A contract generally will not exceed thirty (30) school days. Failure to meet the conditions of the contract may result in a recommendation for alternative placement or expulsion.

Continued offenses after placement in an alternative program will be considered a serious breach of this Code and may result in a possible recommendation for expulsion.

VIOLATIONS - LEVEL III

Expectations: Students will observe the laws of society.

Consequences: When students commit violations which endanger themselves or others or are major offenses against the school or community they are subject to severe consequences, including expulsion from school. Some illustrations of violations and resulting consequences are listed below.

Situation

Consequence

Arson

Any act utilizing fire, smoke, or explosives which causes alarm or danger to life; and/or willful or malicious burning of school property, its contents, or the personal property of others.

Each Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) notification of police/fire marshal; charges may be filed, 5) restitution/ restoration, if necessary, 6) recommendation to appropriate counseling or social service agency(s), and 7) possible recommendation for alternative placement or expulsion.

Assault

An unlawful physical attack using force upon a person resulting in physical injury.

Each Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) notification of police; charges may be filed, 5) restitution/restoration, if necessary, 6) recommendation to appropriate counseling or social service agency(s), 7) possible recommendation for alternative placement or expulsion, and 8) referral to mediation, if appropriate.

VIOLATIONS - LEVEL III (Continued)

Grades 7-12

<u>Situation</u>	<u>Consequence</u>
*Drug and/or Alcohol Sale or Distribution Known sale, transfer, or distribution in school or on school property of drugs, alcohol, or "look-alike" substances. Possession of excessive amounts of drugs/alcohol or "look-alike" substances will be considered as "possession with intent to deliver." An "illegal substance" includes all substances which fall under the definition of "controlled substances" set forth in the Uniform Controlled Substances Act (16 Del. C.Sec.4701 et. seq.). (Known sale or distribution must be supported by documented evidence.) *See Chapter 4 for excerpts from the Christina School District Drug and Alcohol Policy.	Each Offense (all of the following): 1) Parent/Guardian notification, 2) parent/guardian conference, 3) suspension for ten (10) days, 4) notification of police; charges will be filed, 5) assessment by a licensed drug and alcohol agency (at parent/ guardian expense) and compliance with the recommendation of the agency, and 6) possible recommendation for alternative placement or expulsion.
False Fire Alarm/Bomb Threat/ Tampering with Any Fire Safety Device	Each Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) notification of police/fire marshal; charges may be filed, 5) restitution/ restoration if necessary, 6) recommendation to appropriate counseling or social service agency(s) and 7) possible recommendation for alternative placement or expulsion.
Offensive Touching to Staff Intentionally touching or attempting to harm a staff member thereby causing offense, alarm, or injury.	Each Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) notification of police; charges may be filed, 5) restitution/restoration, if necessary, 6) possible recommendation for alternative placement or expulsion, and 7) referral to mediation, if appropriate.

VIOLATIONS - LEVEL III (Continued)

Grades 7-12

Situation

Consequence

Rape or Attempted Rape

Forced sexual contact without consent of victim.

Each Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) notification of police; charges may be filed, 5) recommendation to appropriate counseling or social service agency(s), 6) possible recommendation for alternative placement or expulsion, 7) referral to mediation, if appropriate.

Robbery/Extortion

To obtain or attempt to obtain money, goods, services, or information from another by force or the threat of force.

First Offense (all of the following): 1) Parent/Guardian notification, 2) suspension for three (3) days, 3) parent/guardian conference, 4) notification of police; charges may be filed, 5) restitution/restoration if necessary, and 6) disciplinary probation with behavioral contract.

Subsequent Offenses (all of the following): 1) Parent/Guardian notification, 2) suspension for five (5) days, 3) parent/guardian conference, 4) notification of police; charges may be filed, 5) restitution/restoration if necessary, 6) recommendation to appropriate counseling or social services agency(s), and 7) possible recommendation for alternative placement or expulsion.

Weapon(s) Possession/Concealment/Sale

The possession, concealment or sale of any kind of weapon(s) or dangerous instrument(s); knife, gun, metal knuckles, tools, etc., or any other item that could be used as a weapon.

Each Offense (all of the following): 1) Parent/Guardian notification, 2) Suspension for five (5) days, 3) parent/guardian conference, 4) possible notification of police; charges may be filed, 5) recommendation to appropriate counseling or social services agency(s), and 6) possible recommendation for alternative placement or expulsion.

Computer/Technology "Severe Clause"

Situations in which a student or students deliberately tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system for a class, school, the District or the Data Service Center, resulting in the loss or corruption of information, the ability of the system to operate, or in any way disrupts or degrades the District's technology infrastructure.

Each Offense (all of the following): 1) administrative/technological investigation and assessment, 2) parent/guardian notification, 3) restoration/restitution of damages/repairs (access to technologies will be denied), 4) suspension for five (5) days, 6) notification of police, charges may be filed, 6) parent/guardian conference, 7) possible recommendation for alternative placement or expulsion.

VIOLATIONS - LEVEL III (Continued)

This list is not all-inclusive. A student committing an act of misconduct, which is not listed, may be subject to disciplinary action. If a student commits an act, which constitutes a crime under Delaware Law, such student is subject to discipline, which may include expulsion.

Continued offenses after placement in an alternative program will be considered a serious breach of this Code and will result in a possible recommendation for expulsion.

REPORTING CRIMES

Appropriate law enforcement officials should be notified when the school official encounters any of the following activities:

1. Evidence that suggests the commission of the crimes of assault and extortion against pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee as defined in 11 Del.C., Ch. 5 [See 11 Del.C., §§ 601, 611, 612, 613, 614, 621, and 846 (referring to 841); see also 14 Del.C., §4112(b) and (f)].
2. Evidence that suggests the commission of a felony [See 11 Del.C., Ch.5], for example:

■ Reckless Endangering	■ Arson
■ Assault offenses	■ Criminal Mischief
■ Homicide	■ Bombs, etc.
■ Unlawful sexual contact, penetration or intercourse	■ Unlawful imprisonment or kidnapping
■ Sexual exploitation of children, pornography	■ Offenses involving concealed deadly or destructive weapons
■ Promoting prostitution	■ Computer/Recorded Sounds offenses
■ Burglary	■ Fraud offenses
■ Robbery	■ Forgery offenses
■ Felony Theft offenses	■ Riot
■ Extortion	
3. Evidence that suggests violation of the laws concerning controlled substances and alcohol [See 16 Del.C., Ch. 47 and 14 Del.C., §4112(c), for example:

REPORTING CRIMES (Continued)

3. (Continued)

■ Manufacture, delivery or possession with intent to manufacture or deliver a controlled substance or a counterfeit controlled

■ Possession, delivery, possession with intent to deliver non-controlled prescription drugs (not obtained with valid prescription), including steroids, etc.)

■ Possession, use or consumption of a controlled or counterfeit substance or of alcohol

■ Trafficking in marijuana, cocaine, illegal drugs, substance methamphetamines, L.S.D., designer or other drugs

■ Unauthorized possession or delivery of hypodermic syringe or drug paraphernalia

- 4.* Evidence that suggests incest, sexual abuse, or the neglect or other abuse of children. [See 11 Del.C., Ch. 5, Subchapter II, Subpart D and Subchapter V; see also 16 Del.C., Ch. 9 for required reporting by any "person who knows or reasonably suspects child abuse or neglect" to the Division of Child Protective Services.]
5. Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons, e.g., knives, firearms, ammunition, explosives, or blasting caps. [See 14 Del.C., §4112(c) and 11 Del.C., Ch. 5, Subchapter VII, Subpart E, and §1338.]
6. Evidence that suggests morals offenses, e.g., pornography, exhibitionism, peeping, etc. [See 11 Del.C., Ch. 5, Subchapter VII, Subparts B and C, and §820.]
7. Evidence that suggests organized gambling. [See 11 Del.C., Ch. 5, Subchapter VII, Subpart D.]
8. Evidence that suggests an assault or offensive touching, terroristic threatening or menacing of a school employee. [See 14 Del.C., §4112(b) and 11 Del.C., Ch. 5, Subchapter II, Subpart A.]
9. Evidence of offenses involving school property, e.g., false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving, and safety hazards. [11 Del.C., Ch. 5]
- 10.* Reports of suspicious persons or unauthorized persons on or near school grounds or property.

REPORTING CRIMES (Continued)

11.* Rumors, information, or observations of gang rivalries or activities.

*Evidence of these activities do not need to be reported to the State Board of Education.

For additional information, see Appendix E of the Handbook for K-12 Education -- "School/Police Relations Policy and Guidelines for School Administrators" (Delaware State Board of Education, June 23, 1993)

CHAPTER 4: CHRISTINA SCHOOL DISTRICT POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL

EXCERPTS

The Christina School District staff is dedicated to the welfare of the students. This policy is intended to protect the health, safety, and welfare of all concerned as well as maintain and improve the rapport between students and staff. The policy, including its rules, regulations, and guidelines, is an effort by the Christina School District to openly and effectively respond to the current and potential uses and abuses of drugs, alcohol, and drug-like substances by members of its entire student population.

The Christina School District will work to educate, prevent, and intervene in the use and abuse of all drug, alcohol, and drug-like substances by the entire student population. This will be accomplished through the use of a drug curriculum, classroom and extra-curricular activities, parent/guardian/community support and resources, a strong and consistent administrative and faculty effort, and rehabilitative and disciplinary procedures.

As an extension of this policy, the following rules, regulations, and guidelines shall be used by all School District personnel when responding to drug, drug-like substance, and alcohol-related situations.

- I. The following policy on the possession, use, or distribution of drugs and alcohol shall apply to all schools in the Christina School District.
 - A. The possession, use, and/or distribution of alcohol, a drug, a drug-like substance, a look-alike substance, and/or drug paraphernalia are wrong and harmful to students and are prohibited within the school environment.
 - B. Communication devices such as, but not limited to, mobile phones and electronic beepers ordinarily have no place in the school environment. The unauthorized possession of such communication devices is prohibited.
 - C. Student lockers are the property of the school and may be subjected to search at any time with or without reasonable suspicion.
 - D. Student motor vehicle use to and in the school environment is a privilege, which may be extended by school districts to students in exchange for their cooperation in the maintenance of a safe school atmosphere. Reasonable suspicion of a student's use, possession, or distribution of alcohol, a drug, a drug-like substance, a look-alike substance, or drug paraphernalia, or of a student's possession of an unauthorized electronic beeper or other communication device in the school environment may result in the student being asked to open an automobile in the school environment to permit school authorities to look for such items. Failure to open any part of the motor vehicle on the request of school authorities may result in the police being called to conduct a search and will result in loss of the privilege to bring the vehicle on campus.

POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL (CONTINUED)

E. Students of majority age, i.e., age 18 or older, are responsible for their own actions. All such students will be treated as adults for purposes of reporting violations of this policy and of the law to the police. Such students shall also be on notice that their parents and/or guardians will be notified (if their address and/or telephone number is known to the school) of the student's actions in accordance with this policy.

F. All alcohol, drugs, drug-like substances, and/or drug paraphernalia found in a student's possession shall be turned over to the principal or designee and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented and, in the case of substances covered by 16 Del.C. Ch. 47, turned over to police as potential evidence. A request for analysis shall be made where appropriate. All unauthorized communication devices shall be confiscated and turned over to the principal or designee who will bag, seal, and document the device as potential evidence for the police. If the police do not want to keep it as evidence the principal shall either donate the device to the State or local police or destroy the device within 45 days after the informal hearing. In rare instances donation or destruction may not be warranted; in such cases the Superintendent of the District shall notify the State Board of Education in writing of the circumstances of the disposition of the device.

II. The following definitions shall apply to this policy and will be used in all District policies.

A. "ALCOHOL" shall mean alcohol or any alcoholic liquor capable of being consumed by a human being, as defined in Section 101 of Title 4 of the Delaware Code, including alcohol, spirits, wine, and beer.

B. "COOPERATIVE BEHAVIOR" shall be defined as the willingness of a student to work with staff and school personnel in a reasonable and helpful manner, complying with requests and recommendations of the members of the Student Assistance Referral Team.

C. "DISTRIBUTE, DISTRIBUTING, DISTRIBUTION" shall mean the transfer or attempted transfer of alcohol, a drug, a look-alike substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.

D. "DRUG" shall mean any controlled substance or counterfeit substance as defined in Chapter 47 of Title 16 of the Delaware Code, including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, and shall include any prescription substance which has been given to or prescribed for someone other than the student in whose possession it is found.

POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL (CONTINUED)

- E. "DRUG-LIKE SUBSTANCE" shall mean any non-controlled and/or non-prescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, but not limited to, some over-the-counter cough medicines, certain types of glue, and caffeine pills.
- F. "DRUG PARAPHERNALIA" shall mean all equipment, products, and materials as defined in Section 4701 of Title 16 of the Delaware Code, including, but not limited to roach clips, miniature cocaine spoons, and containers for packaging drugs.
- G. "EXPULSION" shall mean exclusion from school for a period determined by the local School District not to exceed 180 school days. The process for readmission shall be determined by the local School District.
- H. "LOOK-ALIKE SUBSTANCE" shall mean any non-controlled substance which is packaged so as to appear to be, or about which a student makes an express or implied representation that the substance is, a drug or a non-controlled substance capable of producing a change in behavior or altering a state of mind or feeling. See 16 Del. C. Section 4752A.
- I. "NON-PRESCRIPTION MEDICATION" shall mean any over-the-counter medication; some of these medications may be "drug-like substances."
- J. "PRESCRIPTION DRUG" shall mean any substance obtained directly from or pursuant to a valid prescription or order of a practitioner as defined in Title 16 Del. C. Section 4701(24), while acting in the course of his or her professional practice and which is specifically intended for the student in whose possession it is found.
- K. "POSSESS, POSSESSING, POSSESSION" shall mean that a student has on the student's person, in the student's belongings, or under the student's reasonable control by placement of and knowledge of the whereabouts of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia.
- L. "SCHOOL ENVIRONMENT" shall mean within or on school property and/or at school sanctioned or supervised activities, including, for example, on school grounds, on school buses, at functions held on school grounds, at extra-curricular activities held on and off school grounds, on field trips, and at functions held at the school in the evening.
- M. "STUDENT ASSISTANCE REFERRAL TEAM (START)" is a multi-disciplinary team composed of school personnel (teachers, staff, administrators, nurses, counselors) and other members of the community. This team has been trained to understand and work on the issues of adolescent chemical use, abuse, and dependency and will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy.

POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL (CONTINUED)

N. "UNCOOPERATIVE BEHAVIOR" shall be defined as the unwillingness of a student to work with staff and school personnel in a reasonable and helpful manner, non-compliance of requests and recommendations of the members of the Student Assistance Referral Team.

O. "USE" shall mean that a student is reasonably known to have ingested, smoked, or otherwise assimilated alcohol, a drug or a drug-like substance, or is reasonably found to be under the influence of such a substance.

CHAPTER 5: DISCIPLINARY PROCEDURES

Assignment to Alternative Programs

Assigned to alternative programs is the placement of a student, with appropriate consideration of due process, in a program designed to meet the student's particular needs. Alternative programs may be located at the student's home school, another school site, or an alternative location.

- A. Prior to placement in an alternative program the student and the student's parents/guardians shall be conferred with about the student's need to be in the special program.
- B. Following the conference the student and the student's parents/guardians shall be given written notice of:
 1. the circumstances which led to the placement;
 2. how the special program is designed to meet the student's needs; and
 3. the conditions, which must be met in order for the student to return to the regular school, program.
- C. Continued offenses after placement in an alternative program will be considered a serious breach of this Code and may result in a possible recommendation for expulsion.

Corporal Punishment Corporal punishment will not be administered in any Christina school.

Bus Privileges

Students and parents/guardians have the responsibility to know and respect the rules as described in the School Bus Safety Regulations manual. The Code of Conduct will apply to all violations while boarding, riding, or exiting buses.

Bus Privileges (grades K-6)

Students must follow School Bus Safety Regulations as follows: 1) follow driver directions, 2) remain in seat and keep aisle clear, 3) do not throw objects in, out, or around bus, 4) NO fighting, 5) talk quietly, 6) no eating, drinking, or smoking, 7) do not damage bus property, 8) do not tamper with emergency doors, controls, or windows.

Consequences: (in progression of offenses): 1) warning, 2) temporary seat change, 3) on-bus conference with child, driver, school administrator and parent notification, 4) on-bus conference with child, driver, school administrator, and/or permanent seat reassignment and parent notification, 5) conference with parent, child, and school administrator, 6) loss of riding privileges for one to five (1-5) days. Severe Behavior such as property damage, hitting driver, fire setting, and abuse of emergency equipment will result in steps five and six (5&6) being implemented by the school administrator.

Suspension from School

Suspension is the temporary removal of a pupil from the regular school program.

Prior to a suspension from school the student shall:

1. be given oral or written notice of the charges and be told on what evidence the decision may be made;
2. be given the opportunity to present the student's side of the story; and
3. have had prior opportunity to know that the alleged actions were in violation of established rules and regulations.

SUSPENSION FROM SCHOOL (Continued)

The parent will be advised that the suspension may be appealed to the next administrative level.

Generally the notice and conference should precede the student's removal from school. However, if this is not feasible or if the immediate removal of the student from school is necessary to protect the safety of individuals, property, and/or the educational process, the necessary notice and conference, if requested, will follow as soon as practical.

In all cases of suspension an attempt shall be made to notify the parents/guardians by telephone to request that the student be picked up from school. Students whose parents/guardians cannot be reached by telephone will be retained at school until the end of the school day.

When a student is suspended, written notification of the suspension shall be sent to the parent/guardian within twenty-four (24) hours. The notification shall state the cause and duration of the suspension. If the suspension is for more than three (3) days a definite time and date for a conference shall be scheduled at a place designated by the school administrator. The principal/designee is required to hold a conference, to include the parent and child, prior to the readmission of the student.

EXPULSION OF THE STUDENT PROCEDURES

When it is alleged that a student committed a violation of the Student Code of Conduct, which may result in a recommendation for expulsion the following procedures, shall be followed.

Step I - Building Level

- A. An administrator will conduct a preliminary investigation to determine if there is a reasonable cause to pursue disciplinary action. The administrator will inform the student of the charges. The student will be given an opportunity to "tell his/her side of the story." If it is decided to proceed the following will be instituted:
1. Student will be suspended according to the Code of Conduct;
 2. Student will be given written notice of the charges;
 3. The student and parent/guardian will be informed of the date/time of the conference to review the case. The conference will be held at a mutually agreeable time as soon as possible, but within five (5) school days from the first day of the suspension. If agreement cannot be reached within the five day limit the principal/designee will set the date/time. Notification of the scheduled conference will be sent to the parent/guardian. Telephone contact will also be attempted. The parent/guardian may bring one advocate to this conference;
 4. At the conclusion of the conference the principal/designee will inform the parent/guardian if expulsion is to be recommended;
 5. If the decision is to recommend expulsion the recommendation, along with all back-up materials, must be submitted to the Superintendent/Designee within two (2) days of the conference; and
 6. Days, as used at this level, shall mean school days unless it is the end of the student year; then days shall mean calendar days including Saturday, Sunday, and holidays.

EXPULSION PROCEDURES (Continued)

Step II - District Level

Upon receipt of a recommendation of expulsion from the building level the following will be implemented.

- A. The Superintendent/Designee will notify the student and the parent/guardian that a formal Hearing will be held to consider the recommendation for expulsion.
- B. The Hearing shall be held not less than three (3) nor more than ten (10) calendar days after receipt of Notice of Hearing. The Notice of Hearing shall be deemed to be received on the third calendar day following the day of mailing. This time period may be waived by agreement of the parties.
- C. The Notice of Hearing will be sent by certified mail or hand delivered and shall give the date, time, and location of the Hearing. A copy of the Christina School District Expulsion Procedures will also be included with the Notice.
- D. The student and parent/guardian will also be given the following:
 - 1. The reason(s) for the recommendation of expulsion;
 - 2. The names of the witnesses who will appear at the Hearing; and
 - 3. Copies of statements/information that will be submitted as evidence at the Hearing.
- E. At least twenty-four (24) hours prior to the Level II Hearing the parent/guardian must submit the following information to the District:
 - 1. Name of the student advocate or legal counsel (if the student will be represented by one); and
 - 2. Names of any witnesses who will be brought to the Hearing.

(Note: If any of the witnesses are minors a copy of the parent's/guardian's permission for the child to attend must also be included.)
- F. The Hearing shall be conducted by a hearing officer/panel selected by the Superintendent/Designee. The hearing officer/members of the panel may be employees of the District, but must not have been involved in the process at the building level.
- G. The hearing officer/panel shall have full authority to admit or exclude evidence. The hearing officer/panel, in conducting the Hearing, shall not be bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The hearing officer/panel shall exclude plainly irrelevant evidence. Unduly repetitive proof, rebuttal, and cross-examination shall be excluded. The witnesses shall be required to swear or affirm their testimony.
- H. In conducting the Hearing the District shall submit evidence first followed by the response of the student, if any. Further rebuttal evidence by either party may be presented if the hearing officer/panel determines such evidence is necessary.

EXPULSION PROCEDURES (Continued)

Step II - District Level (Continued)

I. The student shall have the following rights:

1. To be represented by counsel at the student's expense;
2. To cross-examine witnesses;
3. To testify and produce witnesses on his/her behalf; and
4. To obtain, at the student's expense, a copy of the tape of the Hearing.

Step III - Board Level

- A. Within five (5) calendar days following the conclusion of the Hearing the hearing officer/panel shall prepare a written report (the Report) for the Superintendent/Designee. This Report shall frame the issues, summarize the evidence, state conclusions of fact, and make a recommendation as to whether the Superintendent/Designee should recommend to the Board that the student be expelled or the Superintendent/Designee should implement some alternative disciplinary action or program.
- B. A copy of the Report shall be available to the student/parent/guardian at the District Office commencing with the sixth calendar day following the conclusion of the Hearing. The student/parent/guardian shall be deemed to have received the Report on the sixth day following the conclusion of the Hearing and shall have three (3) calendar days from the date of such receipt, including the day the student/parent/guardian received the Report, within which to file a written response noting exceptions to the Report and presenting any argument he/she may have. If the student/parent/guardian has not picked up a copy of the Report by 4:00 p.m. on the sixth calendar day following the date of the Hearing a copy of the Report shall be sent by certified mail to the student/parent/guardian, but the three (3) days within which to file a written response shall nevertheless begin to run on the sixth calendar day following the Hearing. The written response must be filed at the District Office with the Superintendent/Designee.
- C. The student/parent/guardian may have a greater period of time to file a written response provided that the student/parent/guardian submits a written request for an extension of time within three (3) calendar days of the receipt of the Report. In no event shall an extension of time greater than ten (10) calendar days be granted.
- D. A written request for an extension of time shall automatically waive the requirement that the Board of Education make a decision within the timeframe outlined in Section III F.
- E. The Superintendent/Designee shall accept or modify the recommendation of the hearing officer/panel within five (5) calendar days of receiving the Report. The decision of the Superintendent/Designee shall be communicated to the student/parent/guardian by telephone and/or mail.

EXPULSION PROCEDURES (Continued)

Step III - Board Level (Continued)

- F. If the Superintendent/Designee recommends expulsion to the Board of Education, the Board shall make its decision at the next scheduled public Board Meeting that is held at least ten (10) calendar days after the conclusion of the Hearing. The review shall be conducted by a majority of the members of the Board and shall be based solely upon the Report from the hearing officer/panel, the record of the Hearing, and the written responses, if any, by the student/parent/guardian. The Board may accept, reject, or modify the recommendation of the Superintendent/Designee.
- G. Except as is otherwise provided herein, within ten (10) calendar days of the conclusion of the review by the Board, the Board, through its designee, shall submit its decision to the student/parent/guardian in writing.

Calculation of Time

In calculating periods of time in Step II - District Level, and Step III - Board Level, intervening Saturdays, Sundays, and legal holidays shall be included unless the last day of the period falls on either a Saturday, Sunday, or legal holiday, and in that case the last day shall be the next day which is not a Saturday, Sunday, or legal holiday.

Duration of Expulsion

A student is expelled for an indefinite period. During the expulsion period a student is denied attendance at any school, facility, or program in the Christina School District.

Application for Readmission

- A. At the end of 180 calendar days following the Board action to expel, a student and his/her parents may apply for approval from the Board of Education for readmission. It is required that the student and his/her parent submit information concerning the activities of the student during expulsion using the readmission form. At the Board's discretion, the student may be required to appear before the Board regarding readmission.
- B. To be scheduled for a Board of Education Meeting it is necessary for the completed readmission form to be received at the District Office ten (10) days prior to the scheduled meeting.

Readmission

- A. A student shall re-enter on a date to coincide with the beginning of a marking period or semester as defined by the school calendar. The student's school placement will be decided by the Superintendent/Designee.
- B. A student shall be placed on probation for one (1) calendar year (365 days) following the date of readmission.

EXPULSION PROCEDURES (Continued)

Readmission (Continued)

- C. Conditions of readmission shall be established by the Board through a written behavioral contract designed by appropriate school personnel and signed by the student and his/her parent/guardian. Violation of the contract during the probationary year will result in a recommendation for expulsion.

Expulsions from other Districts

A student expelled from another school or school district for behavior and conditions expellable by this Code of Conduct will be denied admission to Christina schools during the period of expulsion as defined in this document.

APPENDIX 1

GLOSSARY OF DISCIPLINARY ACTIONS

Administration

Administration includes both Central Office and building administrative staff.

Assignment to Alternative Program

Assignment to alternative program is the placement of the student in a special program until the student has satisfied the requirements to return to the regular program.

Behavioral Contract

A behavioral contract is a written agreement between a student, the student's parent/guardian, and an administrator which specifically states the conditions that must be met; failure to do so will result in further specific disciplinary action. A behavioral contract may be used in addition to specified actions.

Building Review Committee

The Building Review Committee (composed of administrators, educational diagnosticians, nurses, counselors, teachers, psychologists, if available) appointed by the building principal reviews individual situations and makes recommendations to the principal.

Conflict Resolution/Mediation

The District-wide comprehensive and formalized program, which includes the use of mediation (conciliation) techniques to assist in resolution of student disputes and discipline, issues.

Denial of Driving Privileges

The denial of driving privileges is the loss of the privilege to drive or park on school property for a specified time.

Detention

A detention is an established time when a student is detained in a supervised area.

APPENDIX 1 (Continued)

Disciplinary Probation

Disciplinary probation is a condition whereby a student must fulfill specific commitments and/or be denied certain privileges until behavior improves.

Expulsion

Expulsion is the exclusion of a student from school on a permanent basis for an indefinite period of time. Student may apply for readmission after 180 calendar days. Expulsion denies the student participation in and attendance at any and all programs of the Christina School District. This will include students expelled from other school districts.

Felony

Any very serious offense, which is considered above the misdemeanor level as, defined in State law.

In-School Alternative (I.S.A.)

An in-school alternative is the temporary placement of a student in a supervised area. The in-school alternative may be substituted for out-of-school suspension in certain situations.

Parent/Guardian Conference

Parent/Guardian conference is a meeting or telephone conference with a parent/guardian.

Parent/Guardian Notification

Parent/Guardian notification is contact with a parent/guardian by phone, letter, or meeting.

Referral to Police Agencies

Referral to police agencies is the reporting of an alleged illegal act to a law enforcement agency.

Referral to Social Service Agencies

Referral to social service agencies is a recommendation that the student seek help from a public or private social service agency.

APPENDIX 1 (Continued)

Referral to the Courts

Referral to the Courts is the filing of a charge of an alleged illegal action with the Courts having jurisdiction.

Removal from Class

A teacher may remove a student from class for the remainder of the class period when the student's conduct is seriously disruptive and informal resolution is impractical. Exclusion may not exceed one class period. The student must be sent to a supervised area designated by the principal.

An administrator may temporarily remove a student from class if the student's continued attendance in a particular class causes serious disruption of the educational process or presents immediate danger of physical harm to either the student or others. Removal from class by an administrator shall not exceed five (5) school days; however, a student may be permanently removed from a particular class after repeated infractions.

Reprimand

A reprimand is a written or verbal notification of unacceptable behavior.

Restitution/Restoration

Restitution/Restoration is the payment for and/or restoring of property or articles, which have been damaged, lost, or stolen.

Suspension

Suspension is a student's temporary exclusion from regular school attendance and activities by an administrator for a period not to exceed five (5) consecutive school days. Suspensions of five to ten days requires the Superintendent's/Designee's approval. Students are eligible to make up missed assignments.

Work Assignment

A work assignment is an assigned task, which must be completed by the student in the time specified by the administrator. When possible and appropriate a work assignment should be related to the offense. This could also include community service under adult supervision.

APPENDIX 2

DELAWARE TITLE 14, CHAPTER 14, SECTION 4112 (b) Student Violence: Mandatory Complaints

In any instance where a school employee reports to the Superintendent any assault or offensive touching (as prohibited in Title 11, Dec. C. 601, 611-613) against such employee by a pupil, the Superintendent or Designee, after verifying the identity of the pupil involved and the probable cause to believe that a criminal charge is appropriate, without unreasonable delay after the incident being reported shall file such appropriate charge against such pupil. The Superintendent or Designee shall also file a report of such incident with the State Department of Public Instruction. The obligations of the Superintendent as set forth in this subsection are mandatory and are not discretionary.

APPENDIX 3

APPLICATION OF CODE FOR SPECIAL EDUCATION STUDENTS

Special education students shall follow the Christina School District approved Code of Conduct except in cases whereby the Multi-Disciplinary Team alters the Individual Educational Plan (IEP) to reflect a different consequence as a result of a code violation. The MDT must determine if the Code violation is an element of the student's handicapping condition. A decision shall be made following each violation of the Student Code of Conduct that requires out-of-school suspension and should have full MDT/IEP member participation including the parent/guardian and/or adult student. This committee meeting shall occur as soon as possible after each suspension unless the suspension exceeds ten cumulative days within one school year which will necessitate a full MDT/IEP meeting prior to any action to suspend or expel the student. All procedures outlined in the District Operational Manual for Exceptional Children shall be followed.

APPENDIX 4

"STEP" PROCEDURES FOR DISCIPLINARY ACTIONS

The following procedure will be used for Level I violations.

Ascending Consequences

Ascending consequences are predetermined disciplinary actions taken by an administrator in dealing with violations of the Code of Conduct. The actions or consequences of violations are ascending in nature of severity.

Descending Consequences

Descending consequences are disciplinary actions whereby a student will move backwards on the ascending "ladder of consequences." For every two-month (2) period of positive behavior the student would be eligible to move back one (1) step on the "ladder of consequences."

APPENDIX 5

POSSESSION OF FIREARMS

In compliance with the Federal "Gun Free Schools Act of 1994," the District adopts the following policy:

Possession of a firearm on school property, in a school bus, or at any school-sponsored event or activity shall result in expulsion for a period of not less than 180 school days. The Superintendent shall modify such expulsion requirement to the extent a modification is required by Federal or State law. The procedures to implement this policy will be the student expulsion procedures outlined in the District's Student Code of Conduct. For purposes of this policy, "firearm" as defined in Section 921 of Title 18, United State Code.

DEFINITION OF FIREARM

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means--

(A) any explosive, incendiary, or poison gas--

- bomb,
- grenade,
- rocket having a propellant charge of more than four ounces,
- missile having an explosive or incendiary charge of more than one-quarter ounce,
- mine,
- device similar to any of the devices described in the preceding clauses;

(B) any type of weapon (other than a shotgun or a shotgun shell which the Secretary finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by an action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and

(C) any combination of parts either designated or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

APPENDIX 5 (Continued)

This term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is designed for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; or any other device which the Secretary of the Treasury finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

The term "antique firearm" means--

- (A) any firearm (including any firearm with a matchlock, flintlock, percussion cap, or similar type of ignition system) manufactured in or before 1989; or
- (B) any replica of any firearm described in subparagraph (A) if such replica--
 - is not designed or redesigned for using rimfire or conventional centerfire fixed ammunition, or
 - uses rimfire or conventional centerfire fixed ammunition which is no longer manufactured in the United States.

APPENDIX 6

CRIMES COMMITTED OUTSIDE OF SCHOOL

The Christina School District, as well as the other school districts in Delaware, is notified by the Attorney General's Office whenever a District student is arrested for committing a felony, even if it has nothing to do with school or has occurred off school property. When the District receives these reports, they will be reviewed. The District will take disciplinary action as outlined in the Student Code of Conduct if it is felt that the out-of-school conduct indicates the student presents a threat to the health, safety or welfare of other students. Example: If a student is arrested for selling narcotics in the community, he may be expelled from school. Students need to realize that out-of-school behavior can result in expulsion from school or placement in an alternative program.

Appendix G

NCS Curriculum:

Content and Performance Standards

Overview of Newark Charter School Curriculum by subject area

English / Language Arts Reading and understanding classic and contemporary quality literature (including poetry, drama, short stories, and novels), and developing excellent writing skills are the core features of the Language Arts curriculum. Students will be given opportunities to write fiction, poetry, and drama, but instruction will emphasize repeated expository writing. Students learn the draft/edit/revision process. They will examine their work with attention to unity, coherence, and emphasis. Expository essays will have a main point and a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence and examples, and have transitions between them. Essays will demonstrate appropriate tone and diction, as well as correct spelling and grammar in their final form. Students will also learn to do research, document facts, develop a point of view, and produce their results in a variety of ways, (research papers, PowerPoint presentations, etc.). Rhetoric and oral presentation are also part of the Language Arts curriculum. *Standards for writing apply across the disciplines.*

Mathematics While specific content will progress across the grade levels and individual teachers will use a variety of instructional materials and methods, the underlying principle of the Mathematics curriculum is that the most effective method of learning mathematics emphasizes frequent, varied practice, and encourages multiple approaches to solving varied types of problems. Emphasis is also placed on understanding that Mathematics has its own vocabulary and patterns of thinking. In fifth and sixth grades, as a prerequisite to students' achieving "higher order problem solving skills", the curriculum will emphasize mastery of basic facts and operations and give students a variety of opportunities to apply the same concept or operation in different types of situations. By the end of sixth grade, students are expected to have a sound grasp of basic facts and an automatic fluency with fundamental operations. In seventh grade, new concepts and procedures in pre-Algebra and Geometry will be introduced. The elements of the 7th and 8th grade curriculum have been chosen because they are representative of the mathematics typically learned in those grades in countries that have strong math traditions and whose students score well in international comparisons. The curriculum guidelines allow teachers to select topics from traditional textbooks to ensure that the competencies taught are comparable to the competencies of students in the best-achieving systems. Seventh and eighth graders will continue to use previously acquired mathematics to ensure that the new procedures become automatic and habitual. They will continue to master the use of measuring and drawing instruments, develop their mental arithmetic and approximating abilities, become more familiar with deductive reasoning, and use calculators and computers in a thoughtful way. In addition, eighth graders will become acquainted with use of scientific calculators. By the end of eighth grade, all students will be well-prepared for success in High School Algebra. Note: depending on the needs and abilities of the students, some students may accelerate their study of mathematics and complete High School Algebra or Geometry in eighth grade.

Science The underlying philosophy of the science curriculum emphasizes hands-on experimentation and observation. While experience counts for much, "book learning" is also important, for it helps bring coherence and order to a child's scientific knowledge. Topics will be presented systematically and clearly across the grade levels so that students can make steady and secure progress in their scientific learning; at each grade level, students will also study biographies of famous scientists. In fifth grade, major topics include: the classification system, cell structure and processes, plant structures and processes, human life cycle and endocrine system, basic atomic structure and elements. In grades 6-8, students use the middle school curriculum which aims for more intensive and selective study of

topics, a number of which were introduced in earlier grades, in the areas of physical, life and earth sciences. Students will also be expected to conduct experiments more independently and write reports on their findings. In sixth grade, topics include Plate Tectonics; Oceans; Gravity, Stars, and Galaxies; Energy, Heat, and Energy Transfer; and Human circulatory and immune systems. In seventh grade, topics include: Atomic Structure; Chemical Bonds and Reactions; Cell Division and Genetics; Paleontology; Geologic Time; and Evolution and Natural Selection. In eighth grade, topics include: Physics (Motion, Forces, Density and Buoyancy, Work, Energy, and Power); Electricity; Magnetism; Sound Waves; and Chemistry of Food and Respiration.

Social Studies The Social Studies curriculum emphasizes the areas of history and geography and incorporates civics and economics. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture and an awareness of the characteristics of specific regions and cultures. The fifth/sixth grade curriculum is organized into two separate strands on World History and American History. In fifth grade World History, students study Meso-American Civilizations; European Exploration, Trade and the Clash of Cultures; the Renaissance and the Reformation; England from the Golden Age to the Glorious Revolution; Russia: Early Growth and Expansion; and Feudal Japan. 5th grade American History covers the Westward Expansion, the Civil War, and Reconstruction, and Native American Cultures and Conflicts. Students also review and further develop map-reading skills and concepts, as well as geographic terms. NCS will supplement the fifth grade Core Knowledge Sequence with a unit on Delaware History and Geography and a review of major themes in Delaware and U.S. History through the present. Sixth grade World History begins with a study of ancient civilizations and major world religions. The focus will be on the legacy of enduring ideas from ancient civilizations and will proceed through the Enlightenment and the European Revolutions to the consequences of industrialization in the mid-nineteenth century. 6th grade American History focuses on Immigration, Industrialization and Urbanization, and the Reform Movements. NCS will supplement the Core Knowledge Sequence with a civics unit covering Civil Rights; the Electoral process and the Role of Money and Taxes. In seventh and eighth grade, World and U.S. History are presented in a unified sequence; the central themes are growth and change in American democracy, and interactions with world forces, particularly nationalism and totalitarianism. Seventh grade students study the geography of Europe, the United States, and Japan. Eighth graders study the Middle East, South Asia, China, Canada, Mexico and post-Cold War changes. In addition, there is an intensive eighth grade civics unit covering fundamental principles and structure of American government.

Newark Charter School FIFTH GRADE CURRICULUM (DE content/performance standards noted in parentheses)

ENGLISH / LANGUAGE ARTS

WRITING, GRAMMAR & USAGE

- A. **Writing and Research**
 1. Produce a variety of types of writing including reports, summaries, letters, descriptions, essays that explain a process or persuade, stories, and poems. (5.115-116, 118-120, 128, 130, 136, 168, 175)
 - develop beginnings, transitions, conclusion (5.110, 113-4), 124-5
 - plan and carry out organizing structure (5.111, 123, 131, 133)
 - develop point of view and support with relevant detail (5.132, 134-135, 167)
 2. Short research essay/project (5.185)
 - understanding the purpose and audience for the writing (5.120, 187)
 - define a main idea; maintaining focus providing an introduction and conclusion (5.121)
 - gather, evaluate, and organize information from a variety of texts and technology (5.180-182, 184, 185, 189)
 - use and synthesize information from at least three different sources (5.126-127, 166)
 - organize material into coherent paragraph
 - illustrate points with relevant examples (5.112, 122)
 - document sources in rudimentary citations and bibliography (5.129)
 - use technology to organize data and enhance text (5.186)

B. Speaking and Listening

1. Participate civilly and productively in group discussions (5.137)
2. Give short speeches that are well-

MATHEMATICS

Numbers and number sense

- Read/write numbers to the billions (5.218)
- Recognize place value to billions (5.218)
- Order and compare numbers to 999,999,99 using $<$ and $>$ (5.219)
- Write numbers in expanded form (5.217)
- Integers
 - locate positive and negative integers on a number line
 - compare integers using $<$, $>$, $=$
 - know that the sum of an integer and its opposite is 0
 - add and subtract positive and negative integers
- Using a number line, locate positive and negative whole numbers
- Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred-thousand.
- Exponents
 - review perfect squares and square roots to 144
 - recognize the square root sign using the terms "squared", "cubed", and "to the nth power", read and evaluate numerical expressions with exponents
 - identify the powers of ten up to 10 to the 6th
- Identify a set and the member of a set, as indicated by $\{ \}$
- Identify numbers under 100 as prime or composite
- Identify prime factors of numbers to 100 and write using exponential notation for multiple primes
- Determine the greatest common factor (GCF), least common multiple (LCM)
- Recognize, analyze, create, extend, and describe a wide variety of numeric and geometric patterns (5.237)

SCIENCE

Physics (5.301-309)

- A. Motion
 - velocity and speed
 - average speed
 - speed = distance / time
 - B. Forces
 - examples of familiar forces (gravity, magnetic force)
 - measuring force
 - unbalanced forces
 - C. Energy
 - distinguished from work
 - kinetic
 - potential
 - conservation of energy
 - D. Experiments, Investigations and Reports
 - measure distance
 - predict and measure speed
 - record data using tables and graphs
- Ecosystems (5.310-320)**
- Examples of ecosystems
 - local
 - world-wide
 - pictorial models of relationships
 - Flow of matter and energy
 - food chains
 - producers, consumers, decomposers
 - factors affecting growth
 - Changing ecosystems
 - natural: weather, light, soil
 - human-made: pollutants
 - Experiments, Investigations and Reports
 - using tools: hand lens, pH paper, measuring devices
 - observe natural or simulated ecosystems
 - importance of repeating experiments
 - recording data

SOCIAL STUDIES

A. World History

1. Geography
 - Spatial Sense (5.415, 417)
 - Great lakes of the World
 2. Meso-American Civilizations (5.423-429)
 - Geography
 - Maya, Inca, and Aztec Civilizations
 - Spanish Conquerors
 3. European History (5.423-429)
 - Background and Spice Trade
 - Exploration and Colonization
 - Trade and Slavery
 4. Renaissance and Reformation (5.423-429)
 - Renaissance
 - Reformation
 5. English History (5.423-429)
 - The Golden Age
 - Revolution
 6. Russia (5.423-429)
 - History and Culture
 - Geography
 7. Feudal Japan (5.423-429)
 - History and Culture
 - Geography
- B. American History (5.423-30)**
1. Westward Expansion
 - Before the Civil War
 - After the Civil War
 2. The Civil War
 - Causes
 - Conflicts
 - Consequences and Reconstruction
 3. Native Americans
 - Culture and Life
 - American government Policies
 - Conflicts
 4. U.S. Geography (5.416, 421)

organized and well-supported (5.138-141)

3. Use standard pronunciation when speaking to large groups and in formal circumstances (such as a job interview.)
4. Interact appropriately with audience (5.143)
5. Use technology and audio/visual material to enhance presentation (5.142, 176)
6. Read aloud fluently with appropriate expression (5.145)
7. Retell stories and news items with appropriate detail. (5.156-157)
8. Follow detailed oral directions (5.164)

C. Grammar (5.104)

1. Understand what a complete sentence is (5.105)
 - use complex and compound sentences (5.109)
 - identify subject and predicate
 - correct fragments and run-ons
2. Identify subject and verb in a sentence and understand that they must agree (5.107)
3. Know parts of speech and how they are used: nouns, verb (action and auxiliary), adjectives (including articles), adverbs, conjunctions, and interjections.
4. Identify pronouns and understand that they must agree with their antecedent in case (nominative, objective, possessive), number, and gender (5.107)
5. Use basic punctuation introduced in earlier grades and learn how to use a colon before a list and commas with an appositive. (5.106, 108)
6. Learn how to use and punctuate dialogue and quotations. (5.117)
7. Use underlining or italics for titles of books.

D. Spelling

1. Correctly spell one and two syllable words and provide highly probable spelling for difficult words. (5.102)

- Use tables, rules, variables, open sentences, and graphs to describe patterns and relationships (5.238)

Ratio and Percent

1. Ratio
 - determine and express simple ratios
 - use ratio to create a simple scale drawing
 - ratio and rate: solve problems on speed as a ratio, using the formula $S=D/T$ (or $D=R \times T$)
2. Percent
 - recognize the percent sign and understand percent as "per hundred" (5.215)
 - express equivalences between fractions, decimals, and percents, and know common equivalences ($1/10 = 10\%$, $14 = 25\%$; $1/2 = 50\%$; $3/4 = 75\%$) (5.215)
 - find the given percent of a number

Fractions

- Determine the least common denominator (LCD) of fractions with unlike denominators
- recognize equivalent fractions
- put fractions in lowest term
- compare fraction with like and unlike denominators, using the signs $<$, $>$, $=$ (5.219)
- identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal $= 1$
- add and subtract mixed numbers and fractions with like and unlike denominators
- fractions with like and unlike denominator (5.209, 216)
- multiply and divide fractions
- multiply mixed numbers and fractions
- round fractions to the nearest whole number
- write fractions as decimals (5.215)
- place fractions on a number line (5.223)

Decimals

Mixtures and Solutions (5.321-327)

- definitions: mixture, solution, concentration, saturation, precipitate
- familiar mixtures and solutions
- Experiments, Investigations and Reports prepare aqueous solutions and observe and record changes
- saturate equal volume of water with 2 different materials
- record experiment results

Cells: Structures and Processes

- Structure of cells: membrane, nucleus, cytoplasm
- Differences between plant and animal cells
- Bacteria
- Single cell organisms
- Different cell shapes and function
- Organization of cells into tissues, organs and systems

Plant Structures and Processes

- A. Structure
 - non-vascular plants
 - vascular plants
- B. Photosynthesis
 - Important life process in plant cells
 - Role of photosynthesis

Life Cycles and Reproduction

- A. Life Cycle
 - Development from birth to growth, reproduction death
 - All living things reproduce
- B. Sexual reproduction in animals
 - reproductive organs
 - external fertilization
 - internal fertilization
 - development of embryo

Human body

- A. Major Body systems
 - Overview of human body
 - The endocrine system types of glands names, locations and purposes of

C. Civics

1. Constitution: branches of government; checks and balances; Bill of Rights (5.401-406)
2. Current events and issues (5.407-408)

D. Economics

1. Supply and Demand (5.409-410)
2. Financial Institutions (5.411-412)
3. International Trade (5.413-14)

E. Delaware History

1. History of transportation and communication (5.420)
2. DE place in U.S. history (5.429-430)

2. Use a variety of decoding skills to read and spell multi syllable words. (5.103, 5.145)
3. Use dictionary to check and correct words that present difficulty. (5.101)

E. Vocabulary and Reading

1. Know how prefixes and suffixes affect word meaning.
2. Use a variety of reference materials to expand vocabulary. (5.147)
3. Learn common sayings and phrases (e.g. "few and far between.") (5.145)
4. Use a variety of strategies to comprehend meaning. (5.146)
5. Understand synonyms, antonyms, homonyms, and homographs. (5.149)

LITERATURE (all listed are core works, to be supplemented by individual teachers) (5.1104-1108)

A. Poetry

1. Core Poems
 - The Arrow and The Song (Longfellow)
 - Barbara Fritchie (Whitier)
 - Battle Hymn of the Republic (Howe)
 - A bird came down the walk; I like to see it lap the miles (Dickinson)
 - Casey at the Bat (Thayer)
 - The Eagle (Tennyson)
 - I Hear America Singing (Whitman)
 - I, too, sing America (Hughes)
 - Incident (Cullen)
 - Jabberwocky (Carroll)
 - Narcissa (Brooks)
 - O Captain! My Captain! (Whitman)
 - A Poison Tree; The Tiger (Blake)
 - The road Not Taken (Frost)
 - The Snowstorm (Emerson)
 - Some Opposites (Wilbur)
 - A Wise Old Owl (Richards)

B. Fiction

1. Stories (may be read in editions adapted for young readers)
 - *The Adventures of Tom Sawyer* (Twain)

- read, write, and order decimals to the nearest ten-thousandth (5.218)
- write decimals in expanded form
- read and write decimals on a number line (5.223)
- round decimals to the nearest tenth; to the nearest hundredth; to the nearest thousandth (5.214)
- estimate decimal sums, differences, and products by rounding (5.212)
- add and subtract decimals through ten-thousandths (5.209, 216)
- multiply decimals: by 10, 100, and 1, 000 and by another decimal
- divide decimals by whole numbers and decimals

Computation

1. Addition and Subtraction
 - know and understand commutative and associative properties
 - make change by counting on and counting back (5.208)
2. Multiplication
 - know and understand commutative, associative, and distributive properties (5.210)
 - multiply two factors of up to four digits each
 - write numbers in expanded form using multiplication
 - estimate a product (5.212)
 - use mental computation strategies for multiplication, such as breaking a problem into partial products
 - solve word problems involving multiplication
3. Division
 - understand multiplication and division as inverse operations
 - know what it means for one number to be "divisible" by another number
 - know that you cannot divide by 0
 - know that any number divided by 1 equals that number
 - estimate the quotient (5.212)
 - know how to move the decimal point when dividing by 10, 100, or 1,000

- glands
- effect of external stimuli (5.330)
- Reproductive system
 - Female
 - Male
- Sexual reproduction
- Interaction and growth (5.328-329)
- Immune System
 - White cells, antibodies, antigens
 - Communicable/non-communicable disease, epidemics
 - Vaccines (5.333)
 - Bacterial diseases; antibiotics (5.333)
 - Viral diseases
- B. Maintaining good health
 - role of life style, pathogens, and heredity (5.331-334)
- C. Changes in human adolescence

Chemistry of Food and

Respiration

- Photosynthesis
- Respiration
- Nutrition
 - vitamins
 - balanced diet

Chemistry

- A. Atoms, Molecules, and Compounds
 - basics of atomic structure
 - characteristics of atoms
 - common compounds and their formulas: water, salt, carbon dioxide
- B. Elements
 - Definition
 - Periodic Table
 - Well known elements and their symbols
 - Metals and non- metals
- C. Chemical and physical change
 - Definition and examples of chemical change
 - Definition and examples of physical change

Biographies

- Galileo
- Percy Lavon Julian
- Ernest Just
- Carl Linnaeus

- divide dividends up to four digits by 1-digit, 2-digit and 3-digit divisors
- solve division problems with remainders
- round a repeating decimal quotient
- check division by multiplying and adding remainder

4. Solving problems and equations (5.201-5.221)

- solve and explain word problems with multiple steps
- solve and explain problems with more than one operation
- select appropriate methods of calculation from among mental math, paper and pencil, calculators, or computers (5.211)
- determine if an estimate is more appropriate than an exact answer (5.213)

Measurement

- convert to common units in problems involving addition and subtraction of different units
- time: solve problems on elapsed time; regroup when multiplying and dividing amounts of time

Geometry

- identify and draw points, segment, rays, lines
- identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting
- measure degrees in angles; know right angle (90°); acute angle (less than 90°); obtuse angle (greater than 90°); straight angle (180°)
- identify and construct different kind of triangles: equilateral, right, isosceles
- know what it means for triangles to be congruent
- identify, draw and manipulate polygons using flips, slides, and turns: triangle, quadrilateral, pentagon, hexagon, octagon, parallelogram, trapezoid, rhombus, rectangle, square (5.226, 229)

- know that regular polygons have sides of equal length and angles of equal measure
- identify and draw diagonals of polygons
- Circles
 - identify arc, chord, radius (plural: radii), and diameter (radius = $1/2$ diameter)
 - using a compass, draw circles with a given diameter or radius
 - find the circumference of a circle using the formulas $C=\pi d$ and $C=2\pi r$, using 3.14 as the value of π ; find the area of a circle using the formula $A=\pi r^2$ (5.205)
- Area
 - review formula for perimeter ($P=2\text{length}+2\text{width}$) and area ($A=\text{length} \times \text{width}$) of rectangle and solve problems involving finding area in a variety of standard square units (5.205-6)
 - find the area of triangles using $A=1/2 (b \times h)$
 - find the area of a parallelogram using the formula $A=b \times h$
 - find the area of an irregular figure by dividing into regular figures for which you know how to find the area
 - compute volume of rectangular prisms in cubic units, using the formula $V = l \times w \times h$ (5.207)
 - investigate and predict how shapes change when combined or subdivided (5.227)
 - given a net (template), build three dimensional figures (5.228)

Probability and Statistics

- understand probability as a measure of the likelihood that an event will happen (5.236)
- using simple models, express all possible outcomes of a probability experiment as a fraction, as a percent and as a decimal between 0 and 1 (5.235)
- collect and organize data in graphic form (bar, line, and circle graphs) and data displays (tables, histograms, scale pictographs) (5.231-233)
- solve problems requiring interpretation

- and application of graphically displayed data (5.234)
- find the average (mean) of a given set of numbers
 - plot points on a coordinate plane, using ordered pairs of positive and negative number
 - graph simple functions

Pre-Algebra

- recognize variables and solve basic equations using variables (5.220)
- write and solve equations for word problems
- find the value of an expression given the replacement values for the variables
- find value of variable that makes an inequality true (5.222)

Newark Charter School SIXTH GRADE CURRICULUM

(DE content/performance standards noted in parentheses)

ENGLISH / LANGUAGE ARTS

WRITING, GRAMMAR & USAGE

- A. Writing and Research**
- Review and experiment with techniques of writing report, summaries, letters, descriptions, essays that explain a process or persuade, stories, and poems (6.110-121, 190)
 - reveal self discovery and reflection (6.109)
 - identify and address the needs of the intended audience (6.123)
 - with teacher assistance, experiment with non-standard English as appropriate to purpose of piece (6.118-119)
 - learn/review techniques of description, narration, classification, process analysis, definition, cause-effect, and comparison/contrasting open-ended questions (6.133)
 - learn/review format of letters, summaries, and reports (6.132)
 - Learn strategies and conventions for writing a persuasive essay (6.134-141)
 - with teacher assistance, describe a define a problem or issue, clearly establishing a need for a solution or point of view (6.135)
 - define a thesis and state a clear-cut position on an issue (6.136)
 - support the thesis with well-reasoned and/or expert opinion, inductive and deductive reasoning, evidence, examples, statistics, and data (6.137, 139)
 - use convincing language (6.140)
 - distinguish evidence from opinion
 - Anticipate and answer counter-arguments
 - maintain a reasonable tone

MATHEMATICS

Numbers and number sense

- Read/write numbers to the trillions
- Recognize place value to hundred-billions
- Review Integers
 - locate positive and negative integers on a number line
 - compare integers using $<$, $>$, $=$
 - know that the sum of an integer and its opposite is 0
 - add and subtract positive and negative integers
- Determine whether a number is a prime or composite
- Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred-thousand; to the nearest million.
- Compare and order whole numbers, mixed number, fractions, and decimals, using the symbols $<$, $>$, $=$ (6.216-7)
- Exponents
 - review squares and square roots
 - review powers of 10
 - using the terms "squared", "cubed", and "to the nth power", read and evaluate numerical expressions with exponents
 - write numbers in expanded notation using exponents (6.215)
 - Connect representations of decimals, fractions, and percents (6.214)
- Ratio, Percent, and Fractions**
 - Ratio and Proportion
 - solve proportions, including word problems involving proportions with one unknown (6.221)
 - use ratios and proportions to interpret map scales and scale drawings and

SCIENCE

Science as Inquiry (6.301-312)

- What is science?
 - scientific method
 - important contributions
 - barriers to contribution
- Delaware scientists
- Scientific experiments and inquiry
 - evidence and data
 - compare and contrast
 - cause and effect
- good questions: reasonable relevant and testable
- predictions and models
- role of feedback
- Tools, technology, and mathematical techniques for gathering, analyzing and interpreting data

Geology

- A. Plate Tectonics**
- The surface of the earth
 - Layered structure of the earth (6.322-3)
 - Crust movement
 - Richter scale
 - Volcanoes
 - Evidence for long-term movement of plates
- B. Rocks and minerals (6.313-314)**
- physical and chemical properties
 - differences
 - identifying and classifying rocks and minerals* rocks and minerals
- C. Rock cycle (6.315-321)**
- rock formation
 - igneous, sedimentary, metamorphic
 - classifying unknown rock samples
 - weathering and erosion factors
 - survey local area and observe, describe, and explain effects of

SOCIAL STUDIES

- A. World History (6.401-2, 416-432)**
- Geography
 - Special Sense
 - Great deserts of the World
 - Lasting ideas from Ancient Civilizations
 - World Religions
 - Ancient Greece
 - Ancient Rome
 - The Enlightenment
 - The French Revolution
 - Romanticism
 - Industrialism, Capitalism, and Socialism (6.408-411)
 - Industrial Revolution
 - Capitalism
 - Socialism
 - Latin America
 - History and Culture
 - Geography

B. American History (6.401-402)

- Immigration
 - Waves of Immigration
 - Tensions
- Industrialization and Urbanization
 - After the Civil War
 - Labor conditions and Movement (6.408-411)
 - Big business (6.408-411)
- Reform
 - Populism
 - The Progressive Era
 - Reform for African-Americans
 - Women's Suffrage

C. Civics

- Rights: human, civil, property (6.403-405)
- Elected Officials (6.406-407)

D. Economics

1. Taxes (6.412)
2. Trade (6.413-415)

- weathering
- transport and deposition
- conduct simulations to demonstrate how erosion and deposition lead to development of land forms

Physics

- A. Motion and Speed (6.325-6)
 - role of friction
 - calculate average speed when forces of different magnitude are applied to initiate object's motion
- B. Forces (6.324)
 - effects of force on objects: movement, rest, direction
- C. Simple machines (6.327-328)
 - principles of force and motion
 - explain and demonstrate how common tools incorporate simple machines in their designs
 - design simple machine which performs a task

Electricity and Magnetism (6.329-331)

- A. Electricity
 - Basic terms and concepts
 - conductors and insulators
 - static electricity
 - movement
 - lightning
 - flowing electricity
 - volts
 - current
 - resistance: Ohm's Law
- B. Magnetism and Electricity
 - Earth's magnetism
 - compass navigation
 - connection between electricity and magnetism (6.333-334)
 - movement
 - motors
 - generators
 - step-up transformer
- C. Experiments, investigations and reports
 - construct series, parallel, combination circuits to demonstrate flow of electricity

- other real life situations (6.211)
 - set up and solve proportion from similar triangles
 - understand the justification for solving proportions by cross-multiplication
2. Percent
 - Convert between fractions, decimals, and percents
 - Find the given percent of a number, and find what percent a given number is of another number
 - Solve problem involving percent increase or decrease
 - Find an unknown number when a percent of the number is known
 - Use expressions with percents greater than 100% and less than 1%
 3. Fractions
 - Predict the results of multiplying or dividing by a positive number less than 1 (6.218)
 - Use various forms of 1 to demonstrate the equivalence of fractions (6.219)

Patterns and Relationships

- Recognize, analyze, create, extend, describe, and generalize a wide variety of patterns including those involving proportional relationships (6.236)
- Analyze a relationship and describe how to get the next term from the previous term (6.237)
- Identify geometric patterns and relationships and draw or describe the next figure (6.238)

Computation

1. Addition and Subtraction
 - know and understand commutative and associative properties
 - understand addition and subtraction as inverse operations
 - add and subtract with integers, fractions, an decimal, both positive and negative
2. Multiplication
 - know and understand commutative, associative, and distributive properties

2. Research essay/project (6.122,1100)
 - review basics of information gathering, organization, focus, and structure of informative writing (6.124-130, 196, 1101-2)
 - select authoritative sources and gather relevant data through library, technology, and field research (6.1103)
 - summarize, paraphrase, and quote accurately when taking notes
 - define a thesis
 - organize with an outline
 - integrate quotations and data from sources
 - acknowledge sources and avoiding plagiarism (6.1102)
 - prepare citations and a bibliography

B. Speaking and Listening

1. Participate civilly and productively in group discussions
2. Learn/review strategies for strong, confident oral presentations (6.142-156)
 - frame ideas
 - identify needs of audience
 - summarize main points as needed
 - emphasize key points with verbal and non-verbal strategies
 - adjust language, tone, volume, and length based on verbal and nonverbal response from audience
 - respond to audience questions and comments
3. Use standard pronunciation when speaking to large groups and in formal circumstances (such as a job interview.)
4. Self-monitor pauses, interjections, and jargon (6.152)
5. Use technology and audio/visual material to enhance presentation (6.153, 191)
6. Read aloud fluently with appropriate expression (6.158)
7. Retell stories and news items with appropriate detail. (6.168-169)
8. Follow detailed oral directions (6.176)
9. With teacher assistance, recognize

discrepancies between speaker's verbal and nonverbal messages (6.183)

10. Use personal interviews, oral reports, and forums for information (6.195)

C. Grammar (6.103)

1. Understand what a complete sentence is (6.104)

identify subject and predicate
identify independent and dependent clauses

correct fragments and run-ons

2. Identify different sentence types and write for variety by using simple sentences; compound sentences; complex sentences; compound-complex sentences.

3. Use basic grammar and punctuation introduced in earlier grades and learn how to use a semi-colon or comma with "and", "but", or "or" to separate the sentences that form a compound sentence (6.105-108)

4. Recognize verbs in active voice and passive voice and avoid unnecessary use of passive voice (6.108)

5. Recognize and use correctly sit/set, rise/raise, lie/lay.

6. Correctly use: good/well; between/among; bring/take; accept/except; fewer/less/like/as; affect/effect; who/whom; imply/infer; principle/principal; their/there/they're.

D. Spelling

1. Review spelling rules for use of "ie" and "ei"

2. Review prefixes and suffixes.

3. Correctly spell most words and continue work with spelling with special attention to commonly misspelled words (6.102-103)

4. Use dictionary to check and correct words that present difficulty (6.101)

E. Vocabulary and Reading

1. Learn meaning of common Latin and Greek words that are roots of common

• multiply multi-digit numbers, with and without a calculator

• estimate a product

• develop, use, and explain strategies to multiply with integers, fractions, and decimals, both positive and negative (6.209)

• understand distributive property of subtraction over addition or subtraction and its use in procedure such as multi-digit multiplication

3. Division

• understand multiplication and division as inverse operations

• estimate the quotient

• know how to move the decimal point when dividing by 10, 100, or 1,000

• divide multi-digit dividends by 1-digit, 2-digit and 3-digit divisors, with and without a calculator

• divide with integers, fractions, an decimal, both positive and negative

4. Solving problems and equations (6.201-4)

• solve and explain word problems with multiple steps

• solve and explain problems with more than one operation, according to order of operations, with and without a calculator (6.210)

• select appropriate methods of calculation from among mental math,

paper and pencil, calculators, or computers (6.212)

• determine if an estimate is more

appropriate than an exact answer (6.213)

Measurement

• Solve problems requiring conversion of unit within the U.S. Customary System, and within the metric system

• Associate prefixes used in the metric system with quantities (e.g. kilo = thousand)

• Time: solve problems on elapsed time; express parts of an hour in fraction or decimal form

• demonstrate that an electric current moving through a wire produces magnetism and that an electric current can be generated by placing a rotating coil of wire near a magnet (6.332)

• design simple investigation to determine the effect different variables have on electromagnetic strength

Classifying Living and Non-Living Things (6.335-347)

A. Characteristics and Classification

• Living

• Non-living

B. Classifying Living things

• Plant, animal, Fungus, Protist and Moneran Kingdom

• Kingdoms divided into smaller groupings

• Use of Latin for international understanding

• Different classes of vertebrates and major characteristics: fish amphibians, reptiles, birds, mammals

• Practice classifying common living things

B. Classifying Non-Living things

• Properties: size, shade, color, etc.

• Characteristics

boiling/melting point

pH

volubility

density,

melting v. dissolving

conductivity

• Effects of characteristics on use

Human Body

• Circulatory System

• Lymphatic System

Biographies

• Marie Curie

• Lewis Howard Latimer

- English words (e.g. "aqua", Latin meaning "water", used in "aquarium")
2. Use a variety of reference materials to expand vocabulary (6.160)
 3. Learn common sayings and phrases (e.g. "Bee in your bonnet")
 4. Use a variety of strategies to comprehend meaning of words (6.159)

LITERATURE (all listed are core works, to be supplemented by individual teachers) (6.157-158, 161-194, 1120-1124)

A. Poetry

1. Core Poems
 - All the world's a stage [from *As You Like It*] (Shakespeare)
 - Apostrophe to the Ocean [from *Childe Harold's Pilgrimage*, Canto, Nos. 178-184] (Byron)
 - I Wandered Lonely as a Cloud (Wordsworth)
 - If (Kipling)
 - Mother to Son (Hughes)
 - Lift Every Voice and Sing (Johnson)
 - A narrow fellow in the grass; There is no frigate like a book (Dickinson)
 - A Psalm of Life (Longfellow)
 - The Raven (Poe)
 - A Song of Greatness (a Chippewa song, trans. Mary Austin)
 - Stopping by Woods on a Snowy Evening (Frost)
 - Sympathy (Dunbar)
 - The Walloping Window-blind (Carryl)
 - Woman Work (Angelou)
2. Elements of Poetry
 - Meter
 - Iamb
 - Couplet
 - Rhyme scheme
 - Free verse

B. Fiction

1. Stories (may be read in editions adapted for young readers)
 - *The Iliad* and *The Odyssey* (Homer)
 - *The Prince and the Pauper* (Twain)

- Know when to use a unit, a square unit, a cubic unit (6.208*)

Geometry (6.223-229)

- Identify and use signs that mean congruent, similar, parallel, perpendicular
- Construct parallel lines and a parallelogram
- Construct a perpendicular bisector
- Know that if two lines are parallel, any line perpendicular to one is also perpendicular to the other and that two lines perpendicular to the same line are parallel
- Angles (6.205, 224)
 - Identify and measure degrees in angles; review terms: right, acute, obtuse, straight
 - Bisect an angle
 - Construct an angle congruent to a given angle
 - Construct a figure congruent to a given figure, using reflection over a line of symmetry, and identify corresponding parts (6.229)
 - Show how congruent plane figures can be made to correspond through reflection, rotation, and translation (6.227)
- Triangles
 - Know that the sum of the measures of the angles of a triangle is 180°
 - Construct different kinds of triangles
 - Know terms by which we classify kinds of triangles
 - Identify congruent angles and sides, and axes of symmetry in parallelograms, rhombuses, rectangles, and squares and identify real-world geometric relationships (6.228)
 - Find the area and perimeter of plane figures, or given the area or perimeter find the missing dimension for rectangles, squares, triangles and parallelograms
 - Circles:
 - Identify arc, chord, radius (plural: radii),

- Isaac Newton
- Alfred Wegner

2. Classical Mythology

- Apollo and Daphne
- Orpheus and Eurydice
- Narcissus and Echo
- Pygmalion and Galatea

C. Drama

- *Julius Caesar* (Shakespeare)

D. Literary Terms

- Epic
- Review: literal and figurative language; imagery; metaphor and simile; symbol; personification (6.167)
- Theme, setting, plot (6.166)
- Character, characterization, motivation (6.1100, 1107, 1109)
- Ambiguity, point of view (6.184, 1119)
- Foreshadowing (6.162)
- Literary devices (6.1115-1116)

E. Comprehension Skills

- Review and use variety of strategies to comprehend text (6.157, 164)
- Identify author's and own purposes for reading, listening, or viewing (6.161, 185-18, 193-194)
- Make, revise, and support predictions (6.162)
- Assimilate information and prior knowledge to make inference and draw conclusions (6.163)
- Organize and summarize content of written, oral and visual material (6.170)
 - topic sentences
 - graphic organizers
 - summaries
 - outlines
- Compare information; distinguish fact from opinion (6.172-3)
- Ask questions; draw conclusions; make inferences; accept or reject the validity of information using valid reasoning (6.174-175, 192, 1114)
- Respond to written, oral, and visual material and, as appropriate, relate content of written and visual information to real-life (6.177, 1107-1113, 1120-

- and diameter (radius = $1/2$ diameter) using a compass, draw circles with a given diameter or radius
- solve problems involving application of the formulas for finding the circumference of a circle
- find the area of a circle using the formula $A = \pi r^2$
- measure and find the ratio of the circumference and the diameter of circular object to obtain an estimate of π (6.206*)
- Find volume of a rectangular solids, or given the volume find a missing dimension
- Use physical models to develop the formulas for the area of rectangles and triangles (6.207*)
- Dimensions
 - identify, describe, compare, and classify two- and three- dimensional figures (6.223)
 - identify two dimensional representations of three-dimensional objects (6.225)
 - given a net, build three dimensional figures (6.226)

Probability and Statistics

- Find the range and measures of central tendency (mean, median, and mode) of a given set of numbers
- Understand the differences among the measures of central tendency and when each might be used
- Understand the use of a sample to estimate a population parameter and that larger samples provide more stable estimates (6.234)
- Represent all possible outcomes of independent compound events in an organized way and determine the theoretical probability of each outcome
- Compute the probability of any one of a set of disjoint events as the sum of their individual probabilities
- Solve problems requiring interpretations and application of graphically

1124)

- Evaluate genre and quality of written and visual material (6.189, 1117-8)
- Evaluate expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication (6.188)

displayed data (6.232)

- Collect and organize data and construct and describe displays of data (6.230-321))
- Given a set of data, find the mean, median, range, and mode (6.233)
- Construct a histogram, a tree diagram
- Coordinate plane
- Plot points on a coordinate plane, using ordered pairs of positive and negative number
- Use the terms origin, x-axis, y-axis
- Graph simple functions and solve problems involving use of a coordinate plane (6.220)
- Use real-world data to estimate probability for future events (6.235)

Newark Charter School SEVENTH GRADE CURRICULUM

(DE content/performance standards noted in parentheses)

ENGLISH / LANGUAGE ARTS

WRITING, GRAMMAR & USAGE

- A. **Writing and Research**
 1. Expository paragraphs and essays that describe, narrate, persuade and compare and contrast (7.134-141, 126-128, 130)
 - demonstrate self-discovery and reflection (7.109)
 - use appropriate organizing structures including beginning, logical progression, transitions, and effective conclusions (7.110-114, 117, 124, 126-128, 130)
 - include a variety of details to clarify the ideas for the intended audience (7.123, 125)
 - use a broad vocabulary and a variety of modes of expression (7.115, 117-121)
 - use standard written English, including grammar conventions, proper punctuation and spelling (7.101-108)
 - use variety of modes and formats (7.131-132)
 - use varying points of view (7.116)
 2. Research essays/projects (7.122)
 - ask open-ended questions
 - gather relevant data through library, technology, and field research
 - summarize, paraphrasing and quoting accurately when taking notes
 - define a thesis
 - organize with an outline
 - integrate quotations, illustrations and data from sources (7.129)
 - use primary and secondary sources and avoid plagiarism (7.113)
 - prepare citations and a bibliography
 - use current technology to create presentations
- B. **Speaking and Listening**

MATHEMATICS

Pre-Algebra (7.234-237)

- A. Properties of real numbers
 - Know and use the associative, commutative, and distributive properties by name and in simplifying expressions involving numbers and variables
 - Understand absolute value and evaluate expressions such as $|2x-3| + 3x$ (7.218)
 - Decompose and recompose whole numbers using factors and exponents (7.214)
- B. Linear Applications and Proportionality
 - Know the concept of slope (7.220, 221)
 - Translate situations of proportionality into equations of the form $y=mx$, where m is the constant of proportionality or slope; specifically know and understand $d=rt$ and $i=prt$
 - Show situations of constant proportionality as a line on the coordinate plane
 - Introduce the concept of a function and determine the equation of a linear function given its slope and intercepts in the form $y=mx+b$
 - Estimate the values of b and m from a given linear graph
- C. Polynomial Arithmetic
 - Add, subtract, multiply, and divide monomials and polynomials (divide polynomials by monomials only)
 - Factor binomials that have a common monomial factor
- E. Equivalent Equations and Inequalities
 - Review equality properties for equations (7.220, 221)
 - Know that addition or subtraction of

SCIENCE

Science as Inquiry (7.349-360)

- Review context and processes of science apply across the science curriculum

Materials, Mixtures, and Solutions (7.301-310)

- Physical Properties
- Characteristic properties
- Common mixtures and solutions determine components
- Solubility and solvents
- Concentrations
- Experiments, investigations, and reports concentrations solutes and disappearance

Cells

- A. Structures and Processes (7.311-318)
 - Structure of cells: membrane, nucleus, cytoplasm
 - Cell Theory
 - Differences between plant and animal cells

- Bacteria
 - Single cell organisms
 - Different cell shapes and function
 - Organization of cells into tissues, organs and systems the human body
- B. Cell Division, Reproduction, and Genetics (7.322-335)
 - Cell division
 - mitosis
 - meiosis
 - mutation; mixing traits
 - acquired characteristics
 - Genetics

- Gregor Mendel
- dominant and recessive genes;
- Punnett squares, pedigree charts

SOCIAL STUDIES

A. Geography (7.420-426)

1. Western and Central Europe
 - Physical features
 - Populations and resources
 - Languages and religions
 - Countries and Regions: Scandinavia, United Kingdom, France, Benelux, Germany, Austria, Switzerland, Italy, Iberian Peninsula
2. Russia
 - Physical features
 - Regions and resources
 - Cities
3. United States
 - Physical features
 - Review of 50 States and capitals and territories
 - Major cities
 - Population: expansion and density
 - Regions and Resources

B. History (7.427-32)

1. Review earlier grades: World History to 1,500 AD (7.433-436)
2. America Becomes a World Power
 - U.S. Naval power
 - Spanish-American War
 - Panama Canal
3. World War I
 - History
 - Treaties
 - U.S. Neutrality
 - U.S. enters WWI
 - Peace
 - League of Nations
4. Russian Revolution
 - Tensions
 - The last Czar

1. Participate civilly and productively in group discussions
2. Give strong, confident oral presentations for a variety of purposes (7.142-156)
 - adapt presentation for different groups, lengths of time, and audiences
 - emphasize and repeat key points depending on purpose and audience
 - interact with and respond to audience
3. Use standard pronunciation when speaking to groups and in formal circumstances (e.g. job interview.)
4. Self-monitor pauses, interjections, and jargon (7.152)
5. Use technology and audio/visual material to enhance presentation (7.153, 191)
6. Read aloud fluently with appropriate expression (7.158)
7. Retell stories and news items with appropriate detail (67.168-169)
8. Follow detailed oral directions (7.176)
9. With teacher assistance, recognize discrepancies between speaker's verbal and nonverbal messages (7.183)
10. Use personal interviews, oral reports, and forums for information (7.195)

C. Grammar

1. Review standard English grammar; use references and technology to assure proper grammar (7.104-7.108)
2. Parts of the Sentence: prepositional phrases; subject and verb; auxiliary verbs; nouns; subject-verb agreement; complements; appositives; participles; gerunds and gerund phrases; infinitives and infinitive phrases
3. Clauses: independent v. dependent; adjective clauses; adverb clauses; noun clauses.

D. Spelling

Use standard spelling; recognize misspelled words; use dictionary and technology to assure correct spelling

- the same value from both sides of an inequality maintains the inequality, but multiplying or dividing by a negative number reverses the inequality; be able to show why using a number line
- Simplify and solve linear equations in

- genes, DNA
- Chromosomes and genes

double helix
DNA sequences

genetic engineering

modern researchers: Francis Crick,

James Watson, Severo Ochoa,

Barbara McClintock

C. Plant Reproduction

- Asexual reproduction: algae, vegetables
- Sexual reproduction of spore-bearing plants
- Sexual reproduction of non-flowering seed plants
- Sexual reproduction of flowering plants
- functions of sepals, petals, stamen, anther, pistil, ovule
- D. Experiments, investigations, and reports

- use microscope and other appropriate tools and technology to observe and compare a variety of unicellular and multi-cellular organisms

Atomic Structure

- Review: atoms (protons, neutron, electrons), molecules, compounds
- Early theories of matter

Ancient Greece

Democritus

Alchemy in middle ages

- Start of modern chemistry

Lavoisier and oxygen

John Dalton: theory of the atom

Mendeleev: Periodic Table

Niels Bohr

Chemical Bonds and Reactions

- Molecules

compounds

- Ionic bond

- Metallic bond

- Covalent bond

- Kinds of reactions:

oxidation

reduction

- Economic Strains
- Revolutions of 1905 and 1917
- America between the Wars
- America in the Twenties
- The Great Depression
- Roosevelt and the New Deal
- 6. World War II
 - Rise of Totalitarianism
 - World War II in Europe
 - World War II in the Pacific

G. Civics

1. Forms and powers of gov't. (7.401-402)
2. Rule of Law (7.403-406)
3. Politics (7.407-408)

H. Economics

1. Use of graphing (7.409-410)
2. Goods and services (7.411-415)
2. International Trade (7.416-419)

(7.101-103, 160)

E. Vocabulary (7.159-160)

1. Learn meaning of common Latin and Greek words that are roots of common English words (e.g. "ab"; Latin meaning "away from", used in "abnormal", "absent")
2. Learn meaning of Latin foreign words and phrases commonly used in English speech and writing (e.g. "ad hoc")

LITERATURE (all listed are core works, to be supplemented by individual teachers) (7.157-158, 161-194, 1107-1124)

A. Poetry

1. Core Poems
 - Annabel Lee (Poe)
 - Because I could not stop for Death (Dickinson)
 - The Charge of the Light Brigade (Tennyson)
 - The Chimney Sweeper (Blake)
 - Cremation of Sam McGee (Service)
 - Dulce et Decorum Est (Owen)
 - Fire and Ice; Nothing Gold Can Stay (Frost)
 - Heritage (Cullen)
 - Macavity: The Mystery Cat (Elliot)
 - The Negro Speaks of Rivers; Harlem; Life is Fine (Hughes)
 - This Is Just to Say; the Red Wheelbarrow (Williams)
2. Elements of Poetry
 - Meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration
 - Forms: ballad, sonnet, lyric, narrative, limerick, haiku
 - Stanzas and refrains
 - Types of rhyme: end, internal, slant, eye

B. Fiction

1. Short Stories
 - "The Gift of the Magi" (O. Henry)
 - "The Necklace" (de Maupassant)

acids
bases
pH

- reactions with acids and bases
- How chemists describe reactions by equations
- Catalysts

History of the Earth and Life Forms

A. Paleontology

- fossil record
- types of fossils: mold, cast, trace, true-form

B. Geologic time

- Earth's age
- Precambrian Era
- Paleozoic Era
- Mesozoic Era
- Cenozoic Era

Evolution

A. Evolution

- definition
- adaptation and mutation
- Charles Darwin, *Origin of the Species*

B. Natural Selection

- Darwin's theory
- trait variation
- evidence

C. Extinction and Speciation

- extinction
- new species

The Human Body (7.319-320)

- food and oxygen transport
- maintaining stable internal conditions
- defense against disease and injury

The Delaware Watershed (7.36-348)

- Maps
- Water supply cycle
- Water as a solvent
- Water percolation and soil permeability
- Drinking water sources
- affects of pollution
- purification processes

- "The Secret Life of Walter Mitty" (Thurber)
 - "The Tell-Tale Heart"; "The Purloined Letter" (Poe)
 - 2. Novels
 - *The Call of the Wild* (London)
 - *Dr. Jeckyll and Mr. Hyde* (Stevenson)
 - 3. Elements of Fiction
 - Review aspects of theme and plot
 - Point of view in narration: omniscient narrator; unreliable narrator; third person limited; first person;
 - Conflict: external and internal
 - Suspense and climax
- C. Non-Fiction**
1. Essays and Speeches
 - "Shooting an Elephant" (Orwell)
 - "The Night the Bed Fell" (Thurber)
 2. Declaration of War on Japan" (FDR)
 2. Autobiography
 - *Diary of a Young Girl* (Anne Frank)

- D. Drama**
1. *Cyrano de Bergerac* (Rostand)
 2. Elements of Drama
 - Tragedy and comedy
 - Aspects of conflict, suspense, and characterization
 - Soliloquies and asides

- E. Literary Terms**
- Irony: verbal, situational, dramatic
 - Flashbacks and foreshadowing
 - Hyperbole, oxymoron, parody
 - Review previously learned literary terms

- F. Comprehension Skills**
- Review and use variety of strategies to comprehend text (7.157, 164)
 - Identify author's and own purposes for reading, listening, or viewing (7.161, 185-18, 193-194)
 - Make, revise, and support predictions (7.162)
 - Assimilate information and prior knowledge to make inference and draw conclusions (7.163)

- Clean Water Act
- Wetlands and stream beds

Ecosystems (8.337-349)

- Diversity
- natural selection
- adaptation
- Food webs
- Population
- limiting factors
- Delaware

Biographies

- Charles Darwin
- Antoine Lavoisier
- Lise Meitner
- Dmitri Mendeleev

- Organize and summarize content of written, oral and visual material (7.170)
 - topic sentences
 - graphic organizers
 - summaries
 - outlines
- Compare information; distinguish fact from opinion (7.172-3)
- Ask questions; draw conclusions; make inferences; accept or reject the validity of information using valid reasoning (7.174-175, 192, 1114)
- Respond to written, oral, and visual material and, as appropriate, relate content of written and visual information to real-life (7.177, 1107-1113, 1120-1124)
- Evaluate genre and quality of written and visual material (7.189, 1117-8)
 - Evaluate expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication (7.188)

Newark Charter School EIGHTH GRADE CURRICULUM (DE content/performance standards noted in parentheses)

ENGLISH / LANGUAGE ARTS

WRITING, GRAMMAR & USAGE

A. Writing and Research

- Expository paragraphs and essays that describe, narrate, persuade and compare and contrast (8.112, 120-1, 131-2, 134)
 - demonstrate self-discovery and reflection (8.109)
 - using appropriate organizing structures including beginning, logical progression, transitions, and effective conclusions (8.110-1; 113-4; 125-8; 130; 138)
 - including a variety of details to clarify the ideas for the intended audience (8.112, 123, 137)
 - using a broad vocabulary and a variety of modes of expression (8.114, 140, 141)
 - using standard written English, including grammar conventions, proper punctuation and spelling (8.101-108)

2. Research essays/projects (8.195-1106)

- asking open-ended questions
- gathering relevant data through library, technology, and field research (8.137, 160)
- summarizing, paraphrasing and quoting accurately when taking notes
- defining a thesis
- organizing with an outline
- integrating quotations, illustrations and data from sources (8.129, 133)
- acknowledging sources and avoiding plagiarism
- preparing a bibliography
- using current technology to create presentations (8.1101)

MATHEMATICS

Pre-Algebra (8.201-204)

- Properties of real numbers (8.213)
 - Be able to raise a positive number to a fractional power and simplify appropriately, including rationalizing the denominator of a simple radical expression
 - Know and use the rules of exponents extend to fractional exponents (8.232)
 - Used the definition of absolute value to solve equations and to understand why "extraneous solutions" are not solutions at all.
- Relations, Functions, and Graphs (Two Variables) (8.216-218)
 - Be able to plot a set of ordered pair and surmise a reasonable graph of which the points are a part
 - Be able to make a reasonable table of ordered pairs from a given function rule, plot the points, and surmise its graph
 - Know that the points of intersections of two graphs are simultaneous solutions of the relations that define them and indicate approximate numerical solutions
- Linear Equations and Functions (Two Variables) (8.219)
 - Graph linear equations by finding the x- and y- intercepts,
 - Be able to convert between slope-intercept form ($y=mx+b$) and standard form ($ax+by=c$) (8.233)
 - Write an equation for a line given two points or one point and its slope
 - Know lines are parallel or perpendicular from their slopes
 - Find the equation of a line perpendicular to a given line that

SCIENCE

Science as Inquiry (8.350-361)

- Review context and processes of science apply across the science curriculum

Physics

- Density and Buoyancy
 - relation between mass and weight
 - calculating density
 - Archimedes
 - making predictions
- Work
 - Work = Force x Distance
 - units of measure
- Power
 - Power = Work / Time; Power = Energy / Time
 - units of measure

Energy, Heat, Light, and Energy Transfer (8.301-306, 310-311, 314, 316)

- Energy
 - 6 forms: mechanical, heat, electrical, wave, chemical, nuclear
 - sources of energy: heat, mechanical importance of Sun
 - fossil fuels
 - finite
 - environmental impacts: global warming, greenhouse effect, acid rain, oil spills, Ozone layer (8.326)
 - nuclear energy
 - uranium, fission, nuclear reactor, radioactive waste
 - nuclear power plants: safety and accidents
- Heat
 - movement of atoms
 - conduction, convection, radiation

SOCIAL STUDIES

A. Geography (8.418-426)

- India and South Asia
 - Legacy of British Rule: English language and Rail system
 - Populations and resources
 - Rivers and Weather
 - Regions and Resources:
- China
 - Physical features
 - Regions and resources
 - Cities
- Middle East
 - Background
 - Religions and Languages
 - Regions and Resources
 - Countries: Egypt, Israel, Turkey
 - States and cities: Lebanon/Beirut; Jordan/Amman; Syria/Damascus; Iraq/Baghdad and Kurds; Iran/Teheran; Kuwait; Saudi Arabia/Riyadh and Makka
 - Regions and Resources

4. Mexico

- Mexico City
- Earthquakes
- Physical features
- Resources, including oil and gas
- NAFTA

5. Canada

- 10 Provinces; 2 Territories
- Rivers and lakes
- Languages
- Natural Resources

B. History (8.427-431)

- Review earlier grades: US and Delaware History to 1877 (8.432-434)
- Breakup of British Empire
- People's Republic of China
- Cold War Era

B. Speaking and Listening

1. Participate civilly and productively in group discussions
2. Give strong, confident oral presentations for a variety of purposes (8.142-156)
3. Use standard pronunciation when speaking to large groups and in formal circumstances (such as a job interview.)
4. Self-monitor pauses, interjections, and jargon (8.152)
5. Use technology and audio/visual material to enhance presentation (8.153, 191)
6. Read aloud fluently with appropriate expression (8.158)
7. Retell stories and news items with appropriate detail (8.168-169)
8. Follow detailed oral directions (8.176)
9. With teacher assistance, recognize discrepancies between speaker's verbal and nonverbal messages (8.183)
10. Use personal interviews, oral reports, and forums for information (8.195)

C. Grammar

1. Review standard English grammar; use references and technology to assure proper grammar (8.104-8.108)
2. Review punctuation based on sentence structure, including semi-colons and commas with phrases and clauses. (8.107)
2. Review other punctuation, including, punctuation of quotations and dialogue; use of parentheses; hyphens; dashes; colons; italics; apostrophes. (8.107)
3. Learn about modifiers, including dangling and two-way modifiers.
4. Parallelism, including correcting faulty parallelism.
5. Review sentences classified by structure: simple, compound, complex and compound-complex. Practice and expand use of varied sentence structure. (8.104-5)
6. Use correct subject-verb/noun-pronoun agreement and consistent verb tense

- passes through a given point
- Understand and be able to graph the solutions set of a linear inequality
- Solve a system of two linear inequalities in two variables algebraically and interpret the answer graphically
- Solve a system of two linear inequalities in two variables and sketch the solution set
- Solve word problems including real-life situations that involve linear equations

D. Arithmetic of Rational Expression (8.208-211, 214, 215)

- Factor second- and higher-degree polynomials when standard techniques apply
- Add, subtract, multiply and divide rational expressions and express in simplest terms

E. Quadratic Equations and Functions (8.234-235)

- Solve quadratic equations in one variable by factoring or by completing the square
- Complete the square to write a quadratic expression as the difference of two squares
- Graph quadratic functions by completing the square to find the vertex and know that their zeros (roots) are the x-intercepts
- Know the quadratic formula and be familiar with its proof by completing the square
- Know how to clear fractions to solve equations that lead to linear or quadratic equations
- Solve word problems, including physical problems such as the motion of an object under force of gravity, and combined rate (work) problems.

Geometry (8.205-207, 221)

- A. Analytic Geometry
 - Reinforce the knowledge of algebra with geometry and vice versa (8.223)

C. Electromagnetic Radiation and Light

- Waves and electromagnetic radiation
- Electromagnetic Spectrum
 - long waves, radio waves, light waves, x-rays, gamma rays
- light spectrum
 - prism, diffraction grating
- universal constant *c*
- Refraction
- Reflection
 - concave and convex reflectors
- focal point

d. Energy Transfer

- states of matter: solid, liquid, gas
- change of phase: freezing, melting, boiling
- role of temperature, equilibrium expansion and contraction
- water: boiling/freezing point (Celsius, Fahrenheit)
- absorption
- Energy cycle

Weather and Climate (8.307-309, 312-313, 315, 317-320, 322, 324-5)

- Seasons
- Climate patterns
- Atmospheric conditions
 - Clouds
 - Storm
 - Barometric Pressure
- Weather maps
- satellite imagery

Oceans

- Surface of earth
- Subsurface land features
- Ocean bottom
- Composition of sea water
- Currents, tides and waves (8.321)
- Gulf Stream, Kuroshio
- subsurface currents
- tides
- waves
- affects of Delaware coast
- Hydrologic cycle (8.323)
- Marine life
- life zones: benthic, pelagic

- Korean War
- McCarthyism
- Eisenhower Years
- Kennedy Years
- Space Exploration
- Civil Rights Movement
- Legal History
- Before WWII
- Non-violence
- Great Society and Legislation
- African American militancy
- Assassinations
- Vietnam Era
- Vietnam War
- Social and Environmental Activism

7. Oil Politics

- League of Nations' mandates
- Creation of Israel
- Arab-Israeli conflicts and wars
- Peace Efforts
- Rise of Islamic Fundamentalism
- Persian Gulf War
- End of Cold War
- Detent
- Breakup of USSR
- Contemporary Europe
- End of Apartheid in South Africa

G. Civics

1. The Constitution (8.403-404)
2. Bill of Rights (8.405-408)
3. Federal v. State Governments (8.401-402)
4. Legislative Branch
5. Executive Branch
6. Judiciary
7. Politics and Participation (8.409-410)

H. Economics

1. Competition (8.411)
2. The Market Economy (8.412-417)

(8.106, 108)

D. Spelling

Use standard spelling; recognize misspelled words; use dictionary and technology to assure correct spelling (8.101-103, 160)

E. Vocabulary (8.159-60)

1. Learn meaning of common Latin and Greek words that are roots of common English words (e.g. "ars", Latin meaning "art", used in "artist", "artifact")
2. Learn meaning of French foreign words and phrases commonly used in English speech and writing (e.g. "au revoir")

LITERATURE (all listed are core works, to be supplemented by individual teachers) (8.157-158, 161-194, 1107-1124)

A. Poetry

1. Core Poems

- Buffalo Bill's (cumings)
 - Chicago (Sandburg)
 - Do Not Go Gentle into That Good Night (Thomas)
 - How do I love thee? (E. B. Browning)
 - How They Brought the Good News From Ghent to Aix (R. Browning)
 - I dwell in possibility: Apparently with no surprise (Dickinson)
 - The Lake Isle of Innisfree (Yeats)
 - Lucy Gray (or Solitude); My Heart Leaps Up (Wordsworth)
 - Mending Wall; The Gift Outright (Frost)
 - Mr. Flood's party (E. A. Robinson)
 - Polonius's speech from hamlet "Neither a borrower nor a lender be..."; Sonnet 2 "Shall I compare thee..." (Shakespeare)
 - Ozymandis (Shelley)
 - Spring and Fall (Hopkins)
 - A Supermarket in California (Ginsberg)
 - Theme for English B (Hughes)
 - We Real Cool (Brooks)
- ##### 2. Elements of Poetry
- Meter, iamb, rhyme scheme, free verse,

- Know that the midpoint of a line segment of any slope, projected perpendicularly onto the horizontal x-axis or vertical y-axis, will be the midpoint of its projection (8.275)
- Know the similar triangles connection (AA Similarity) with slope and that this is the tangent of the angle the line makes with the x-axis

B. Introduction to Trigonometry

- Know that in a right triangle the cosine of an angle is the ratio of the adjacent side to the hypotenuse and the sine is the ratio of the opposite side to the hypotenuse
- Know the values of the sine, cosine, and tangent of 1, 30, 45, 60, and 90 degrees and use a scientific calculator to determine the approximate value of any acute angle
- Use a scientific calculator to determine the approximate value of an acute angle of a given sine, cosine, or tangent.

C. Triangles and Proofs

- Prove that the bisector of an angle is the set of all points equidistant from both sides
- Prove that any triangle inscribed in a circle with one side as the diameter is a right triangle
- Prove the Pythagorean Theorem.
- Know that a line tangent to a circle is perpendicular to the radius at the point of tangency.
- Taking geometry as a model, understand the concept of a mathematical proof, as distinct from an opinion, an approximation, or a conjecture based on specific cases
- In geometry and elsewhere, understand that a single counter example suffices to disprove a general assertion
- Examine and recreate relationships between geometric objects using real world examples (8.220, 222, 224)

Probability and Statistics (8.226-231)

classifications: benthic, nekton, plankton
phytoplankton, zooplankton

Sound Waves

- General properties of waves oscillation
- properties: frequency, speed, crest, trough, amplitude
- two kinds of waves: transverse, longitudinal, common features
- Speed
- Mach number
- Frequency
- Amplitude

Astronomy (8.327-336)

- Gravity
- Newton's law
- Stars
- the sun
- Kinds: giants, dwarfs, pulsars
- Supernova; black stars
- apparent motion caused by earth's rotation
- Constellations
- light years
- Galaxies
- Milky Way; Andromeda Galaxy
- Quasars

Biographies

- Albert Einstein
- Dorothy Hodgkin
- James Maxwell
- Charles Steinmetz

- couplet, onomatopoeia, alliteration, assonance
- Forms: ballad, sonnet, lyric, narrative, limerick, haiku
- Stanzas and refrains
- Types of rhyme: end, internal, slant, eye
- Metaphor and simile, including extended and mixed metaphors
- Imagery, symbol, personification
- Allusion

B. Fiction

1. Short Stories

- "The Bet" (Chekhov)
- "Dr. Heidegger's Experiment" (Hawthorne)
- "God Sees the Truth But Waits" (Tolstoy)
- "An Honest Thief" (Dostoevsky)
- "The Open Boat" (Crane)

2. Novels

- Animal Farm* (Orwell)
- The Good Earth* (Buck)

3. Elements of Fiction

- Review: plot and setting; theme; point of view in narration; omniscient narrator; unreliable narrator, third person limited, first person; (8.116)
- conflict: external and internal
- suspense and climax
- Characterization (8.118-9) as delineated through a character's thoughts, words, and deeds; through the narrator's description; and through what other characters say
- flat and round; static and dynamic motivation
- protagonist and antagonist
- Tone and diction (8.117)

C. Non-Fiction

1. Essays and Speeches

- "Ask not what your country can do for you" (Kennedy)

- Periodically review 7th grade material and use it in developing 8th grade subject matter to reinforce it

- "I have a dream", "Letter from Birmingham Jail" (King)
- "Death of a Pig" (E. B. White)
- "The marginal World" (Carson)
- 2. Autobiography
 - Selections from *I Know Why the Caged Bird Sings* (Maya Angelou)

D. Drama

1. *Twelfth Night* (Shakespeare)
2. Elements of Drama
 - Review:
 - tragedy and comedy
 - aspects of conflict, suspense, and characterization
 - soliloquies and asides
 - Farce and satire
 - Aspects of performance and staging
 - actors and directors
 - sets, costumes, props, lighting, music
 - presence of an audience

F. Literary Terms

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole, oxymoron, parody

G. Comprehension Skills

- Review and use variety of strategies to comprehend text (8.157, 164))
- Identify author's and own purposes for reading, listening, or viewing (8.161, 185-18, 193-194)
- Make, revise, and support predictions (8.162)
- Assimilate information and prior knowledge to make inference and draw conclusions (8.163)
- Organize and summarize content of written, oral and visual material (8.170)
 - topic sentences
 - graphic organizers
 - summaries
 - outlines
- Compare information; distinguish fact from opinion (8.172-3)
- Ask questions; draw conclusions; make

inferences; accept or reject the validity of information using valid reasoning (8.174-175, 192, 1114)

- Respond to written, oral, and visual material and, as appropriate, relate content of written and visual information to real-life (8.177, 1107-1113, 1120-1124)
- Evaluate genre and quality of written and visual material (8.189, 1117-8)
Evaluate expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication (8.188)

32

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1863. It is a very important document, as it contains the President's message to Congress, which is a key part of the executive branch's communication with the legislative branch.

2. The second part of the document is a letter from the Secretary of the Treasury to the President, dated January 1, 1863. It is a very important document, as it contains the Secretary's report to the President, which is a key part of the executive branch's communication with the President.

3. The third part of the document is a letter from the Secretary of the Treasury to the Congress, dated January 1, 1863. It is a very important document, as it contains the Secretary's report to Congress, which is a key part of the executive branch's communication with the legislative branch.

4. The fourth part of the document is a letter from the Secretary of the Treasury to the President, dated January 1, 1863. It is a very important document, as it contains the Secretary's report to the President, which is a key part of the executive branch's communication with the President.

5. The fifth part of the document is a letter from the Secretary of the Treasury to the Congress, dated January 1, 1863. It is a very important document, as it contains the Secretary's report to Congress, which is a key part of the executive branch's communication with the legislative branch.