New Charter Application

THE NEW MAURICE J. MOYER ACADEMY

Submitted by

The New Maurice J. Moyer Academy, Inc.

Presented to

John H. Carwell, Jr.
Charter School Officer
Charter School Office
Delaware Department of Education
401 Federal Street, Suite #2
Dover, DE 19901-3639

January 3, 2011

DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPLICATION FORM

The New Maurice J. Moyer Academy
Name of Proposed School

Dr. Gloria J. Grantham
Name of the Head of the Board of Directors

September 4, 2012
Proposed Opening Date

Grades 6-12
Grades for School

Dr. Gloria J. Grantham
Name of Contact Person

Maurice J. Moyer Academy
610 East 17th Street, Wilmington, DE 19802
Mailing Address of Contact Person

(302) 690-8367
Telephone Number of Contact Person

(302)475-6954
Fax Number of Contact Person

ggrantham@mjm.k12.de.us
E-mail Address of Contact Person

First Year Enrollment	365 **Total Number**	Grade 6-Grade12 **First Year Grade Span**
Second Year Enrollment	385 **Total Number**	Grade 6-Grade12 **Second Year Grade Span**
Third Year Enrollment	455 **Total Number**	Grade 6-Grade12 **Third Year Grade Span**
Fourth Year Enrollment	600 **Total Number**	Grade 6-Grade12 **Fourth Year Grade Span**

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

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application.

	Year 1	Year 2	Year 3	Year 4
Kindergarten	0	0	0	0
1'st Grade	0	0	0	0
2'nd Grade	0	0	0	0
3'rd Grade	0	0	0	0
4'th Grade	0	0	0	0
5'th Grade	0	0	0	0
6'th Grade	40	60	80	100
7'th Grade	50	50	75	100
8'th Grade	75	50	50	100
9'th Grade	50	75	75	100
10'th Grade	50	50	75	75
11'th Grade	50	50	50	75
12'th Grade	50	50	50	50
Total Enrollment	365	385	455	600

Introduction

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

Response:

The New Maurice J. Moyer Academy ("Moyer") will serve students in grades 6 through 12, recognizing and meeting the unique learning differences of each student with research-based curriculum, traditional classroom instruction, world class technologies, and assessment that produces the data needed to drive instruction. Located in Wilmington, Delaware, at 600 and 610 to 611 E. 17th Street, the school has projected an opening enrollment of 365 students in SY2012-2013 growing to 600 students in SY2015-2016, the fourth and final year of the charter. The campus facilities include two instructional buildings, an indoor athletic/convocation space, gated parking area, outdoor recreation areas, and a building with a small gymnasium.

Moyer was originally founded as a community charter school (Maurice J. Moyer Academy) in 2006. In February 2010 the Delaware Department of Education (DDOE) revoked Maurice J. Moyer Academy's charter after a state review determined the school had failed to meet standards set for Delaware charter schools. In response to the needs of the community and in the interest of the students, the Department of Education granted extraordinary authority to K^{12} Classroom Delaware LLC ("K^{12}") to assume operations of the school under state provisions and clear performance expectations.

Later in 2010, a new Delaware nonprofit corporation, The New Maurice J. Moyer Academy, Inc., was formed, with a board made up of certified teachers, parents and community members. The Board of The New Maurice J. Moyer Academy is now applying for a new charter to operate Moyer with a planning year beginning in July 2011 and the charter school opening in September 2012. We have assumed in this application that Maurice J. Moyer Academy will operate in 2011, its last year as a state governed public school with the governing organization(s) to be determined. The Board has worked closely with K^{12} in the development of this application and intends to contract with them for educational products and services for the operation of the school if the Board is granted a charter. The Moyer Board is eager to cooperate with DDOE during the school's transition from a state-governed to an independent charter school board-governed school.

We anticipate that the student demographics of Moyer will be very similar to the current Maurice J. Moyer Academy student demographics. The students who have chosen to attend Moyer in 2010 are about 85% "at risk," failing to meet proficiency standards. They are predominantly economically disadvantaged (93% Free or Reduced Lunch eligible) and of African American ethnicity (99%, with less than 1% Hispanic or bi-racial). About one-fourth are special needs students with IEPs or 504 Plans. At the present time no English Language Learners are enrolled. The enrollment is split evenly between female and male students. Students come from four school districts: Brandywine School District 17%; Christina School District 38%; Colonial School District 19%; and Red Clay Consolidated School District 26%. Moyer will be an open enrollment charter school and will not discriminate in its admissions

or school polices. In accordance with 14 Delaware Code, Section 506(b) Moyer will give enrollment preference to enrolled students; students who are siblings of a student enrolled in Moyer; students who are children of a Moyer employee employed on a permanent basis for at least 30 hours per week during the school year; and those who have a specific interest in online learning as provided in 14 Delaware Code, Section 506 (b)(3)(c).

Moyer Academy's school design is based upon a research-based school-within-a-school model. This model provides small learning communities called "Houses" within the larger school and promotes a greater sense of personal connections among students, faculty, and families. Each house contains grades 6 through 12 and is led by a House Leader who serves both an academic as well as a social and mentoring role. Sixth graders are in self-contained classrooms where core subject instruction is delivered by the classroom teacher. Beginning in grade seven, students will move from class to class according to the subject area.

Moyer plans to collaborate with K^{12} Classroom Delaware LLC ("K^{12}") who will provide the English Language Arts, Mathematics, Social Studies, World Languages, Health Education, Physical Education, and Visual and Performing Arts curriculum which is consistent with the school's mission and goal of offering engaging, individualized learning which results in students acquiring 21st century skills such as critical thinking, problem solving, and self direction. K^{12} is a technology-based education company that provides curriculum and educational services for digital delivery to teachers and their students in grades K–12. K^{12} has developed over 210 digital courses with over 21,000 lessons used currently by almost 83,000 full-time public school students in 27 states and District of Columbia. The K^{12} curriculum includes digital lessons, videos, assessments, learning games, labs, physical experiences and published textbooks and workbooks. K^{12} will provide curriculum and instructional materials aligned to the Delaware Content Standards, digital resource functionality, testing and assessment tools aligned to the Delaware Comprehensive Assessment System (DCAS), professional development and management services. Moyer has signed a Memorandum of Understanding (MOU) with the Science Coalition to use the Coalition's science curriculum units, materials, and assessments for all students and ongoing professional development including instructional coaching for teachers. The state is in the process of finalizing their signatures on the MOU. (see **Attachment 1**)

1. Applicant Qualifications

A) Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school.

Response:

The New Maurice J. Moyer Academy Board (which includes certified teachers, parents, and community members) collaborated to prepare the charter application. Through brainstorming sessions, we discussed and debated the mission, goals, and organization of the new charter school and reached a consensus which is expressed in writing in these pages. The Board members also met and agreed to form a new nonprofit corporation, The New Maurice J. Moyer Academy, Inc., to govern the new school. We filed the necessary documents with the State of Delaware to incorporate the new non profit (see **Attachment 2**) and have adopted bylaws. (see **Attachment 3**). We have recruited directors for the Board. These preliminary steps have led us to this step—submitting an application for a

new charter for The New Maurice J. Moyer Academy.

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

Response:

The individual board members of Moyer Academy came together out of shared commitment to the young people of our community and to seeing that they have the opportunity of a high quality education in the City of Wilmington. To varying degrees and levels, each board member has witnessed the challenges that have faced the school over the past year -- the non-renewal of the school's charter under its previous leadership, the school's threatened closure, the state's decision to keep the school open and try and turn it around through its contract with K^{12}, and the challenges that remain to making the school a success.

Wanting to see the school succeed and believing that it must do so for our young people to succeed, the board understands that to ensure Moyer's long-term existence as a quality educational choice for Wilmington's young people we must act to again establish the school as a charter, a new Moyer with new leadership committed to educational excellence. Among the partnerships Moyer has forged are:

- As mentioned previously, Moyer has signed a Memorandum of Understanding with the Delaware Science Coalition to provide the Coalition's science curriculum units, materials, and assessments for all students and ongoing professional development including instructional coaching for teachers. The Coalition partnership will provide the opportunity to improve the science teaching in all grades at Moyer, assisting students to become scientifically literate and helping them to meet or exceed the Delaware Science Standards.

- Moyer Academy formed a partnership with the Goodwill Organization of Delaware which The New Maurice J. Moyer Academy will seek to continue. The partnership was formed to provide Moyer Academy students opportunities to participate in a mentoring experience: Goodwill GoodGuides. Goodwill's GoodGuides Youth Mentoring Program offers youth between the ages 12 and 17 living in high-risk environments, access to trusted mentors that can help guide them away from trouble and toward a path to success. Additionally, the Goodwill Organization extends the partnership to support families of Moyer by connecting them to resources within the community. This initiative is the Family Strengthening Initiative. The primary goal of the initiative is to improve each individual's economic status by finding more meaningful employment or by acquiring in-demand job skills through pre-employment training and coaching. Additional wrap-around case management services include referrals and resources in the areas of education, housing and transportation. This partnership has been an integral part of the Moyer Academy commitment in fostering positive relationships with families and the community.

In this endeavor, the Board has worked closely with K^{12} in the development of this application and intends to contract with them for educational and management services in the

operation of the school if the Board is granted a charter.

C) List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school.

Response:

The following list of The New Maurice J. Moyer Academy founding board members identifies a board member teacher currently certified in Delaware, parents, and community members. They reside in Wilmington and within about a 13 mile radius of Wilmington, the location of the proposed charter school's facilities.

Teacher Currently Certified in Delaware

Gloria J. Grantham, Ph.D., Chairperson
5 Sunset Court
Wilmington, DE 19810
(302) 690-8367

Parent

Sandra R. Hill, Secretary
2509 North Pine Street
Wilmington, Delaware 19802
(302) 384-5337

Community Members

Marc Charleston
21 Glen Avon Drive
Newark, Delaware
(302) 737-1165

Bebe Coker
512 W. 36th Street
Wilmington, DE 19802
(302) 761-9603

Pastor C. T. Curry, Ph.D., D.Min
3 Dogwood Court
Bear, DE, 19701
(302) 652-9114

Sharon Hill
419 W. 39th Street
Wilmington, DE 19802
(302) 691-8346

Penrose Hollins
418 W. Matson Run Parkway
Wilmington, DE 19802
(302) 764-9474

Joel Riley
107 Pattie Drive
Newark, DE 19702
(302) 292-8428

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

Response:

The Board will have the requisite experience and qualifications to effectively oversee the school's operations and govern the school with great competence. It is the Board's goal that its members will represent a broad diversity of expertise and interests including certified teachers, parents, and members of the community. The current Board members have track records which demonstrate successful performance in education, business, budgeting, facilities management, accounting, customer service, fundraising, counseling, personnel, administration, professional development, community organizing, and commitment to Wilmington and the state of Delaware. Their intent is to recruit other directors who share their commitment to Moyer and have a variety of experience and talents including: urban education and at-risk students; start up organizations; finance, especially school finance; law; facilities planning; community outreach; fundraising and partnerships; and communications, marketing, and public relations. Teachers and parents will serve a critical role in Moyer school governance. In compliance with 14 Delaware Code, Section 512 (1), at the time the charter school begins its instructional program and at all times thereafter, a teacher at the school and a parent of a student enrolled at the school will be members of the Board of directors. The Board bylaws provide for at least one, but no more than three parents to serve at Board members, as well as up to two faculty members from other schools. The founding board already has a Maurice J. Moyer Academy grandparent among its members.

Our board is made up of individuals with years of experience in Delaware and the Wilmington community and many past and present associations with community organizations with which the school can network. Board members serve not only as a link between the school's staff and its constituents, but also as the school's ambassadors, advocates, and community representatives. The Board therefore oversees an effective public relations program to project an accurate and positive public image for the school. The Board works closely with the Principal to develop an effective public relations strategy to heighten awareness about the school's offerings, achievements, and contributions to the community. The strategy includes annual reports, timely and informative press releases, targeted communications initiatives with community and government leaders, and speeches by appropriate Board members to civic and community groups throughout the city.

E) Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational

program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas:

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

Response:

Dr. Gloria Grantham, Chairperson: As Board Chairperson, Dr. Gloria Grantham brings truly outstanding qualifications to serve both as the school's leader and to help in the oversight and implementation of the school's educational program. Dr. Grantham has spent her professional life in education, serving in a variety of roles and at varying levels, from classroom teacher, principal, and school district superintendent to college professor, school of education dean, and education and corporate consultant. Dr. Grantham brings experience in nearly every facet of school operations, including curriculum, instructional strategies, diversity issues, and dealing with at-risk populations, including children with special needs.

Sandra Hill, Secretary: An active community and church member with a grandchild enrolled in Moyer Academy, Sandra Hill brings to the Board over four years of personal involvement with the school, in addition to personal and professional experience that includes working with troubled youth, and finance and budget matters. For the past four years, Ms. Hill was involved with Moyer's Parent Resource Center, including fundraising, mentoring parents to help them understand the educational process of their child, and volunteering in the school's office. Ms. Hill was also a member of the previous Moyer Board of Trustees, serving for 1½ years as the parent representative on the Board. Prior to her time with Moyer, Ms. Hill worked as a counselor for Northeast Treatment Center for troubled youth and has also worked with the Youth Ministry in her church.

Sharon Hill: Currently in school at Delaware State University, Sharon Hill is completing her Masters in Arts in Curriculum and Instruction and Educational Leadership. She completed her undergraduate work at South Carolina State University and holds a degree in Early Childhood Education. Sharon graduated from Sanford Preparatory School in Hockessin, Delaware. Sharon has 17 years of State of Delaware instructional experience with secondary exceptional learners serving 10 years as an Educational Diagnostician. Sharon has presented workshops at the national level specializing in Best Practices in Transition, Drop-Out Prevention, Family and Community Engagement, Response to Intervention and Inclusion. Sharon has also served as a State of Delaware Family Service Specialist at Department of Youth Rehabilitative Services and Department of Services for Children Youth and their Families. She is a native of Delaware and the daughter of Community Advocate, Mentor and Educator Nathan S. Hill and his wife Floscene.

Marc Charleston: A successful businessman who has operated four separate Dunkin Donut franchises in the area of Newark, Delaware, the earliest beginning in 2005, Marc Charleston

brings strong business and finance skills to the Moyer Board of Trustees with areas of expertise that include budgeting, facilities management, accounting, and customer service, among others.

Bebe Coker: A Delaware resident and community activist for over 50 years, Bebe Coker's personal life story embodies the school's mission to break down barriers and expand opportunities for young people to achieve the highest academic and personal goals. Ms. Coker has been involved in a variety of efforts to improve the quality of public schools for Wilmington's young people, including her service as a board member of the Metropolitan Wilmington Urban League and as a former member and president of the New Castle Vo-Tech School Board. Whether in her role as a parent advocate for public school youth, a voice for better schools, or mentoring young students, Ms. Coker has been a mentor and friend to countless young adults from all walks of life across Delaware helping promote independent thinking, dedication to community service, and accountability and integrity of character.

Pastor C. T. Curry, Ph.D., D.Min: As the Senior Pastor of Ezion Fair Baptist Church whose parishioners include families with students attending Moyer, Pastor Curry has closely followed the events surrounding the school and taken an active role in shaping the school's future. In addition to his close connection with some of the families and young people in the school through his ministry, Pastor Curry brings significant professional experience in education working with students, managing programs, budgets, personnel, and administration.

Penrose Hollins: A long-time public servant and community leader, New Castle County Councilman Penrose Hollins provides the Board with leadership experience unparalleled in New Castle County. The first African American to serve as President Pro Tempore of the County Council, Mr. Hollins chairs the Community Services Committee and serves as Vice-Chair of the Executive Committee. Councilman Hollins is a graduate of Delaware Technical & Community College and a United States Army veteran.

Joel Riley: Joel Riley brings an outstanding mix of business skills and experience as well as a deep commitment to young people that will greatly enhance the Board of Directors' mission in the governance and operations of the school. Mr. Riley has served as the director of the H. Fletcher Brown Boys and Girls Club, which neighbors the Moyer school, since March 2006 and has been involved with the organization since 1979. In that position, Mr. Riley stood out as an early friend of Moyer, lending use of the Club facilities this past summer for student recruitment and parent meetings while the school building was being readied for a new school year. His duties include not only the supervision and training of staff, but the preparation of financial statements and statistical information to aid in ongoing management. In addition, Mr. Riley has 17 years experience in the accounting field where he has taken on increasing responsibility in supervision, staff training, customer assistance, and program development.

2. Form of Organization

A) Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the board of

directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

Response:

The name of the organizing corporation is The New Maurice J. Moyer Academy, Inc. The nonprofit corporation was incorporated on December 21, 2010. Current officers of the corporation are Dr. Gloria J. Grantham, Chairperson, and Ms. Sandra R. Hill, Secretary. Copies of the Certificate of Incorporation (see **Attachment 2**) and Bylaws (see **Attachment 3**) of The New Maurice J. Moyer Academy, Inc. are included in this application.

3. Mission, Goals and Educational Objectives

A) Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506.

Response:

Mission

The New Maurice J. Moyer Academy's mission is to provide opportunities for students to achieve the highest academic and personal goals. The mission underscores the importance of its research-based curriculum, which offers traditional classroom instruction, K-12 world class technologies, and data-driven instruction while recognizing and meeting the unique, learning differences of each student.

Purpose

The purpose of the mission is to build, in students, a solid foundation in reading, writing, calculating, computing, and synthetic thinking so that they see themselves as competent, confident learners and persons who are well prepared for postsecondary options in higher education, for the workplace, and for the responsibilities of good citizenship. The school's purpose is rooted in a belief that respect and responsibility are fundamental elements of the mission where all Moyer stakeholders, students, teachers, parents, and governing board demonstrate respect for themselves and others, utilize respectful behaviors in all interactions, and take responsibility for their actions. Central within the definition of respect and responsibility are the following:

- Students who are ready to learn and prepared to adhere to the Moyer Code of Conduct
- Parents who support and promote the Moyer academic and behavioral culture
- Teachers who are committed to delivering differentiated and essential learning
- A governing Board dedicated to upholding high academic and behavioral standards
- A school community built upon consistent communication and common goals
- A learning environment where students have opportunities outside the classroom to deepen their knowledge.

Goals

The mission and purpose of The New Maurice J. Moyer Academy define a framework of our

goals which are considered in three broad areas listed below.

Educational Goals

- Each student will achieve 100% mastery of all learning objectives measured by The New Maurice J. Moyer Academy teaching staff.
- Each student will be able to make real world connections to their learning.
- Each student will value their Moyer education as the first step in their progress as lifelong learners.
- Each student will have the skills and tools to measure their mastery of learning and their achievement.
- The school and parents will support common goals of high academic achievement and a positive school culture.
- The school will partner with parents to support and celebrate high academic achievement, improved effort, and hard work.

Social, emotional, health goals

- A unique program of positive behavior support will be at the core of Moyer's school culture. This will include activities such as honor roll, student and teacher recognitions, athletic events, program related field trips, National Honor Society, Science Olympiad.
- Students will have opportunities for training, skill building and participating in peer support activities
- The school will schedule at least four assemblies each year featuring distinguished speakers.
- Student presenters will share various talents with peers in an effort to promote appropriate social behaviors in monthly assemblies.
- The school will promote special programs which respond to the diverse needs of the school's 6th grade, middle and high school populations.
- The school will promote special programs to include wellness which responds to the diverse needs of all students in grades 6 through 12.

Civic Responsibility Goals

- Students will be required to participate in a school community service project at approved community locations.
- Middle School and High School student government organizations will be given a role in school decision making and model the American tradition of representative government.
- The school will build a unified, shared culture based upon the concepts of respect, responsibility, and integrity.
- The code of conduct is administered in a fair and consistent manner.
- Diversity of thought, belief, and background are valued.

Core Philosophy

The mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in Section 506

as follows:

1. K^{12}'s curriculum is researched-based and aligned to Delaware State Standards.
2. The mission and goals provide a unique instructional approach combining both traditional classroom and online instruction.
3. Learners see, do, act, interact through in class activities lessons and through online programs. The diversity of learning modes provides students with many more opportunities for achieving proficiency.
4. Parents have online access to the curriculum, individual lessons, and to teachers. Such access provides a new, dynamic communication link between parent, student, and staff.
5. Through information retrieved from data, students, parents, teachers, and the staff are able to respond readily to individual student needs and adjust learning to meet those needs thereby creating a solid foundation in learning.

Consistent with the requirements in 14 Delaware Section 506, The New Maurice J. Moyer Academy is an open enrollment charter school and will not discriminate in its admissions or school polices because of race, creed, color, gender, 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. The school will not charge tuition; will not be home-based; and will not engage in any sectarian or religious practices in its educational program, admissions policies, employment policies or operations.

In accordance with 14 Delaware Code, Section 506(b) Moyer will give enrollment preference to enrolled students; students who are siblings of a student enrolled in Moyer; students who are children of a Moyer employee employed on a permanent basis for at least 30 hours per week during the school year; and those who have a specific interest in online learning as provided in 14 Delaware Code, Section 506 (b)(3)(c): "Students enrolling in a new (no converted) charter school may be given preference under the following circumstances as long as the school has described its preferences in the school's charter: (c) Students who have a specific interest in the school's teaching methods, philosophy, or educational focus."

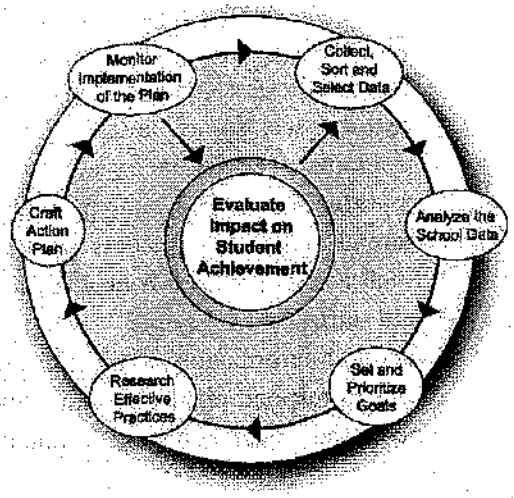
B) Describe the methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives.

Response:

The school's Student Achievement Improvement Process (SAIP) will be a primary means of internal self-evaluation on an annual basis. The SAIP process is a multi-stage planning process which will take into consideration data collected about the success the school is having in reaching its academic and nonacademic goals as stated in measurable terms in this charter application. The stages of the SAIP process are:

SAIP Planning Process

1. Prepare for Readiness to Benefit
2. Collect, Sort, and Select Data
3. Analyze the School Data
4. Set and Prioritize Goals
5. Research Effective Practices
6. Craft Action Plan
7. Monitor Implementation of the Plan
8. Evaluate Impact on Student Achievement



Stage 1: Prepare for Readiness to Benefit

The School Achievement Planning Team (representatives from all aspects of the school, including Human Resources, Operations, and Finance) must be aware of their own readiness, abilities, and willingness to embark in a collaborative strategic planning process. All Team Members should:

- Have completed training in conducting effective meetings
- Understand how decisions are made
- Agree on decision-making strategies for working toward consensus
- Commit time to meet and resources to support this work
- Assure open communication and trust among members
- Possess an understanding of the purpose of the SAIP process

Stage 2: Collect, Sort, and Select Data

- Team collects and sorts information from previous school records, past performances on state testing, anecdotal information from parents, and other sources
- Team verifies data is current and correct
- Team accurately tags students in TotalViewSchool

Stage 3: Analyze the School Data

- Team analyzes school data to understand current student achievement
- Team displays achievement and other data types in ways that are understandable to all audiences and stimulates shared responsibility
- Team clearly articulates answers to the following questions:
    - Who are the specific groups of students at our school (i.e., at-risk, minority, advanced learner, etc.)?
    - How does each of these groups perform on various measures?
    - What does this data tell us about the strength and weaknesses of the program for these specific populations?
    - Team schedules frequent data reviews and considers whether new information should change SAIP

Stage 4: Set and Prioritize Goals

- Team identifies three-to-five areas based on data review. Goal-setting includes answering questions such as:
  - What state goals are required to meet AYP?
  - What are the areas of greatest need based on student achievement in subgroups?
  - Which strategic areas have the highest potential for impact?
- Team follows a systematic process to develop focused, student-centered, measurable, realistic, and time-bound goals to improve student achievement
- Team discusses desired and anticipated gains from SAIP implementation

Stage 5: Research Effective Practices

- K^{12} Inc. provides programs - Scantron testing, Study Island, Elluminate, and others - that have proven to be effective and should be imbedded throughout the SAIP.

Stage 6: Craft Action Plan

- The Team creates an SAIP Action Plan that converts data analysis into action. Time spent in detailed planning at this stage is critical. The Action Plan should be detailed enough so that all staff members understand their role, stakeholders see a clear focus, and measurable goals are identified.

Stage 7: Monitor Implementation of the Plan

- Team monitors SAIP action plan quarterly or as new information/data is obtained
- Team discusses the progress of the Action Plan and its impact on student achievement
- Team assures the activities and tasks for each goal are moving forward under the identified timelines
- Team considers what revisions are needed to accomplish the learning improvement goals and increase student achievement

Stage 8: Evaluate Impact on Student Achievement

Evaluating the impact of the SAIP brings the process full circle. It is a time to measure SAIP effectiveness, determine which practices will be continued, and start the process again.

- Team collects and analyzes data to determine if SAIP goals were met and if student achievement resulted
- Team evaluation report creates an SAIP to implement the following August

In addition to the SAIP process, Moyer will also be involved in self-assessment and evaluation in other ways. Moyer staff will regularly track and report to the Board, administrators, teachers, and students the successes and challenges the school is experiencing achieving its mission and accomplishing its goals and objectives.

C) Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment.

Response:

Moyer will enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of the grade level or the facility. In such cases, all applicants shall have an equal chance of being admitted through our lottery process (see response to **Question 9O**). In accordance with 14 Delaware Code, Section 506(b) Moyer will give enrollment preference to enrolled students; students who are siblings of a student

enrolled in Moyer; students who are children of a Moyer employee employed on a permanent basis for at least 30 hours per week during the school year; and those who have a specific interest in online learning as provided in 14 Delaware Code, Section 506 (b)(3)(c).

Upon submission of an application the information will be reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements will be verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. After the enrollment period, if the number of applicants does not exceed the space available based on the targeted enrollment stated in the charter, families will be notified by Moyer to confirm their intent to enroll and complete the enrollment process in time to start school in the fall of 2012. They must submit all required documentation before enrollment is approved. Before school starts, families and enrolled students will be involved in a variety of introductions to the school, staff, and other families and students—by phone, web conference, and face-to-face meetings.

If, at the end of the Open Enrollment, there is an over subscription for any grade level or the facility, a lottery will be conducted to determine which students will be enrolled in the school. The lottery is blind to disabilities, testing, grades, etc. The lottery will be held once each year. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline will be added to the end of the waiting list after the lottery in the order they were received. As students withdraw from or transfer out of Moyer, that space will be given to the next person on the list at that grade level.

4. Goals for Student Performance

A) List the specific student performance goals in math and reading by grade for students disaggregated by grade and ethnicity for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals.

Response:

Performance Targets	Current	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
% proficient or advanced (4 or 5) on DCAS 8th grade math *[Relevant State goal: 55% proficient or advanced on NAEP by 2014-15]*	22	44	48	53	58	64	70
% proficient or advanced (4 or 5) on DCAS 8th grade reading *[Relevant State goal: 55%*	46	51	56	62	68	75	81

proficient or advanced on NAEP by 2014-15]							
% reduction in black-white and Hispanic, white achievement gaps on DCAS *[Relevant State goal: Reduce gaps by half by 2014-15]*	10	15	22	33	49	75	80
% meets-standard (3) on DCAS *[Relevant State goal: 100% meets-standard by 2013-14]*	45	55	66	79	100	100	100
% graduation rate *[Relevant State goals: 87% graduation rate by 2013-14 and a 92% graduation rate by 2016-17]*	NA	65	69	73	77	81	85
% college enrollment *[Relevant State goals: 70% by 2013-14]*	NA	55	60	65	70	75	80
% college retention rate (students earning at least a year of credit within two years of enrollment) *[Relevant State goals: 85% by 2013-14]*	NA	70	75	80	85	90	95
Leading indicators							
% college retention rate (students earning at least a year of credit within two years of enrollment) *[Relevant State goals: 85% by 2013-14]*	80	85	90	95	95	95	95
Dual Enrollment (Delaware Tech)	10	20	40	80	100	110	120
Honors Classes	50	70	90	110	120	125	130
SAT (% of Seniors)	100	100	100	100	100	100	100

B) List the specific measurable performance targets for each student performance goal for each year of the Delaware Student Testing Program (DSTP) for the initial four years of the charter.

Response:

Please refer to the response to **Question 4A** which also responds to **Question 4B.**

C) List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used.

Response:

Moyer will utilize several assessment protocols designed to continually monitor student progress towards mastery of the Delaware state standards at their grade level. These protocols include:

- Course embedded formative and summative assessment
  - Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some, or all, of the lesson is advisable.
  - Unit Assessments show whether or not the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on.
  - Semester Assessments verify student mastery of key learning objectives for the semester.

Our assessment plan ensures the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The starting point for K^{12} course development is clearly-stated behavioral learning objectives, which are designed to capture varying depths of knowledge, e. g., recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment.

K^{12} assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways. Some assessment items are presented, answered and scored online, and others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, matching, short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills, and metacognitive knowledge.

As extensive research shows, good feedback and assessment are critical to efficient and successful learning. Because K^{12} is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any specific standards that might need remediation. The assessments also help K^{12} to improve the program by providing information on the effectiveness of specific instructional activities and the curriculum overall.

- Scantron Performance Series in Math and Reading
  - In the fall these tests are used for prediction of intervention needs, as a basis for measuring growth, and as an initial formative assessment to identify areas

of weakness. The tests in the winter and spring are used to analyze growth, and to continue the identification of areas of weakness.

- All students in grades 6-12 will participate in the Scantron Performance Series standardized tests in Reading and Math. The Scantron tests are adaptive diagnostic assessments delivered via computer.
- Given three times a year at twelve week intervals, the results allow staff and families to quickly pinpoint proficiency levels for individuals and in aggregate. This provides for accurate placement, diagnosis of instructional needs, and measurements of student gains across reporting periods. Any classroom practice adjustments deemed necessary will be implemented the week after the test is administered.
- Results will be used to inform specific teacher professional development, classroom instruction differentiation, and IEP planning, where appropriate.

This series of assessments is widely regarded as a valid and reliable measure of student performance. Scantron offers an extensive technical report that describes the analyses and procedures used to demonstrate validity and reliability. Some key points from that technical report are:

- Reliability is expressed through the standard error of measurement, and Scantron's goal is a standard error of measurement of less than 0.30 logits for each test taker (equivalent to a .91 Chronback's alpha).

- Scantron examines content validity through item and sampling validity. Scantron ensured item validity by creating objectives that represent the content in state and national standards documents, having trained writers develop items directly assessing those objectives, and employing a rigorous review process. Scantron ensured sampling validity by employing an item selection algorithm that requires test takers see items from all of the sub-content areas that make up each domain. Lastly, Scantron examined the correlation of test takers' scores between the subcontent areas in each domain, and those correlation coefficients are generally .65 or greater.

- Delaware Accountability System

Members of the K^{12} team attended the July 27, 2010, Delaware Accountability System (DCAS) training at the John Collette Education Resource Center with other members of the state's curriculum, Special Education and testing coordinator cadres. The team will continue to attend these meetings and found the information and personnel very helpful.

Assuming a similar schedule as 2010-2011, assessments to be given in 2012-2016, according to the Delaware Accountability System, include:

- Students in grades 6-10 will participate in the DCAS. All students in grades 6-10 will take the initial blended assessment in Math and Reading.
- In January the same group of students will take the mid-year blended assessment in Math and Reading.
- In June all students in grades 6-10 will take the final blended assessment in Reading and Math.

- In addition, students in grades 8 and 10 will take the Science assessment while students in grades 7 will take the Social Studies assessment.
- End of course exams that are being field tested will also be administered to students who have taken the following courses during the school year: English II, Biology, US History, and Algebra I or Integrated Math.
- Eighth grade students at Moyer will also participate in the Reading, Math and Science tests of the National Assessment of Educational Progress during the January testing window.

After the initial testing window, the Moyer team will convene to review the data and set appropriate achievement targets for students, subgroups, grade levels and subjects. Teacher data in each administration will be closely monitored as well.

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

Response: This question is not applicable to The New Maurice J. Moyer Academy, a new applicant.

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

Response: This question is not applicable to The New Maurice J. Moyer Academy, a new applicant.

5. Evaluating Student Performance

A) Describe the process how student evaluation information will be used to improve student performance.

Response:

Based on the current enrollment at Maurice J. Moyer Academy, we have projected that about 85% of our Moyer student body will be "at-risk" students requiring an intervention model to be included as a part of their individual learning plan. Our plan to meet the requirement to serve them is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. It is based on K^{12}'s National Instructional Model (NIM) plus an intervention plan which adds the support of our state certified teachers. Student services such as guidance counseling, diagnostic achievement testing, health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs will be part of our approach.

By determining a benchmark for measuring growth at the beginning of the school year; then developing an individualized learning plan for each student; continually assessing students' attainment of the standards throughout the course of the school year; and assessing student

performance at the end of the school year—Moyer can continually measure the "effect" of our educational program—including the effective use of technology--on students as individuals, in cohorts, and on the school as a whole. Schools across the country using the K^{12} curriculum have measured the effect of the K^{12} education program in this way. Using the Scantron Performance Series in mathematics and reading, these schools can measure the gains in achievement of their students from fall to winter to spring and compare those gains, as well, to the gains of the Scantron norm group, a national norm group that reflects national ethnic and income diversity.

At the beginning of the school year, in the fall, every student will take the Scantron Performance Series test to assess their reading and math skill level. The scaled score will identify those students at risk for not scoring proficient on the DCAS assessments. The student's Homeroom Teacher and other content area teachers will come together to evaluate the Scantron results which form a baseline for the student's achievement and to develop an "Academic Success Plan" (ASP) (see **Attachment 4**) for that student. Goals for each student are established based on the baseline results of the Scantron test, the results of the student's DCAS from the previous school year, and teacher observations. The teachers list the student's strengths and areas for improvement. Parents and students will have input in terms of the social and/or academic goals that they would the student to address throughout the year. They must make at least one recommendation that supports their strengths and have no limit for the improvements that the teacher, the student, and the parents will work on to improve the weaknesses. The plan will include a target score for the next administration of Scantron and remedial activities such as using flash cards or drills at home.

The Academic Success Plan (ASP) will be used to develop specific individualized learning goals to be achieved in our core instruction, supplemental instruction and intensive instruction. Core instruction is provided to all students in the class. Part of the core instruction is usually provided to the class as a whole and part is provided during the small group, differentiated instruction period. Supplemental instruction goes beyond what is provided by the core program because the core program does not provide enough instruction or practice in a key area to meet the particular needs of identified students.

During instruction, teachers will implement intervention strategies that will be used to address the individual student needs identified in the plan. Some of the interventions used will include extended learning opportunities through extended class or extended day programs, small group lessons, and weekly progress monitoring. Intensive Instruction is given to students who are seriously below grade level in the development of critical reading and math skills. This instruction will usually be guided by a specific research-based intervention program that focuses on one or more of the key areas of reading and math development. This type of instruction is needed by a small minority of students in a class. Students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their needs while at the same time accelerating their growth toward grade level reading ability. Students who demonstrate little or no progress with interventions will be referred to the Special Education Department for further evaluation.

The plans will be developed by the end of September and will be used as a working document throughout the year to record student progress toward the goals and inform the student and parents of the student's progress. The homeroom teacher will arrange a

conference to discuss the goals with the students and parent(s) two times each year. The Scantron Performance Series is given again in the winter and spring in order to ensure all students are making one year's growth in one school year based on scaled score gains comparisons. The final conference is scheduled toward the end of the year to discuss year-end progress. The Performance Series is a key aspect of the school's goal to measure annual value-added gains.

B) Describe the corrective action that will be taken when students do not meet performance expectations.

Response:

If a student does not meet performance expectations they may be referred for RTI evaluation, change in ASP objectives, a parent conference, or all of the above.

C) If the proposed school requests and receives a waiver for an enrollment preference for students at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period.

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

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

Response:

The New Maurice J. Moyer Academy does not request a waiver for an enrollment preference for students at risk of academic failure. We expect our charter school student population will be consistent with the current Moyer Academy student population: about 85% of our student population will be "at-risk" students requiring an intervention model to be included as a part of the student's Academic Success Plan (see response to **Question 5A**).

The New Maurice J. Moyer Academy agrees to comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1). The Board has certified to this agreement in the signed Assurances included in this application.

The Board certifies that the proposed school's mean student performance on the Delaware Student Testing Program assessments in each content area will meet or exceed the statewide

average student performance of students in the same grades for each year of test administration.

6. Educational Program

A) Provide a scope and sequence document for required content areas ELA, Math, Science, Social Studies, Health Education, Physical Ed for proposed grades to be served over the first four years of the school charter. For new applicants, this is a Phase I requirement.

Response:

Scope and Sequence documents for English Language Arts, Mathematics, Social Studies, World Languages, Health Education, Physical Education, and Visual Arts) curriculum proposed for the grades to be served in the first four years of the Moyer charter (grades 6 through 12) are provided in **Attachment 14** to this application. A Science Scope and Sequence document is not included because Moyer has signed a Memorandum of Understanding with the Science Coalition. Please see the response to **Question 6C** and **Attachment 1** regarding the Science Coalition Memorandum of Understanding. The Performing Arts Scope and Sequences are being prepared and will be submitted as an addendum to this application.

B) Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement):

- **Mathematics**
- **English Language Arts**
- **Science**
- **Social Studies**

Response:

Moyer Charter School plans to collaborate with K^{12} Classroom LLC ("K^{12}") to provide the curriculum which is consistent with the school's mission and goal of offering engaging, individualized learning which results in students acquiring 21st century skills such as critical thinking, problem solving, and self direction. The Board members have chosen K^{12} based on discussion and research into public schools using digital teaching resources, concluding that K^{12} is the premier provider of curriculum, systems, and services. K^{12} is a technology-based education company that provides curriculum and educational services for digital delivery to teachers and their students in grades K–12. K^{12} has developed over 210 digital courses with over 21,000 lessons used by over 83,000 full-time public school students in twenty-seven states and the District of Columbia in the 2010-2011 school year. The K^{12} curriculum includes digital lessons, videos, assessments, learning games, labs, physical experiences and published textbooks and workbooks. K^{12} will provide curriculum and instructional materials aligned to the Delaware Learning Standards, digital resource functionality, testing and assessment tools aligned to the Delaware Comprehensive Assessment System (DCAS), and teacher training.

The School's curriculum is designed with a clear set of guiding principles. These Guiding Principles of Design, Development and Delivery include:

- **Employ Technology in an Effective and Appropriate Way for Learning.** K^{12} employs technology only where it is appropriate and can enhance the learning

process. In addition to online content, the curriculum includes a rich mix of offline course materials, including engaging textbooks and hands-on materials.

- **Base Learning Objectives on Rich Content and "Big Ideas."** K^{12} refers to "big ideas" as the key, subconscious frameworks that serve as the foundation to a student's future understanding of a subject matter. We use these "big ideas" to organize and provide the master objectives of every course that is developed. We then utilize rich, engaging content to best communicate these concepts to students to promote mastery of the topics.
- **Apply "Tried and True" Educational Approaches for Instruction.** "True" methodologies are based on cognitive research regarding the way in which individuals learn. We supplement our learning system with teaching tools and methodologies that have been tested, or "tried," and proven to be effective.
- **Assess Every Objective to Ensure Mastery.** To facilitate effective assessment, K^{12} curriculum establishes clear objectives for each lesson. Throughout a course, each student's progress is assessed and evaluated by the teacher at a point when each objective is expected to be mastered, providing direction for appropriate pacing, reinforcing learning, and promoting mastery of a topic before a student moves to the next lesson or course.
- **Facilitate Flexibility as the Level, Pace and Hours Spent on Each Objective Vary by Child.** Generally, adequate progress for most students is to complete one academic year's curriculum within a nine-month school year. Each individual student may take greater or fewer instructional hours and more or less effort than the average student to achieve this progress. The K^{12} learning system is designed to facilitate this flexibility, especially for students who are at risk academically.
- **Prioritize Important, Complex Objectives in a Logical Scope and Sequence.** Greater instructional effort is focused on the most important and difficult concepts and skills. We use existing research, feedback from parents and students and experienced teacher judgments to determine these priorities, and to modify their learning system to guide the allocation of each student's time and effort.

K^{12} has developed over 210 courses comprising 21,000 lessons of engaging online curriculum, which includes online lessons, video, assessment, learning games, labs, physical experiences and published textbooks and workbooks. In the 2010-2011 school year, almost 83,000 full-time public school students in twenty-seven states and the District of Columbia are using the K^{12} curriculum. Moyer will offer K^{12}'s complete curriculum of grades 6 through 12 courses which are aligned to the Delaware Content Standards to ensure that Moyer students will meet or exceed Delaware's performance standards. K^{12} has developed courses that incorporate standards, parameters, and characteristics outlined by a host of leading sources including: the National Academy of Science; American Council on the Teaching of Foreign Languages; Chinese Language Teachers' Association; National Art Education Association; International Association for K–12 Online Learning; National Association for Sport and Physical Education; National Council on Economic Education; National Council for History Education; National Council of Teachers of English; National Council of Teachers of Mathematics; National Institute of Child Health and Human Development; and Partnership for 21st Century Skills. The quality of the K^{12} courses and learning management system along with a track record of academic success has been documented.

Curriculum Grades 6-8

In sixth through eighth grade, K^{12} courses are categorized into four core courses: Language Arts/English, Mathematics, Science, and History (Social Studies). Students in grades 6-8 will also participate in the K^{12} World Languages, Health and Physical Education, and Art courses appropriate for the Delaware Content Standards at their grade level. The K^{12} curriculum includes all of the courses that students need to complete their core kindergarten through 8th grade education. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum is mastery-based with assessments built into every lesson to ensure mastery and provide for remediation or enrichment where necessary. Students at Moyer will use the Language Arts/English, Math, History and Art courses from K^{12} and the Science curriculum for the Delaware Science Coalition.

Math

Building upon the success of a long-established program, K^{12} Math balances mastery of fundamental skills with critical thinking and problem-solving. K^{12} Math emphasizes an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills. Online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical thinking skills. From helping younger students make the link between the concrete and the abstract to introducing older students to Algebra, K^{12} Math provides a thorough mathematic grounding.

Science

The New Maurice J. Moyer Academy has signed a Memorandum of Understanding with the Science Coalition and has provided a copy of the Memorandum as an attachment to this application (please see **Attachment 1**). We are waiting for the state to complete their signatures to finalize the MOU. The Science Coalition will provide science curriculum units, materials, and assessments for all students and ongoing professional development including instructional coaching for Moyer teachers. The Coalition instructional science coach will incorporate the use of technology (email, phone, webinars, electronic bulletin boards, blogs, etc.) in his/her communications with Moyer teachers.

Language Arts/English

K^{12} Language Arts/English helps students develop important reading and writing skills, while also inspiring a love of literature. Combining Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works, teaches writing as a process, and prepares students for standardized tests in the areas of language skills and reading comprehension. Students develop literary analysis and comprehension skills by reading novels and nonfiction work.

History (Social Studies)

With integrated topics in Geography and Civics, K^{12} History opens students' minds and imaginations to far-off lands, distant times, and diverse cultures. K^{12} emphasizes the story in History, a story that includes not only great men and women but also everyday people.

Curriculum Grades 9-12

Moyer will be able to offer more than 130 K^{12} high school courses designed to help students earn their high school diploma and find their own path to post-high school success—whether that's in college or in the workforce. K^{12} offers Math, English, Science, and History courses in multiple levels—Core, Comprehensive, Honors, and Advanced Placement— plus remediation and credit recovery courses to meet the needs of diverse learners. Students can also take up to four years of a world language (depending on the language), and choose from a variety of electives, including anthropology, Web design, Anthropology, Entrepreneurship, and Green Design & Technology. Unlike other programs, where a student must be in a particular "academic path", the K^{12} program allows students to chart their own course, choosing from among the four levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among the Core and Comprehensive English and History courses. These multiple course levels prevent students from being "locked in" to one level of a particular subject, and account for natural progress and growth.

Four Levels of Core Subjects

By using the K^{12} high school curriculum, Moyer will allow students to harness the power of individualized learning by choosing from the following six levels of Math, English, Science, and History courses:

- **In K^{12} core courses,** topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- In **K^{12} comprehensive courses,** students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in core courses.
- **K^{12} honors courses** hold students to a greater degree of accountability, and demand even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college level courses. Students also demonstrate college level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.
- **K^{12} AP courses** are college level courses that follow curriculum specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities.

K^{12} also provides two levels of courses for struggling students, "at risk" students, and students who have not successfully completed courses required for graduation:

- **K^{12} remediation courses** bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students' current knowledge and provide the instruction needed for them to continue their studies at a high school level.
- **K^{12} credit recovery courses** allow students to gain credit for courses they

have previously taken and not completed successfully. These courses include diagnostic unit tests that assess students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

Alignment and Pacing

In order to select the appropriate courses for the core subjects (Mathematics, English Language Arts, Science, and Social Studies) for each grade, teachers and school leaders review the Delaware state standards and ensure alignment with the selected courses. Teachers and instructional leaders complement lessons regularly.

These alignment documents are then used to create pacing guides for each grade and subject. These documents inform teachers of the sequence in which they are to teach a course, the length of time to be spent on each lesson and/or topic, and the state standard(s) that are covered by each lesson. Teachers also reference these documents to see what their students will be learning later in the year.

C) Provide a signed memorandum of understanding with the Science coalition, the Mathematics coalition, and the Social Studies coalition if chosen. For new applicants this is a Phase I requirement.

Response:

The New Maurice J. Moyer Academy has signed a Memorandum of Understanding with the Science Coalition and has provided a copy of the Memorandum as an attachment to this application. The state is in the process of finalizing their signatures on the MOU. (see **Attachment 1**)

D) Provide a statement of plans for additional academic support for at risk students. For new applicants, this is a Phase I requirement.

Response:

In addition to ASP and RTI, at risk students may be referred to the school social worker or placed in a required afterschool study academic support group. Some students may be offered tutors who meet with students after school as well. Since some at risk students may have complex family situations a communication plan is developed between the school and the family to provide consistent support.

E) Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement.

Response:

The K^{12} high school catalog of more than 130 courses is included as an attachment to this

application (see **Attachment 5**). A minimum of 22 credits is required for graduation. To be promoted and to be eligible for a diploma, a high school student must earn at least 7.5 credits each year, receive a grade of "C-"or higher in at least three year-long courses or their equivalent, and receive a passing grade in English. In grades 6, 7, 8 students must pass Language Arts and Math to be promoted. A failing grade may be converted to a "D-" and a "D" grade may be converted to a "C-" by summer study approved by the department head or electing a recovery credit course and achieving a grade of "C-" or better. Grades may be converted only when the faculty votes to grant a student this opportunity and only to meet minimum promotion and diploma requirements. Grades in a total of no more than two (2) full courses (or their equivalent) may be so converted during the last three years of high school.

High School Graduation Requirements

	Delaware Graduation Requirements (credits)	University of Delaware Freshman Recommended Entrance Requirements (credits)	Moyer Academy Graduation Requirements (credits)
Math	4	4	4
English	4	4	4
Social Studies/History	3	4	3
Science	3	4	3
Foreign Language	0	4 years of same language	2 years of same language
Career Pathways	3	N/A	3
Physical Education	1	N/A	1
Health	.5	N/A	.5
Electives	3.5	N/A	1.5
Drivers Education	Yes	N/A	Yes
Total Number of Credits	22		22

Moyer Academy will work with all students to develop 21st century relevant Career Pathways. Pathways will be informed by student interests and future plans using the student's career assessments data. Students will begin exploring their Career Pathways in the 8th grade as they begin their Student Success Plan. Students will select their pathway and begin their three course sequence in the 10th grade.

Moyer is well prepared to offer a wide range of pathways, with a particular strength in the high demand fields of Business and Technology. The academically Focused Career Pathways below are strong examples; however, students may work with their school counselor to develop an individualized program to meet their unique interests. Pathway courses will be in addition to courses that are required for graduation. Pathway courses taken outside the student's planned pathway may be taken as an elective as determined by course availability. Elective courses related to a student's pathway will also be encouraged.

The New Maurice J. Moyer Academy Career Pathways

Cluster	Business	Finance	Information Technology	Government	Art & Technology
Pathway	General Management and Entrepreneurship	Business Finance	Computer Technology	Governance or Foreign Service	Visual Arts or Digital Arts
Year 1	•BUS010:Business Communications and •BUS030: Personal Finance	•MTH312: Business and Consumer Math and •BUS030: Personal Finance	•TCH010: Computer Literacy I and •TCH020: Computer Literacy II	•HST202: Modern World Studies	•ART010: Fine Art
Year 2	•BUS040: Introduction to Entrepreneurship I and •BUS050: Introduction to Entrepreneurship II	•BUS010: Business Communications and •HST030: Macroeconomics	•TCH040: Web Design •TCH030: Digital Photography and Graphics	•2nd World Language OR •Additional Social studies course.	•ARTOXX: Studio Art I or •TCH028: Digital Arts I •TCH029: Digital Arts II
Year 3	•BUS060: Introduction to Marketing I and •BUS070: Introduction to Marketing II	•HST530: AP® Microeconomics and •HST520: AP® Macroeconomics	•TCH027: Green Design and Technology •TCH060: C++ Programming	•2nd World Language II OR •AP HST510: AP® U.S. Government and Politics	•TCH017: 3D Art I—Modeling and TCH018: 3D Art II—Animation OR •TCH019: Computer-Aided Design

F) Provide the Teacher to student ratio for the school. For new applicants this is a Phase I requirement.

Response:

The student to teacher ratio for Grade 6 is 20:1. The student teacher ratio for Grades 7 to 12 is five sections of twenty-five students per section per teacher.

G) Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement.

Response:

Unique Organizational Structure

School-Within-A-School

Moyer's school design is based upon a research-based school-within-a-school model. This model provides small learning communities called "Houses" within the larger school and promotes a greater sense of personal connections among students, faculty, and families.

The House Plan

Moyer will be led by the school Principal who is the instructional leader of the school. As instructional leader, the Principal is responsible for establishing and ensuring the school lives up to its vision and mission. The Principal is responsible for maintaining high standards for instruction and learning, ensuring smooth daily operations, and overseeing the fiscal soundness of the school's operating plan The Principal also provides leadership for all external relations, such as school business partnerships, external community relationships, extracurricular activities, and school wide outreach.

In order to foster more direct and sustained connections, students and teachers are assigned to one of several smaller groupings called Houses. Each house contains grades 6 through 12 and is led by a House Leader who serves both an academic as well as a social and mentoring role. As such, the House Leader has responsibilities in the House that mirror some of the Principal's responsibilities. In addition, the House Leader is responsible for student discipline in the House. The House leader reports to the Principal and is also expected to teach. Each House also has a guidance counselor who provides personal, career, and college counseling grades 6 through 12. The continuity of learning and counseling provided by the House system supports safety, security, and student achievement.

Students will remain in the same House grades 6 through 12 for their entire career at Moyer. Change of House may be considered at the request of a student, parent, teacher, or administrator. The Principal has finally decision making authority over such requests. Sixth graders are self-contained classrooms where core subject instruction is delivered by the classroom teacher. Beginning in grade seven, students will move from class to class according to the subject area.

Differentiated Instruction

Academic Success Plan

Please refer to the response to **Question 5A** for an explanation of Moyer's Academic Success Plan.

School Counseling

Moyer will provide all students with a developmentally appropriate comprehensive school counseling program. The Highly Qualified, Delaware-certified counselors will collaborate with all stakeholders including parents, teachers, administration, and community to address school needs. The school counseling program will provide a systematic approach to developing the academic, personal/social and career skills of each student. Moyer will use a combination of web based tools, curriculum, individual planning, preventive and responsive services, and counseling strategies that have demonstrated success. The school counselor will lead a data driven practice consistent with the American School Counseling Association standards. The school counseling program is a key piece of school's mission to make all students college and career ready as they prepare for the complex demands of the 21st century.

Moyer will offer the following components to support our comprehensive school counseling program:

- Career assessment, exploration, and skills development incorporating the Student Success Plan tools

- Individual and group counseling services for all students on person/social issues, study skills. And as determined by needs assessment

- Developmental guidance curriculum to promote the academic success and personal growth of every student

- Parent outreach, education and support services, facilitating community resources and referral programs

- Individualized academic advisement and graduation planning, ensuring all students graduation on time with the most rigorous course selection

- College and postsecondary education planning and advising. At each grade level students will be guided through college preparation, selection, application, and admissions and financial aid process.

Special Material and Use of Technology

Technology is a tool that will be used for instruction and communication by the faculty, students, and families at Moyer Academy.

Instruction

Every classroom in Moyer will be equipped with Internet access, an interactive whiteboard, and a teacher laptop. Lessons and instructional resources will be located online. The lessons for students in grades 6-8 are housed in the K^{12} Online School (OLS), and teachers will use the laptop and interactive whiteboard to deliver these lessons to the whole class. The OLS and interactive whiteboard allow for much more visualization and interaction with the material than does the traditional textbook, which is very much in tune with today's digital learners.

The lessons for students in grades 9-12 are housed in the eCollege Learning Management System (LMS). As in grades 6-8, teachers will deliver these lessons to the whole class via their laptop and interactive whiteboard. The LMS also allows for students to view the material and assignments for the week, to submit assignments, and to view their grades for the assignments. In addition, students in the high school will have their foreign language courses and other elective courses taught by a Highly Qualified, Delaware-certified virtual teacher. These courses will occur in a computer lab, equipped with desktops and networked printers. Instruction will be given via Elluminate Live!, a virtual classroom that allows for delivery of instruction, student collaboration with peers, and students' demonstration of knowledge and skills.

Mobile laptop carts will be available for classroom use. In certain instances, some students may progress at different rates through a particular lesson(s), and individual laptops provide students with the means to work at their own pace. Students will also use the laptops to complete research papers and other projects. Students will have access to many technology

courses as one of their electives, or as part of their Career Pathway. This will take place in the computer lab. All desktops in the lab (as well as all teacher laptops and mobile laptops) will be equipped with Microsoft Office Suite. During this time, as well as during daily use of technology during instructional time, students will be exposed to the International Society for Technology in Education's National Education Technology Standards (NETS). A deep understanding of these NETS will help to ensure that students are college and career-ready upon graduation.

Communication

Technology will be utilized for communication among faculty, students, and families. Students in grades 9-12 will have accounts for K-mail, a K^{12} internal and secure email system. K-mail can be used as a direct line of communication between teachers and students and teachers and families.

Aside from personal telephone communications between faculty and families, Moyer will also make use of an auto-dialer. The auto-dialer will be used to inform families if their student is absent, as a means of deterring truancy. Moyer will also have a TTY phone to accommodate those who are deaf or suffer from some form of hearing loss.

In addition, all students will have their own OLS or LMS user names and passwords. Students can log in to their accounts anywhere with internet access, and show their families what they have been learning in school. Faculty support will be available for any families who need assistance with or who have questions about using these systems.

Another means of technology-driven communication between families and the school are online surveys. These surveys will be emailed or K-mailed to families at various times throughout the year to elicit feedback on a variety of topics.

H) For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks. This is a Phase I requirement.

Response:

Moyer Academy teachers and staff will be afforded many opportunities for professional growth and development throughout the year. The following is a proposed Professional Development Calendar for 2012-2013, the first year of the charter, which will be a model expanded on in each year of the charter.

Moyer Academy
Proposed Professional Development Calendar
2012-2013

Month	Activity	Target Audience
August (Pre-Planning)	Moyer Academy Orientation and School Climate	All Staff
	School-Wide Discipline Plan Positive Behavioral Interventions & Support	All Staff
	K[12] and Delaware Science Coalition Curriculum Overview	Instructional Staff
	Developing Effective Lesson Plans	Instructional Staff
	Data Driven Instruction	Instructional Staff
	Identifying Student Learning Styles & Differentiated Instruction	Instructional Staff
	Special Education Law	Instructional Staff
September	Child Abuse Prevention Training	All Staff
October	Engaging and Questioning Students	Instructional Staff
November	Anti-Bullying Training and School Protocol	All Staff
December	Conferencing Strategies	Instructional Staff
January	Community Resources for Schools	All Staff
February	Integrating Reading Across the Curriculum	Instructional Staff
March	Integrating Math Across the Curriculum	Instructional Staff
April	Project-Based Learning	Instructional Staff
May	RTI Training	Instructional Staff
June	Digital Literacy	All Staff

Prior to the start of the 2012-2013 school year, teachers will participate in rigorous professional development sessions addressing the school mission and philosophy, state

standards and the K^{12} and Science Coalition curriculum, instructional strategies to increase student achievement, and classroom management. In addition to this initial professional development, ongoing training and support will be provided throughout the school year. To that end, Moyer Academy will be staffed with a K^{12}-employed Teaching and Learning Coordinator (TLC). The TLC will work full-time at the school, delivering professional development and providing support to the entire staff, smaller grade groups, and individual teachers as necessary.

By working collaboratively with the TLC, individual teachers will complete a Personal Professional Development Plan that will identify an area of their practice that needs improvement and the steps that will be taken to achieve this improvement. The TLC will provide support to all teachers as they work to accomplish these goals. In addition, the TLC will be available to provide demonstration lessons for all teachers, as well as assist with lessons or observe lessons as needed.

At the grade group level, the TLC will hold weekly meetings to assist with the lesson planning process and provide any just-in-time training as required. A key component of these meetings will be analysis of student assessment data. Analysis of this data will provide an opportunity for teachers to reflect on their own practice, and to make appropriate lesson adjustments in response to any student weaknesses. With support from the principal, the TLC will provide opportunities for teachers to learn from each other by observing their colleagues teach in their own classrooms. Weekly meetings will also be held between the TLC and school principal, so he or she is kept apprised of student and teacher progress in the classrooms.

Whole-staff professional development on these and other topics will be provided by the TLC at various points throughout the year:

- Collection and analysis of students' assessment data
- Differentiation in the content areas
- Effective lesson planning
- Interactive whiteboard use in the classroom
- K^{12} Online School
- K^{12} Learning Management System
- Delaware Science Coalition curriculum and materials
- Managing online learning courses (High School)
- Scantron Performance series
- Study Island
- Delaware Comprehensive Assessment System

Through observation, conversations with teachers, and the analysis of student data, the TLC will continuously evaluate the needs of the students and staff throughout the school year and provide additional professional developments as needed. Additional topics to be addressed include Multiple Choice Test-Taking Strategies and Vocabulary and Note-Taking Skills.

As a partner in the Delaware Science Coalition, each Moyer teacher will be provided with professional development associated with the use of the Coalition's grade-level science curriculum units. A Coalition instructional science coach will directly work with teachers to improve inquiry-based teaching and learning. Sessions will include lesson planning, implementation, assessment, and reflection.

I) Provide three approved (Submitted units are scored "3" or "4" on the Charter School Unit Review Rubric. Click here to view the Charter School Unit Review Rubric)

units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement.

Response: The New Maurice J. Moyer Academy Charter School, as a new applicant, will respond to this question in Phase II of the application process.

J) Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For new applicants this is a Phase II requirement.

Response: The New Maurice J. Moyer Academy Charter School, as a new applicant, will respond to this question in Phase II of the application process.

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

Response: The New Maurice J. Moyer Academy Charter School, as a new applicant, will respond to this question in Phase II of the application process.

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

Response: The New Maurice J. Moyer Academy Charter School, as a new applicant, will respond to this question in Phase II of the application process.

M) Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement.

Response: The New Maurice J. Moyer Academy Charter School, as a new applicant, will respond to this question in Phase II of the application process.

N) Provide a copy of the school calendar and master instructional schedule. For new applicants this is a Phase II requirement.

Response: The New Maurice J. Moyer Academy Charter School, as a new applicant, will respond to this question in Phase II of the application process.

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

Response: The New Maurice J. Moyer Academy Charter School, as a new applicant, will respond to this question in Phase II of the application process.

7. Students with Special Needs

A) Describe how the school will be in full compliance with current federal and state

statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.

Response:

The New Maurice J. Moyer Academy will provide equal access to all students regardless of disability or family background through its adherence to the enrollment process stipulated by the state school law. Moyer will welcomes all students with disabilities that enroll through this process and will work with DDOE to make sure that the instructional and support needs of these students are met to create an optimal learning environment. Moyer is committed to demonstrating that all students, regardless of their ethnicity, socio-economic status or disability, can learn. All special education students will have access to a Free Appropriate Public Education (FAPE), according to Delaware state regulations, 14 DE Administrative Code 925.10 -,12.0. Moreover, each student will have access to quality instruction and support in Least Restrictive Environment (LRE).

The school will utilize an inclusion model to the extent that it provides the LRE according to each student's Individual Education Plan (IEP). In those cases where a student's IEP indicates a need for more restrictive settings, therapies, parapatoligists, other programs, or placements that meet the student's educational needs, Moyer will provide those services, settings, or programs as specified in the Individualized Educational Plan. The special education teachers, with the help of the general education teachers, will ensure that students are properly serviced in the classroom. IEPs will be updated annually. IEPs will be reconvened earlier when appropriate, to organize and oversee the implementation of all accommodations and modifications, and communicate with parents. Special education teachers will also be responsible for all progress monitoring, conducted quarterly, and linking students with appropriate agencies and or other related services.

Specialized Services will be contracted as individual students' needs are identified. They may include, but are not limited to psychological evaluators, speech therapy, occupational therapy, etc.

Upon enrolling a student, parents will be asked for information regarding any documented exceptionality their child may have. The parents will be asked to provide all relevant documentation, including the most recent Evaluation and IEP. This will ensure that all students with exceptionalities will receive the necessary support on the first day in the classroom.

Moyer will utilize the Response to Intervention (RTI) model, as specified in 14 DR Administrative Code 925.10 -12.0, as a method of identifying and screening students who may be eligible for special education services. In this model students who are performing at or approaching grade level are classified as Tier 1. The needs of these students will be addressed within the general education setting by general classroom teachers. Students whose screening data indicates the need of a reading or math intervention class will be classified as Tier 2. The intervention programs for students who fall under the Tier 2 category provide teachers with regular progress monitoring data. This data will be used to determine when a student may be moved up to Tier 1 or whether a student may need further interventions.

Students who are not making significant progress after receiving Tier 2 interventions may be moved to a classification of Tier 3. Students under Tier 3 are considered to have some form of exceptionality that requires special education services. Before a student qualifies for Tier 3 interventions, parents must be notified and formal evaluations must be conducted. Staff will work closely with appropriate specialists to ensure that assessment and evaluation of referred students will result in accurate assessment of student needs.

Individual Education Plan (IEP) development is conducted in a similar collaborative fashion, in accordance with federal and local mandates. The aim of the IEP is to identify the least restrictive environment that will ensure the successful achievement of identified goals. The LRE, modifications, accommodations, student goals, and any possible related services will be developed upon careful consideration of the student's evaluative information, present level of performance, and anecdotal observations provided by the student's teachers and parents/ guardians.

Students will have scheduled annual IEP reviews to assess the level of progress towards academic, social, and emotional goals. The primary function of this review will be to create additional IEP goals with appropriate rigor and to consider the continuation and/or modification of placement and services being rendered.

Should a student be identified as failing to meet his/her IEP goals, a review will be scheduled prior to the annual review, as needed. Once again, all aspects of the students IEP will be reviewed, including the student's disability, goals, placement, modifications, accommodations, present level of performance, related and/or consultative services and anecdotal reports from the IEP team. IEPs will be rewritten for students failing to meet goals with well-developed and appropriate linkages between the student's identified needs and services to be rendered. The School's commitment to maintaining rigorous academic outcomes and placement in the least restrictive environment will remain the cornerstone of this process.

Special education teachers, general education teachers, and related service providers will collaborate to provide a range of instructional strategies to fulfill the minutes outlined and required services in the IEPs of students with disabilities. Strategies include co-teaching, resource pull-out, and collaborative teaching. Teachers and support staff of special education and English Language Learner programs incorporate common planning time to make sure their efforts are effectively coordinated. Moyer will endeavor to ensure that students receive appropriate specialized services based on needs identified in students' IEPs. Where additional services are deemed necessary, Moyer consult with DOE and contract with additional agencies or hire relevant staff members. This will ensure that the school is accessible to all students.

The implementation of the IEP will be the responsibility of the special and general education teachers, paraprofessionals, administrators, and other related service providers. Ultimately the case manager will regularly monitor progress on the implementation of all requisite services, accommodations, and modifications. The majority of students with exceptionalities will receive their services inside the general education setting under the inclusion model. Core classes in which there are five or more special education students will be co-taught by one general and one special education teacher. In accordance with the school's desire to provide all students access to FAPE, it will be the goal of each co-teacher to have his or her role indiscernible to the students. In an exemplary co-taught classroom, this will provide students

with exceptionalities the opportunity to seamlessly blend in with their non-disabled peers.

Special Education teachers at Moyer will work with classroom teachers to keep parents/guardians apprised of their student's academic and behavioral progress, particularly in relation to his/her IEP goals. Parents of students with IEPs are contacted by the Special Education case manager notifying them of upcoming IEP meetings. The case manager documents all contact with parents on the Documentation of Communication Sheet included in each student file. A Letter of Prior Notice is sent to each parent at least 10 days before any formal IEP meeting. The case manager also contacts the parent/guardian one day before the IEP meeting as a reminder; if the parent is unable to attend, the meeting will be rescheduled. If the parent is unable to participate in the IEP meeting, the IEP meeting, with permission from the parent/guardian will be conducted over the phone to discuss the student's strengths and the parent's vision for the student. Every effort is made to include parents and classroom teachers in the planning process.

Moyer will take full advantage of its ability to utilize special education teachers and support staff in flexible manner to meet the needs of its students. Moyer students with special needs will be invited to participate in all programs that provide additional skills practice outside of the school day, including after school programming and summer school programs. Where students are identified as needing specific services beyond the school year, the school will arrange for the provision of such services as outlined in the students' Individual Education Plan through use of extended day opportunities and other strategies deemed appropriate based on specific student needs.

The school does not have any particular admission criteria that will inhibit students with exceptionalities from enrolling. Students from all walks of life are invited to enroll in the schools rigorous college preparatory curriculum. Moyer's mission of providing its students with career pathways fosters the perfect learning environment for students with exceptionalities. Our students will not only be prepared for college, if that is where their goals and talents take them, but will also be ready to be productive citizens in a today's increasingly high-tech world.

English Language Learners (ELL)

Home Language Surveys will be completed by parents of all children at the beginning of the year to assist in identifying which students will be tested for possible inclusion in the English Language Learner program. This process will be overseen by the English Language Acquisition (ELA) Specialist, who works with classroom teachers to administer this and all ELL assessments as well as the gathering of additional information from families where necessary. A limited English assessment will be administered to any student whose first language is not English or is born in a non-English speaking country. The ELA Specialist and classroom teacher will be in communication with parents throughout this process to ensure all are in agreement with the child's program placement. Once a student is identified as having LEP the ELA specialist and the general education teachers will work together to develop an instructional plan for the student. ELA plans will include inclusion in the general education setting as well as targeted intervention as needed.

English Language Learners' academic and language acquisition progress will be carefully monitored using assessments approved by the state (English Language Development Assessment, Home Language Survey, etc.) and those formative measures are utilized

internally within Moyer. Based on the results of these assessments, students' language needs are identified and those requiring more intensive support receive individual and small group intervention services and instruction from an ELA Specialist.

All ELL students will be immersed in classrooms that are instructed in English. Where appropriate, students will be paired with aides, parent volunteers, or peers that are able to translate for the student.

English Language Learners benefit from inclusion in classroom instruction that is actively modified by trained classroom teachers to ensure student access to the core curriculum. Examples of modifications and instructional strategies include scaffolding, spiraling, audio/visual materials, the use of manipulatives, and modified assessments. Through this program, students will be provided with numerous opportunities to receive instruction in English and practice the use of the English language. Those students who are identified through assessments as having intensive language needs will receive additional support from the ELA Specialist through push in and pull out services as deemed most fitting, and based on student need. An English Language Acquisition curriculum will be utilized by the Specialist that aligns with Delaware's English Language Development Standards.

Those students who are identified as gifted/talented (G/T) will be challenged to access their own potential through honors courses among other opportunities. G/T students will receive a significant amount of services in the general education classroom according to their respective IEPs. The special education leader will oversee the implementation and progress towards rigorous individual learning goals. Teachers will also develop resource libraries comprised of successful activities to supplement the existing curriculum. Advanced students will also be encouraged to participate in opportunities both during and outside the school day, where available. Examples of such opportunities include K^{12} High School online courses, and service through leadership roles within the school (student council, robotics student team, etc.). Moyer will seek partnerships with area colleges/universities to provide students with Advanced Placement opportunities and advanced tutoring options.

Gifted and Talented Learners

Moyer's instructional program for gifted and talented learners will be based on the principles that all students are to receive an education appropriate to their individual capabilities, interests, and need; that students have learning opportunities that help develop their abilities to the highest level; and those students' intense interests and talents change over time. Gifted and Talented learners are students who generally demonstrate high performance or capacity for high performance beyond age/grade expectations, over an extended period of time, often (but not necessarily) in more than one area.

No single characteristic or test score will be used solely for the identification of gifted and talented learners, and identification will be considered a repeating process, not a one-time event. Aptitudes will be assessed though Scantron Test Scores and the review of previous records to include state test scores, previous identification, observed behaviors, and advanced course placements. Staff members and parents will be provided training to gain an understanding of some general characteristics that typify gifted students to sharpen their awareness.

Monitoring of gifted and talented students and decisions regarding accelerating a student in

English Language Arts and Mathematics will be a collaborative decision among the student, parent, teachers, and other knowledgeable professionals after careful examination of factors, to include, but not be limited to:

- Student's overall academic performance on grade level subjects
- Student's academic performance on off-level subjects
- Student's socio-emotional maturity
- Student's desire for acceleration
- Parent's desire for acceleration
- Level of academic engagement in subjects
- Test data available, including Scantron testing
- Survey/observation checklists

The school will utilize Renzulli's Model that considers three factors important for the development of gifted behavior: Above average ability, creativity, and task commitment.
The school will be committed to meeting the needs of advanced learners by aggressively recruiting highly qualified teachers with endorsements to teach gifted students, especially in the areas of Language Arts and Mathematics, and by preparing staff members through the provision of in-service training, networking, ideas, national and local events, and other support. The school will promote the use of strategies found by research to support the diverse range accelerated learners including

- individual and small group research and contract work with active student ownership;
- flexible progression strategies within content areas, including a variety of acceleration options with the agreement of the parents and student and subject to ongoing review;
- extension activities with self-selection by students, as well as suggestion by teachers;
- curriculum compacting by tailoring the subject to address specific gaps, deficiencies, and strengths of an individual student. The learner will be able to test out or bypasses previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum;
- topic enrichment through assignments that increase pacing or depth of knowledge to a student who demonstrates an interest and motivation in a specific topic.

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

Response: This question is not applicable to The New Maurice J. Moyer Academy, a new applicant.

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

Response:

Students determined to have educational needs under section 504 of the Rehabilitation Act will have a 504 Plan monitored by the guidance counselor. The counselor will ensure that teachers understand and implement the accommodations and or modifications in the student's plan. 504 plans will be reviewed annually by a team including the student's teachers, the parents, guidance counselor, and the student. Our 504 placements will also be used as transition for students who the IEP Team determines are no longer in need of special education services.

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

Response: Moyer will not discriminate according to race, ethnicity, or economic status.

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

Response: All Moyer programs will provide equal access regardless of gender.

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

Response: Moyer will hire highly qualified special education teachers. These teachers will be certified in special education and have experience in assessment and instruction of students with disabilities. Our staffing model includes a special education chair and sufficient number of special education case managers/teachers to maintain a case load of 20 students to a case manager. Each teacher will collaborate with each other as well as the general education teachers to share best practices as well as cultivate new skills. Special education teachers will focus on ensuring that all students with disabilities receive an education that is at least as rigorous and enriching as their non-disabled peers. All special education personnel will participate in all Special Education training programs required by the Department Of Education.

These teachers will pledge to seek professional development as they strive to meet the individual needs of all of their students.

The school will have paraprofessionals who are committed to providing the students with disabilities access to their education. Paraprofessionals will provide a number of services which include, but are not limited to: helping students enter and exit the bus, walk with or push wheel chairs for students with limited mobility, aid students in using the bathroom, feed students where necessary, and provide accommodations and modifications in and outside of the general education setting.

One special education teacher, appointed by the principal, will assume all leadership responsibility concerning the special education department. This individual must have experience and proven success in educating students with disabilities, communicating with parents, and organizing a special education program. The department leader will be charged with establishing caseloads, serving as the Officially Designated Representative of Local Education Agency (ODR), facilitating the scheduling and prior notice of IEP meetings, managing the duties of all paraprofessionals, and ensuring that all students are receiving access to FAPE, within the LRE, according to his or her IEP. The special education chair will have knowledge and ongoing training in all components of IDEA, including state and federal monitoring, use of state funds, and procedural safeguards.

8. Economic Viability

A) List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title.

Response:

The anticipated staff positions at Moyer beginning in the planning year when the school will still be operating as the Maurice J. Moyer Academy and for the four years in which the school will be open and operating as The New Maurice J. Moyer Academy charter school are enumerated in this table:

THE NEW MAURICE J. MOYER ACADEMY PROJECTED STAFF POSITIONS (FTE) SY2011-SY2015					
TITLE	**SY2011** *(Planning Year)*	**SY2012** *(1st Year of Charter)*	**SY2013**	**SY2014**	**SY2015**
Administrative and Support Staff					
Principal	1	1	1	1	1
IT Support	1	1	1	1	1
Business Manager	1	1	1	1	1
Teaching & Learning Coordinator	1	1	1	1	1
Nurse	1	1	1	1	1
HR Program Manager	1	1	1	1	1
Learning Lab Coordinator	1	1	1	1	1
Registrar/Receptionist	1	1	2	2	2
Finance Analyst-Clerical Staff	1	1	1	1	1
Behaviorist	1	1	1	1	1
Assistant Principal	1	1	2	2	2
Para Behavior	3.5	4	4	6	6
Cafeteria Manager	1	1	1	1	1
Cafeteria Staff	1	1	1	1	1
Reading Specialist	0.5	1	1	1	1
Operations Manager	1	1	1	1	1
SPED Coordinator		1	1	1	1
Admin Subtotal	**18**	**20**	**22**	**24**	**24**
Teaching Staff					
Grades 6-8 Teachers	7.0	8.0	8.0	10.0	14.5
Grades 9-12 Teachers	8.5	9.5	10.5	12.0	14.5
SPED (other than grant funded)	2.0	2.0	2.0	3.0	4.0
Counselors	2.0	2.0	3.0	3.0	3.0
Teaching Subtotal	**19.5**	**21.5**	**23.5**	**28.0**	**36.0**
TOTAL STAFF	**37.5**	**41.5**	**45.5**	**52.0**	**60.0**

Job descriptions for staff positions are included in **Attachment 6** to this application.

B) List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships.

Response:

Most of the administrative, support, and teaching staff will be employed by the school

Board. K^{12} will provide some of the administrative services for the school according to the terms of the services agreement between Moyer and K^{12}. These administrative services may include school management, technology support, finance and business processes, and teacher support. K^{12} will employ the persons providing those administrative services according to the terms of the services agreement (see **Attachment 7**).

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

Response:

The Moyer budget included as **Attachment 8** to this application includes a line item for the lease of The New Maurice J. Moyer Academy school facilities at the current Maurice J. Moyer Academy from the planning year (2011-2012) through the term of the charter (2012-2016). The total amount budgeted for the lease over that five year period is $2,035,167. The lease will be paid from general funds generated by state revenue calculations. The school facilities are adequate in size to accommodate the maximum number of students projected to enroll at Moyer—600 in 2015-2016. As indicated in the response to **Question 8E** below, the school facilities' lease will be finalized and signed by June 15, 2012.

D) Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities.

Response:

It is anticipated that K^{12} will enter into a lease for the school facilities at 600 and 610 to 611 E. 17th Street, Wilmington, Delaware, with the entity that will then have ownership of them, and sublease the facilities to Moyer at fair market value. This assumption informed the development of the projected charter school budget. If the school closes, its only responsibilities will be those covered under the terms in the lease related to termination. The facilities and any debt owed by the owner on such facilities will remain the responsibility of the owner.

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

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1st of the year in which the school proposes to open and by August 1st of each year thereafter. Contracts for the lease or purchase of real

property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15th of the year in which the school proposes to open.

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

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates.
Click here to view and obtain a blank Revenue Estimates Sheet.

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

Response:

Based on the experience of our management partner, K^{12}, with the current Moyer Academy operations in 2010-2011, the Board plans to contract for the following services during the term of the charter. The dates on which the proposed contracts are projected to be finalized and signed for SY2012-2013 are included with each service.

- **Educational Products and Services** (To be finalized and signed prior to July 1, 2011)
- **Transportation** (to be finalized and signed by August 1, 2012)
- **Audit** (to be finalized and signed by July 1, 2012)
- **HVAC Maintenance** (to be finalized and signed by July 1, 2012)
- **Custodial and Landscaping Services** (to be finalized and signed by July 1, 2012)
- **Insurance (School and Board)** (to be finalized and signed by July 1, 2011)
- **Security Services** (to be finalized and signed by July 1, 2012)

- **Fire and Burglar Alarm System Maintenance** (to be finalized and signed by July 1, 2012)

- **Lease** (to be finalized and signed by June 15, 2012)

- **Special education (e.g., speech therapy, psychological evaluations, etc.):** If Moyer is unable to directly provide services to the extent necessary, appropriately certified or licensed individuals will be contracted with to provide services under Moyer's direction. (To be finalized and signed as services are needed.)

The Board plans to continue the current Moyer practice of employing its own in-house food service and nursing staff.

F) List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source.

Response:

The 2011-2012 school year will be the planning year for The New Maurice J. Moyer Academy ("Moyer"). It will be a unique planning year for a new charter school since the school will be fully operational, staffed and conducting classes in its last year as a state governed public school with the governing organization(s) to be determined. Costs will include curriculum, salaries and benefits, transportation, cafeteria service, extracurricular activities, supplies and materials, computers, contracted services, insurance, rent, utilities, maintenance, telephone, equipment, postage and shipping, and management company fees. The FY2012 budget included in the charter application (see **Attachment 8**) lists the sources and amounts of federal, state and local funds to cover these costs in the planning year.

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

Response:

Funding for The New Maurice J. Moyer Academy budget has been determined in accordance with the Delaware State instructions and the Charter School Revenue Calculation model. In addition, all funding calculations have been reviewed with Scott Kessel of the Department of Education. The key funding categories over the period SY2011-2015 are:

- State and Local Funding $22.98M or ~91.8% of total funding
- Title I 1.35M or ~5.4% of total funding
- Title II 0.22M or ~0.9% of total funding
- IDEA 0.48M or ~2.0% of total funding and

Total funding for the period is budgeted at ~$25.03M. The budget does not assume any long term loans during the planning year nor the term of the charter. Should there be a need for short term loans during the budget period such funds will be secured through either a Line of Credit established with a local financial institution or loans made by K^{12} in accordance with its services agreement with The New Maurice J. Moyer Academy.

H) Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable.

Response:

The budget has been developed using conservative assumptions for both funding and expenditures. However, the school is prepared to take the necessary actions required to ensure that a shortfall in expected enrollments will not have a material negative financial impact. There are three major cost categories at the school: instructional and administrative staff, instructional materials and equipment and finally facilities. It is expected that the school can run at an enrollment of approximately 250 students to cover the current facilities and related costs. Facility expansion or voluntary improvements at the facility will only be made when enrollment can justify such investments. All school instructional and administrative hires and the timing of such hires will be made consistent with the timing of actual enrollment. This will ensure a balance between both staff and enrollment. Finally, all expenditures made to K^{12} for the provision of administrative services, technical services, instructional equipment, books, materials and related supplies is based upon actual enrollment. This will also ensure the proper coordination of enrollment, funding, and costs.

9. Administrative and Financial Operations

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

Response:

The Board of The New Maurice J. Moyer Academy fully understands its fiduciary responsibility to the residents of the State of Delaware. Accordingly the Board's key objectives are:

- Compliance with all legislation, rules, and regulations
- Establish accountability within the Board and the administration
- Safeguard State and Moyer assets
- Accounting for all financial transactions
- Use resources responsibly and

- Provide accurate and timely financial information.

To ensure that the Board achieves its objectives, the Board will hire qualified experienced financial staff and employ the State's Budget and Accounting Policy Manual in the development and implementation of policies and processes to address the following:

- Internal controls
- Compliance with Delaware's Accounting Framework
- Budgeting and forecasting
- Procurement, Purchasing and Disbursements
- Grants Management
- Travel & Expense Policies
- Asset Management

Internal Controls

Moyer internal controls will include the establishment of control objectives, the defining of control procedures, and the preparation and implementation of formal Policies and Procedures. The Board will establish a Finance Committee who will be responsible for identifying and assessing potential risks within Moyer; designing, implementing, and maintaining specific controls; designing, implementing, and maintaining related policies and procedures; communicating same within Moyer and monitoring them to ensure they've been properly implemented and adhered to. The Finance Committee will be most concerned with:

- ensuring transactions are properly authorized
- proper supporting documentation for all financial transactions
- sufficiently segregating duties and
- properly tagging, securing and assigning all Moyer assets to specific school staff.
    - Rotating inventories will be conducted by independent members of the staff.

The Board will use the Committee of Sponsoring Organizations of the Treadway Commission (COSO) Internal Controls Integrated Framework (COSO Framework) in its assessment of Moyer's internal controls. Finally, Moyer will annually have an audit conducted by an independent auditor in accordance with Generally Accepted Accounting Principles (GASB), Government Accounting Standards (GAS) and the State of Delaware Budget and Accounting Policy Manual.

Compliance with Delaware's Accounting Framework

As with the establishment of internal controls at Moyer, Moyer will employ the State's Budget and Accounting Policy Manual to ensure compliance with the following accounting practices:

- State Budgetary Fund accounting
- Basis for Accounting
    - The Budgetary/Cash Basis of Accounting, in compliance with the State's legally binding budget or the annual Appropriation Act. Financial records will be kept on a basis consistent with the format of such Act.
    - The GAAP Basis, in order to present the financials with statements which are consistent with the common basis of governmental reporting.

The GAAP statements will be presented in the Comprehensive Annual Financial Report (CAFR) as the official record of the financial activities of Moyer. For GAAP and CAFR

purposes, governmental accounting transactions and events will be recognized on both the accrual basis and the modified accrual basis of accounting, as appropriate.

Budgeting and Forecasting

To ensure adequate financial oversight by the Board, K^{12} will provide the Board a draft annual budget and educational plan for the operation of the school. The Board will review the draft budget and educational plan and consider them for adoption. In addition, Moyer may request that K^{12} prepare and submit reports on Moyer's finances in addition to those financial reports required by Applicable Law, including the accounting of monthly financials results and full year forecasts. Moyer may also request K^{12} to provide such other information as is reasonably necessary and appropriate to enable Moyer to monitor performance, including the effectiveness and efficiency of Moyer's operations. All financial reports will be reviewed by the Finance Committee, amended if necessary, and prepared for recommendation for approval by the Board.

Standard financial reports will include at a minimum the following:

- Annual Budget – approved by the Board by May 1st of the preceding school year.
- Monthly:
  - Actual financial results
  - Variance comparisons to the approved budget and
  - Causal analysis of all material variances
  - Monthly cash flow statements and bank reconciliations
  - Monthly staffing reports and key metrics, e.g. student to teacher ratios, etc.
- Quarterly
  - Full year forecasts based upon year to date results
  - Explanation of all material variances from approved Budget
  - Capital expenditures to date and planned capital expenditures
- End of SY
  - Final full year financial results, staffing reports, key metric reports and
  - Issuance of independent audited financial statements.

Procurement, Purchasing and Disbursements

Moyer will implement its procurement, purchasing and disbursement policies in compliance with the State's Procurement, Purchasing and Disbursements protocols, and guidelines as defined in the State's Budget and Accounting Policy Manual. In addition, Moyer will use the encumbrance accounting system as required by the State policy.

At a minimum, Moyer will implement a formal procurement policy and process to ensure that Moyer receives the most favorable prices and terms for purchased services and products/goods received. The policy will identify approval levels and contain an appropriate segregation of duties to protect the assets of Moyer. All purchases will require an approved purchase requisition and purchase order. A Purchase Requisition form will be completed and approved for all items to be purchased for school business with a cost over $5,000. When purchasing items in excess of $5,000, the staff will be required to obtain three bids and approval from the Principal prior to awarding a bid and completing the transaction. The Principal shall approve all requests for purchases of product and services. Purchases in excess of $10,000 will require pre-approval by the Board. All services provided to Moyer will require written and signed documentation that services have been fully received before approved for payment. The Operations manager will ensure that all products and services have been received per the

Purchase Order and the invoiced price is correct. The Finance Business Manager will review the request for payment; and confirm that all approvals are contained therein before approving payment.

Items with an estimated useful life of 3 years or longer will be capitalized based on a per invoice cost of $2,000 or greater. The estimated useful life will be determined based on generally accepted accounting practices.

Grants Management

All grants received by Moyer will employ funding accounting in accordance with GASB pronouncements to ensure that both the funds received and the expenditures incurred are accounted for in separate "funds" to ensure compliance the terms of the grant.

Travel & Expense Policies

The Board will develop and implement a formal travel and expense reimbursement policy. The key aspects of the policy will be as follows:

- **All travel requests** shall be submitted to the Principal in writing for pre-approval. The Board will approve the Principal's travel-related request(s).
- **Meals and refreshment reimbursements** will be limited to those associated with pre-approved meetings or events. A meal reimbursement cannot be claimed when meals are provided at no expense to the traveler at a conference or provided on a complimentary basis by the facility where the traveler is lodged.
- **Employee Mileage Reimbursement and Other Transportation**
  - All travelers are reimbursed at the standard mileage rate per mile, as determined by the Internal Revenue Service, for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable, if properly supported.
  - All travelers requesting such mileage reimbursement are required to furnish a travel report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date. Each employee is responsible for including the required supporting documentation.
  - The travel report must be signed by the employee and approved by their direct supervisor.
  - Use of a taxi instead of a rental car is preferred in cases where meetings or conferences are in close proximity and where the projected taxi cab fare is less than the cost of a rental car.
  - The cost of airfare should be the least expensive available flight immediately prior to the start of the approved charter school event and the cost of the least expensive available return flight immediately after the event to the location where the event is taking place. Any additional cost will not be reimbursed to the traveler.
  - Only non-refundable tickets will be purchased.
- **Hotel/Lodging.** Moyer will reimburse travelers for actual expenses up to the maximum lodging reimbursement rates, plus any applicable taxes, as established by the Board. If two travelers share lodging while traveling, the reimbursement amount per person may not exceed the allowable single room rate plus tax. Lodging must be at a commercial establishment and travelers are required to request the lowest available rate. Travelers must submit the original itemized lodging receipt

including the name, address, and telephone number of the establishment.

- **Travel Reimbursement Documentation.** Claims for reimbursement of expenses incurred should be submitted using a completed Travel/Miscellaneous Reimbursement Form. All original expenditure receipts documentation will be provided and attached. Examples of reimbursable travel expenses include: parking, toll fees, taxi, shuttle service, rental car, airfare, hotel/lodging, Internet usage, and mileage. Upon completion of travel, all original receipts, including meal receipts, must be provided to accounting.

Asset Management

Moyer will ensure that complete and accurate capital asset records are maintained at Moyer by employing the following policies and procedures:

- Monitor applicable assets, implement asset management accounting as well as reporting policies, guidelines, and standards.
- Responsibilities will be assigned to specific individuals for both asset accounting and reporting
- Ensure the timely, accurate, and complete processing and recording of all asset-related transactions.
- Ensure proper retention of source documents and records pertaining to assets for audit purposes.
- Asset documentation is maintained in accordance with standard accounting guidelines and is subject to examination.
- Establish adequate procedures and controls to safeguard and physically account for general capital assets, including an annual physical inventory of all tracked assets.

B) Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school.

Response:

Moyer will be governed by a Board of Directors. In all cases, the Board of Directors will be the final authority for all decision-making. The essential function of the Board shall be policymaking, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of Moyer in accordance with its stated purposes and goals.

The Board will be responsible for monitoring K^{12}'s performance under and in compliance with the terms of the services agreement for educational products and services related to the operation of Moyer. The Board will also arrange for a third-party evaluation of K's performance as well as the academic and operational performance of the school.

According to the Board bylaws, the responsibilities of the Moyer Board are to manage the property and business of the corporation. The business of The New Maurice J. Moyer Academy, Inc. is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

The "business of the Corporation" includes:

- adopting the bylaws of the Corporation;
- determining the general policies and strategic planning of the Corporation;
- establishing the annual budget and approving major expenditures;
- approving projects and approving the overall budget of said projects;
- approving the administrative budget of the Corporation;
- approving the annual reports of the Corporation;
- approving the annual financial statements of the Corporation; and
- approving officers and filling vacancies in Board offices as may occur from time to time during the year.

C) Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school.

Response:

The New Maurice J. Moyer Academy charter school Board plans to contract with K^{12} Classroom Delaware LLC ("K^{12}") to provide educational products and services. A copy of the draft educational products and services agreement between The New Maurice J. Moyer Academy Inc. and K^{12} has been provided in **Attachment 7** to this application. The educational products and services include providing the highly regarded K^{12} curriculum, school and learning management systems; teacher training; recruitment and management; financial and school administration services; and other administrative and technology support services specified in the services agreement.

Most of the administrative, support, and teaching staff will be employed by the school Board. K^{12} will provide some of the administrative services for the school according to the terms of the services agreement between Moyer and K^{12}. These administrative services may include school management, technology support, finance and business processes, and teacher support. K^{12} will employ the persons providing those administrative services according to the terms of the services agreement (see **Attachment 7**).

Administrative staff will manage the school, handling all day-to-day academic, operational, and management issues. They will have leadership experience as school principals or school leaders. Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration. The administrative staff will assist in the development of policies concerning educational and

operational issues of Moyer for Board consideration and adoption, but the Board itself will retain ultimate responsibility for the adoption of academy policies and for overseeing the administrative staff's implementation of procedures consistent with those policies. The Moyer administrative staff will be structured based on the school's education program and enrollment.

D) Describe how teachers and parents will be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved.
Response:

Teachers and parents will serve a critical role in Moyer school governance. In compliance with 14 Delaware Code, Section 512 (1), at the time the charter school begins its instructional program and at all times thereafter, a teacher at the school and a parent of a student enrolled at the school will be members of the Board of directors. The Board bylaws provide for at least one, but no more than three parents to serve at Board members, as well as up to two faculty members from other schools. The founding board already has a Maurice J. Moyer Academy grandparent among its members.

Communication is vital to the decision-making role of Moyer teachers and parents. Moyer will encourage the use of many modes of communication designed to not only inform teachers and parents, but to encourage their active participation. These modes of communication will include:

- Email
- Phone, with TTY accommodations
- Parent meetings
- Weekly teacher newsletters
- Monthly school newsletters from the administration
- Auto dialer for general school reminders and announcements
- Curriculum nights throughout the year
- Availability of administration at opening and dismissal times
- Administration open door policy for teachers, parents, families, staff and students
- Robust volunteer opportunities within the school day and in the evening

Moyer will provide an extensive support system to both parents and students with teachers in key roles. Parents serve a critical role in the Moyer education process, and are partners to the teachers in promoting accountability for their students and the entire Moyer community. Moyer will combine flexibility and individualized instruction with high accountability. At the simplest level, students, teachers, and parents interact face to face at outings and other events such as Back-to-School events, Coffee or Ice Cream Socials, Educational Expos, Open Houses, Science and Art Fairs, and school Showcases. In addition to face-to-face interaction, the school allows access to a monitored, private, virtual social community, thebigthinK^{12}, which enables students, parents and teachers to communicate and connect online. Parents benefit from exchanging ideas and information with others using the K^{12} program and gain a sense of connectedness within the boundaries of a contained but global community. Each K^{12} serviced school has its own sub-community within the larger virtual social community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.

Upon student enrollment, Moyer will conduct parent orientation sessions. Every parent and

student has the opportunity to meet administrative and teaching staff as well as receive information about navigating the curriculum, lesson delivery, effective communication, and school policies. Parents will receive a school handbook that provides guidance on school policies, including tips and advice about getting organized and getting to know the curriculum. Knowledge of the school's program and systems allows parents to access web-based lessons and data to see directly how their child is doing. The most fundamental role parents will play is to support their child's learning and to help continuously evaluate Moyer operation, governance, and instructional program. Parents will be encouraged to support school wide initiatives, participate in school activities, and be committed to support the school's goal for every student to reach his/her full academic potential. The school will offer support through regular monthly parent training, speakers, and modeling. Sessions will focus on: reading and helping students improve reading comprehension; essential skills for grammar and writing; motivating struggling learners; focus on reluctant writers; essential note taking skills; numbers and math concepts in the real world; and supporting students as they complete homework. While teachers will be leading these activities at school each day, we believe parents who wish to be engaged with their child's learning after school hours need to be trained in the school's practices. We will maintain a balance between onsite training for those who can come to the school and will ensure that all sessions have a corollary online webinar which can be accessed live (synchronously) or can be views as a recording (asynchronously). K^{12} is the nation's leader in developing web-based trainings for teachers and parents who are able to access the Internet.

Where possible, the school encourages parents to volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events. In addition:

- Teachers and parents can be encouraged to hold a direct leadership position and influence the management of the school by serving on the Moyer Board. The Board sets policy and provides governance and oversight on Moyer academic, extracurricular, finance, personnel, daily business, and legal matters.
- Teachers and parents who are not members of the Board are actively encouraged to attend Board and other Moyer meetings and to participate on ad-hoc committees appointed to address specific issues.
- Moyer will organize a Parent Advisory Council. The Parent Advisory Council is parent-driven and is recognized as the official voice of Moyer parents. The group serves as a direct communication link between the families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration.
- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- Parents will help to continuously evaluate the operation and governance of the school both online and offline. Moyer will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, digital school resources, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other Moyer students and parents. Parents may supply critiques and/or endorsements regarding their experience at Moyer.

- Throughout the school year, the principal, other administrators, and teachers will account for contributions that parents and community members have made to the business and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

E) List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff.

Response:

Please refer to **Attachment 6** for job descriptions, qualifications for hiring, and responsibilities of potential Moyer administrative, teaching and support positions.

Administrators and Support Staff

Administrators will be selected and hired for their instructional competence, leadership ability and demonstration and modeling of the school's child centered philosophy. All employees will have an opportunity to serve on committees and provide input and voice on matters of school improvement.

Prior to opening in the fall of 2012, the process to advertise for, select and employ administrative staff for Moyer will take place in the in the early spring of 2012. Administrators will be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as Monster.com, and in local media throughout the greater Wilmington region. Resumes will be reviewed and sorted.

Reference checks and background checks will be completed on each candidate including educational, DMV, criminal history record, official clearance statement regarding child injury or abuse, personal references, and certifications. Candidates must comply with all state laws requiring fingerprinting and other documentation. School administrators will be hired by either the Board or K^{12}, based on our services agreement. Compensation levels (salary and benefits) for administrative staff will be competitive with starting local charter school salary and benefits. Employment agreements will be signed. Benefits will be secured. As administrative vacancies occur during the school year, the same recruitment, selection, and employment techniques will be used.

Upon delegation by the Board, the Principal will have the instructional leadership role at Moyer and will report directly to the Board in that role. The Principal will bear chief responsibility for implementing the school's education program; attaining the school's objectives for high student achievement; managing, evaluating, making recommendations regarding promoting and releasing school personnel; creating a school culture that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship among the School, the parents, and the community.

School administrators, while ultimately charged with the evaluation of staff, must also serve as role model and coach for staff in all roles at the school. School administrators will coach teachers on instructional matters and provide feedback that best supports their growth in this

area; accordingly, teachers will value and respect the experience and demonstrated expertise of the administrator.

Teachers

Moyer will make every effort to employ Delaware certified teachers who are experienced educators, and are highly qualified under the No Child Left Behind Act of 2001 (NCLB). Teachers will have a Bachelor's degree or higher, state certification, and (for secondary teachers) demonstrate competency in a secondary subject area depending on the subject they will teach. Should a suitable candidate be considered for a teaching position yet is not fully certified within their subject area, the candidate will be required to provide supporting documentation of their intent to become certified through the Alternative Routes to Certification Program through the University of Delaware. Each teacher should also demonstrate technological competency via a technology skills test prior to employment, as well as show a desire to effectively integrate technology into instruction. In addition to regular education teachers, the faculty will include ELL and special education teachers based on the needs of enrolled students. The number and types of teachers recruited will depend on student needs from year to year.

Reference checks and background checks will be completed on each candidate including educational, DMV, criminal history record, official clearance statement regarding child injury or abuse, personal references, and certifications. Candidates must comply with all state laws requiring fingerprinting and other documentation. Compensation levels (salary and benefits) for teachers will be competitive with starting local charter school salary and benefits. Employment agreements will be signed. Benefits will be secured. As teacher vacancies occur during the school year, the same recruitment, selection, and employment techniques will be used.

F) Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers that are hired are participating in an alternative certification program, if available.

Response:

Each school year teacher recruitment efforts will begin in the early spring and continue into the summer. Instructional and other staff will be also be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as Monster.com, and in local media. Moyer administrators will also attend job fairs and set up recruiting sites to inform teachers about the school and interview them.

Teacher candidates are interviewed via a phone interview and in-person group. To ensure certification compliance, reference checks and background checks are completed on each candidate. Candidates must comply with all state laws requiring fingerprinting and other documentation.

Moyer will make every effort to hire teaching staff who are Highly Qualified as defined in the Delaware Charter Law. Should a suitable candidate be considered for a teaching position yet

is not fully certified within their subject area, the candidate will be required to provide supporting documentation of their intent to become certified through the Alternative Routes to Certification Program through the University of Delaware.

G) Describe the human resource policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook.

Response:

Moyer will seek the most qualified teachers available to teach and promote the Moyer mission. We will employ certified teachers committed to continual professional growth and development and express a high level of ownership in the education of the students that attend Moyer. In order to recruit and retain the best qualified teachers and staff, Moyer will use the following strategies:

1. University/College Fairs and announcement bulletins
2. Print media – local newspapers, Education Weekly, other publications
3. District Teacher Fairs
4. Monster.com and other career websites
5. Professional Word of Mouth

Selection of Staff:
The School will look for candidates with the following qualifications:

School Administration
- Educational background: Masters Degree or Higher
- Teaching and administrative experience
- Certification in Educational Leadership
- Strong Managerial skills
- Excellent communication skills
- Knowledge of the needs of the student population served
- Experience working with schools or advisory educational boards
- Letters of recommendation

Instruction Staff
- Educational background: Bachelor's Degree or higher
- State Certification for the required position
- Excellent presentation and communication skills
- Personal characteristics, knowledge, and belief in the School's mission and vision
- Motivation to work as a team player
- Demonstrates initiative and drive to accomplish a task
- References/Letter of Recommendation

The following process will be employed to hire staff:

1. Each applicant will be screened to determine if they meet the basic qualifications of being certified as required by Delaware State Law and meet the guidelines established by the No Child Left Behind Legislation.

2. Interviews are then scheduled with the interview panel that will include the Principal, and members of the Moyer Leadership Team.
3. Teachers will be asked to present a resume, portfolios and participate in a classroom observation and feedback conference (if possible).
4. Selected candidates will undergo extensive background checks and fingerprinting to verify prior experiences and insure the safety of the students.

The School may employ or contract with skilled, selected non-certified personnel to provide institutional services or to assist instructional staff members as paraprofessionals. We will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state.

We reserve the right to mandate whatever testing of employees is deemed necessary to protect the students.

The Governing Board will appoint a school-site screening committee to interview and recommend hiring of all employees. The screening process will be similar to below:

Governing Board	Interviews and hires staff according to the terms of the Educational Products and Services Agreement	Develop partnerships with local universities to attain qualified, certified teachers	Appoints a school-site screening committee
Screening Committee is comprised of school administrators, teachers, counselors, and lead staff:	Post positions on K12.com, Monster.com and other websites. Develops an interview questionnaire for specific positions and conducts initial screening interviews	Verify credentials of interviewees (proper documentation, certifications, and background checks are conducted)	Make official recommendations to the specific department or administrators
The Department Chair, Lead Staff or Administrator:	Conducts in-depth departmental interview	Determines interviewee's expertise in regards to subject area or position	Make official recommendations to the Principal or Board
The Principal:	Conducts final interview	Reviews recommendations of both interviewees; and	Make final decisions and reports to the Governing Board

The Principal and Principal's designee(s), will conduct all faculty evaluations. A performance appraisal system will be established to validate teacher competence in accordance with The Delaware Performance Appraisal System.

A minimum of two formal teacher observations will be conducted for all teachers. Additional observations may be scheduled as needed, to address areas of deficiency or concerns. Specific

improvement plans may be developed for teachers and include specific strategies, resources and timelines for improvement. Teachers will be evaluated on their instructional strategies, classroom management skills and their ability to engage all learners.

Performance evaluations will be completed by the Principal or his/her designee for other support staff such as clerical and teacher assistants.

Retaining Qualified Staff:
Moyer will try to provide the best benefits and employee services possible. Employee morale is an important part of the learning community and building an effective team. Moyer will strive to meet the needs of staff in a safe learning environment that fosters professional growth and development. The School will provide a wide range of benefits to ensure the retention of qualified staff such as health insurance, retirement savings plan, paid holidays, life insurance, direct deposit, etc.

Other benefits may include:
Employee Assistance Program
Support for Beginning Teachers
Education Assistance/Tuition Reimbursement (to maintain and improve job related skills)

Salaries
We will provide teacher salaries competitive with the local school district taking into consideration experience, degree, and past employment history. Administrative salaries are developed in accordance with the candidate's degrees and years of experience. Moyer Academy employees have the potential to receive a reward bonus for exemplary performance. A percentage cost of living increase is considered annually.

Contracts
We will hire staff on a year-to-year basis, with contract extensions recommended on an annual basis. We will hire all employees on an at-will basis. All contracts will include a 90-day Introductory Period. All instructional personnel will be ten month employees paid over twelve-months. Staff will begin work at least one week prior to the start of school and work several days after the end of school. Each prospective candidate's credentials, including teacher certification, will be verified and monitored and an individual personnel file will be kept at Moyer Academy to ensure that their certification is current.

Hiring and Dismissal
Our school will follow an established protocol to include pre-employment fingerprinting and background checks. Legal inquiries will be included on the employment application in relation to past felony convictions, probation, pleadings, etc. If a candidate misrepresents themselves on their application, we reserve the right to end the hiring process. We expressly reserve the right to discharge employees after exhausting an internal due process hearing. We will include in the employment contract thorough, consistent and even-handed termination provisions that include appropriate due process procedures.

A copy of the draft employee handbook which will be reviewed for adoption by the Board is included in this application as **Attachment 9.**

H) Describe how the school will incorporate the Delaware Performance Appraisal System into its teacher and staff evaluations. Provide detailed descriptions and not just a

restatement of the question stating that you will comply.

Response:

Research and common sense show that effective and inspiring teachers are the most powerful force in improved student achievement. At Moyer, we will aim for these qualities in all of our teachers. Moyer will make every effort to hire teaching staff who are Highly Qualified as defined in the Delaware Charter Law. All will be held to a high standard that require teachers to respond to a variety of resources and standards in the practice and refinement of their teaching strategies and techniques. All teachers and specialists will be evaluated using the Delaware Performance Appraisal System, Second Edition (DPAS II) in accordance with DE code 12 and Administrative Regulations 106 and 107. All evaluators will be trained and certified as Evaluators by DOE. At Moyer we will supplement DPAS II with work from The Clinical Teaching Model, Robert Marzano's Essential 9, and K^{12}'s teacher professional development plan.

The Moyer evaluation has four distinct strands:

1. Administrative Observation and review

2. Peer Study and Assessment

3. Testing Data Analysis and Measurement

4. Community Survey

Administrative Observation and Review

At the beginning of the school year every teacher will meet with Principal, designated House Leader, and the Teaching and Learning Coordinator. This group forms the Evaluation Team. The Evaluation Team examines testing data from Scantron and DCAS of the teacher's assigned students, grade level, and school wide. The Team uses this data to frame teaching objectives for one of several formal evaluations. An example of an objective is that the teacher will increase the scores of the lowest achieving 25% of his/her students by ten points. The strategies of how to meet the objective are listed as indicators. The Team will use scripted observational formats to document the effectiveness of the strategies in reaching the objective. This way the teacher has a point-by-point description of the teaching and learning taking place. It also allows the Team to discuss and change strategies that are not effective. There must be at least three formal evaluations for every teacher each semester.

Peer Study/Assessment

The Principal will assign each teacher to a study group, called a Cluster, chaired by a Teaching and Learning Coordinator. The study groups will be assigned by grade and include faculty across academic disciplines. The purpose of the Cluster is to provide support, professional development, and strategies for skill improvement. The analysis of all data including teacher generated assessments is done among the group. The Cluster will be encouraged to video tape each others' teaching, discuss openly areas of success and weakness, and refine and strengthen their Evaluation objectives. The cluster does not participate in any way in the Formal Evaluation process. However, it is designed to encourage

and promote excellent, informed teaching.

Testing Data Analysis and Measurement

We measure student achievement in terms of overall expectations as well as in terms of in-year growth. Teachers are expected to achieve value-added academic growth for every student. Thus teachers will require students to keep and maintain data logs, and keep updated charts or graphics posted in their rooms showing overall class achievement. The Principal will distribute data results by class, by grade, by house and by school to the school community every quarter. Half of each teacher's evaluation will be reflected by classroom performance data gathered from Scranton results and DCAS.

Community Survey

At the end of each semester teachers will distribute The Moyer Common Survey Form to students. The school will mail a Parent Survey form to families. The Parent Survey form will focus on parent satisfaction with individual teachers, the school's learning environment, discipline, front office assistance, and administrative responsiveness. The Student Survey can be anonymous, but parents will be encouraged to sign their form. The parent and student evaluation of the teacher will be 10% of the teacher's formal evaluation.

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

Response:

Moyer families will enjoy the benefits of a school culture which encourages transparency in the operation of the school. The school will develop bi-annual surveys by which parents will have the opportunity to share their levels of satisfaction in all aspects of the school including but not limited to the operations of the school, school safety, and the academic program. The results of the surveys will be shared with the School Improvement Team and will be used to identify opportunities of growth, and build on areas of success. To that end, parents will be invited to share concerns and provide recommendations through the Parent Advisory Council.

The Parent Advisory Council will meet at least once a month to discuss issues, plans, etc., that affect student's learning. While the council cannot be the point where individual student-teacher issues can be discussed, topics such as homework support at home, respectful student behaviors, and academic rigor in the classroom are encouraged to be discussed in the open forum of the Parent Advisory Council. All parents are automatically members of the Council upon their child's enrollment. Parents may use attendance at these meetings to satisfy some of the required volunteer hours.

Technology will be utilized for communication among faculty, students, and families. Students in grades 9-12 will have accounts for K-mail, a K^{12} provided internal and secure email system. K-mail can be used as a direct line of communication between teachers and students and teachers and families.

Aside from personal telephone communications between faculty and families, Moyer will also make use of an auto-dialer. The auto-dialer will be used to inform families if their

student is absent, as a means of deterring truancy. Moyer Academy will also have a TTY phone to accommodate those who are deaf or suffer from some form of hearing loss.

In addition, all students will have their own OLS or LMS user names and passwords. Students can log in to their accounts anywhere with internet access, and show their families what they have been learning in school. Faculty support will be available for any families who need assistance with or who have questions about using these systems.

Another means of technology-driven communication between families and the school are online surveys. These surveys will be emailed or K-mailed to families at various times throughout the year to elicit feedback on a variety of topics.

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

Response:

The New Maurice J. Moyer Academy charter school Board plans to contract with K^{12} Classroom Delaware LLC ("K^{12}") to provide educational products and services. K^{12} will be an independent contractor to the Board. A copy of the draft educational products and services agreement between The New Maurice J. Moyer Academy Inc. and K^{12} has been provided in **Attachment 7** to this application. The educational products and services include providing the highly regarded K^{12} curriculum, school and learning management systems; teacher training; recruitment and management; financial and school administration services; and other administrative and technology support services specified in the services agreement.

K) If an outside group will be used to manage any portion of the school's educational, administrative and/or financial operations, the applicant must also provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending.

Response:

A copy of K^{12} Classroom Delaware LLC's Delaware Certificate of Formation has been provided in **Attachment 10** to this application. K^{12} has not contracted to provide these services with other schools in Delaware. K^{12} Classroom Delaware LLC is not in litigation at this time.

L) Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must

convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and student in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators the committee may review other sources of information in making its determination.

Response:

All public messaging specific to Moyer will include the school's support to students with disabilities, English Language Learners, and a range of economic backgrounds including related services. Information about these services and supports will be distributed throughout the target communities in public meeting areas such as YMCAs and libraries. Following is a description of the great variety of ways we will make our new charter school known to students, parents, and the community in general.

As stated in the response to **Question 1D,** our founding board is made up of individuals with years of experience in Wilmington and surrounding communities and many past and present associations with community organizations with which the school can network. The Board will work closely with the Principal to develop an effective public relations strategy to heighten awareness about the school's offerings, achievements, and contributions to the community.

Moyer will use several means of recruitment for potential students and their families. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies by using a variety of marketing techniques--matching the charter school program and applicants' educational and personal needs.

- Moyer representatives will meet with community leaders, including those in minority and low income areas to recruit students as well as contacting community leaders electronically via a community leaders' list serve. (Ongoing--beginning July 2011)
- Information sessions open to interested families and the general public will be held in communities throughout the Wilmington area and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the Moyer curriculum, including lessons and materials, and have questions answered. Enrollment forms will be available online. The same format is followed during the online sessions. (Ongoing—beginning in July 2011)
- Moyer may participate in organized grade-appropriate awareness activities such as flyers, posters, and sponsored events. (Ongoing—beginning in July 2011)
- Moyer and its designated representatives may inform students and families about enrollment opportunities and other program information through a variety of media such as radio, TV, Internet, and out of home advertising (e.g., billboards). (Ongoing—beginning in July 2011).
- The school will establish a website and will use this as the primary mechanism to communicate with interested, prospective families. (Ongoing—beginning in July 2011)
- The school will establish a call center to provide information to prospective applicants. (Ongoing—beginning in July 2011)
- Moyer staff may participate in television, radio and newspaper interviews as necessary. (Ongoing—beginning in July 2011)

- Enrollment applications for Moyer will be available online as well as at the school facility. (Ongoing—beginning in November 2011)
- After initial enrollment is finalized, parents of students enrolled in Moyer will be invited to one of several parent orientation sessions that will be conducted throughout the city or online. At the orientation session, parents will meet the administrative staff, teachers, and curriculum representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies. (July-August 2012)
- Moyer will distribute recruiting materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries, YMCAs, youth centers, and community agencies. (Ongoing—beginning in September 2011)

K^{12} and the Maurice J. Moyer Academy had only a little more than one month before school started in 2010 to recruit students. Over 200 students enrolled in that short timeframe and are still in attendance four months into the school year. The school will be financially viable with an enrollment of about 250 students. K^{12} and The New Maurice J. Moyer Academy Board are confident that with a planning year's worth of time, the enrollment target of 365 in Year 1 of the charter school is attainable.

M) List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together.

Response:

Moyer will enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of the grade level or the facility. In such cases, all applicants shall have an equal chance of being admitted through our lottery process (see response to **Question 9O**). In accordance with 14 Delaware Code, Section 506(b) Moyer will give enrollment preference to enrolled students; students who are siblings of a student enrolled in Moyer; students who are children of a Moyer employee employed on a permanent basis for at least 30 hours per week during the school year; and those who have a specific interest in online learning as provided in 14 Delaware Code, Section 506 (b)(3)(c).

N) If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preference will be used in the enrollment process.

Response: The New Maurice J. Moyer Academy is not proposing to give admissions preference to children of the school's founders therefore this question is not applicable.

O) Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted.

Response:

Upon submission of an application to enroll in Moyer, the information will be reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements will be verified. At each phase of the admission process, the appropriate correspondence will be

generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. After the enrollment period, if the number of applicants does not exceed the space available based on the targeted enrollment stated in the charter, families will be notified by Moyer to confirm their intent to enroll and complete the enrollment process in time to start school in the fall of 2012. They must submit all required documentation before enrollment is approved. Before school starts, families and enrolled students will be involved in a variety of introductions to the school, staff, and other families and students—by phone, web conference, and face-to-face meetings.

If, at the end of the Open Enrollment, there is an over subscription for any grade level or the facility, a lottery will be conducted to determine which students will be enrolled in the school. The lottery is blind to disabilities, testing, grades, etc. The lottery will be held once each year. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline will be added to the end of the waiting list after the lottery in the order they were received. As students withdraw from or transfer out of Moyer, that space will be given to the next person on the list at that grade level. During the enrollment process, in accordance with 14 Delaware Code, Section 506(b), Moyer will give enrollment preference to enrolled students; students who are siblings of a student enrolled in Moyer; students who are children of a Moyer employee employed on a permanent basis for at least 30 hours per week during the school year; and those who have a specific interest in online learning as provided in 14 Delaware Code, Section 506 (b)(3)(c).

P) Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program.

Response:

Beginning in July 2012, Moyer will make the community aware of the Moyer charter school opening in September 2012 (see student recruitment plan in response to **Question 9L**) and will re-enroll Moyer students. From November 2011 to January 2012 Moyer will accept applications on an ongoing basis and enroll students.

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

Response:

Start-Up & Administrative Timeline

Period	Key Project Task	Person(s) Responsible
04/2011–06/2011	• Approval of Charter Application / Contract • Management Agreement Executed • Site Review • Review Use of Facilities – Use for Programs (e.g. Athletics, Sciences, Fields, Parking, Signage, etc.)	• School Administration and K^{12} Support Team
7/2011 – 11/2011	• Enrollment – Finalize School • Budgets/Forecasts • General Community Awareness/Information Marketing • Identify Potential Community Partners • Begin Re-Enrollment for Existing Students	• School Administration, Business Manager, & K^{12} Finance Department • School Administration / K^{12} Marketing Team • Registrar
11/2011-01/2012	• Direct Marketing for Student Enrollment • Community Activities • Open Enrollment Period	• School Administration/ K^{12} Marketing Team
11/2011 – 02/2012	• RFPs for Vendors • Review Contracts for Services • Inventory Furniture, Fixture, and Equipment listing (FF&E) • Inventory Technology Needs	• School Administration / Business Manager/ and K^{12} School Solutions Department
11/2011 – 02/2012	• Facility Lease Executed • Renovation (Ongoing) • Code Inspections (Ongoing) • Begin Faculty Hiring	• School Administration / Business Manager / K^{12} School Solutions Department
03/2012 – 7/2012	• Complete Renovation (July) • Final Inspection • Certificate of Occupancy issued • Installation of FF&E • Staff Move-in • Teacher Professional Development • "Open House" Sessions for Parents/Students	• School Administration and K^{12} School Support Team • School Administration / Teachers • Teaching & Learning Coordinator • School Administration/K^{12} Marketing Team
9/4/2012	First Day of School	• MJM Faculty & Staff/ K^{12} School Support Solutions Team

10. Insurance

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

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

Response:

Evidence of Moyer's ability and preparation to obtain insurance coverage for the school and the board of directors has been provided by Arthur J. Gallagher & Company (see **Attachment 11**). This attachment includes the proposed types and limits of coverage; a proposed timeline for purchasing the insurance package before the start of the planning year; and the estimated annual premiums based on the enrollment and full time employee staff members proposed in this application for the 2011 school year. Estimated premiums have been included in each fiscal year budget in the charter application.

11. Student Discipline and Attendance

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

Response:

The current Maurice J. Moyer Student Handbook, including school rules, guidelines governing student behavior, student rights and responsibilities, and the plan the school follows to discipline students is included in this application (see **Attachment 12**). This handbook will be reviewed by the Moyer Board and considered for adoption for The New Maurice J. Moyer Academy. The Handbook will be distributed to parents and students with the student enrollment application materials prior to enrollment.

B) Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies.

Response:

The Student Code of Conduct applies to all students including students with disabilities unless the behavior in question is a part of the student's disabling condition. Discipline for students with disabilities shall be administered in accordance with federal and state law as

stated in 14 Delaware Administrative Code 926.30.0 - 36.0. In addition to the provisions of the Administrative Code, Moyer will provide any student with disabilities and who is subject to Moyer Code of Conduct with the following:

After the first suspension, the school should:

1. Conduct a Functional Behavior Analysis (FBA).

2. Develop and implement an individual Behavior Intervention Plan (BIP) to address the behavior that resulted in suspension.

3. Conduct a conference with the parent/guardian.

After the second suspension, the school should:

1. Reconvene the IEP team to discuss/review the academic, social, and behavioral needs of the student.

2. Conduct an FBA and develop/implement an individual BIP only if the behavior exhibited is a new behavior.

3. Discuss, review, and revise the IEP, as needed, to address the behavior resulting in the suspension

After the third and subsequent suspension, the school should:

Convene the Manifestation Determination Review Committee and conduct a review to determine whether the behavior is related or not related. At least one person on the committee must know the student and one other person must be knowledgeable of the student's disability. The parent/guardian must be notified of the review and every effort must be made to have the parent/guardian participate in the decision. If the parent/guardian does not participate, documentation of such must be included.

A hearing shall be held for special needs students when misconduct is not a manifestation of the student's disability. The relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner, except that a Free Appropriate Public Education (FAPE) must be provided after the tenth (10th) day of removal, consecutive or cumulative.

Moyer will report inappropriate behavior of students with disabilities to the Department of Education through the e-School reporting system. The school shall transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA) (*14 Delaware Administrative Code 926.35.2.1*).

C) Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes.

Response:

As stated in the response to **Question 12A,** Moyer will contract with a building security service to provide onsite security during schools hours as well as when school is not in

session. The service will provide twenty-four hour security including service for after school activities, contractors, and students and staff onsite after school. The Moyer Board will also seek to sign a Memorandum of Understanding with Wilmington Police Department for the services of a School Resource Officer (SRO), continuing Maurice J. Moyer Academy's practice. The MOU will be in a form substantially similar to a Model MOA as developed, approved and from time to time revised by the Department of Education. The SRO is an on duty Wilmington police officer who will have an office in the school and will be on site during school hours. This officer will be in uniform and have a visible presence on the school grounds. The SRO has the ability and liability protections to take any physical actions a police officer is allowed to take in the performance of their duties. While the security service can only observe and report incidents, they cannot take any physical actions except to defend themselves.

At the time that new Moyer employees are hired and at the beginning of each school year thereafter, Moyer will advise each school employee (as that term is defined in 14 Del. C. §4112) of his/her duty to report school crimes and the penalty for failure to so report.

The Moyer principal, or his/her designee, will report to the Department of Education all school crimes required to be reported pursuant to 14 Del. C. §4112, and any subsequent amendment thereto. Such reports shall be made on forms as designated by the Department of Education and filed with the Department of Education within the time prescribed by statute.

In addition to those school crimes required to be reported by statute, the Moyer principal and will report to the Department of Education incidents of misconduct as needed. These reports will be made on forms as designated by the Department of Education and filed with the Department of Education not later than five working days following the incident of student misconduct.

D) Describe the attendance policies of the school. Describe the level of attendance that will be required of the students each year. Describe the actions that will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year.

Response:

Attendance Expectations

In accordance with the Delaware Administrative Code 615, all students between the ages of seven and eighteen are required to attend a public or private day school unless the child graduates for high school prior to his/her eighteenth birthday. Any child below the age of seven who legally enrolls in school is also subject to the compulsory attendance law.

Regular class attendance is integral to the work students undertake. Students better understand material after listening to teacher's expectations, and they can refine their thinking after articulating their ideas in a discussion. These benefits boost student performance on written assignments and standardized tests (e.g., DCAS). In addition, student participation enhances the sense of belonging and community. A student's absence therefore diminishes the individual's and the group's educational experience.

As provided in Delaware Administrative Code 615, Moyer sets the following expectations for

school attendance:

- *Attendance Policy for Middle School Students:* Students in grade 6, 7 and 8 are expected to achieve a 92% cumulative attendance rate for the school year.
- *Attendance Policy for High School Students:* Students must be present a minimum of seventy-eight (78) days per semester to be eligible to earn credit for the courses taken. Students attending high school classes operating in 90 minute blocks of instructional time shall be in attendance seventy-eight (78) days, or its equivalent, in order to be eligible to receive credit. Once a student has missed the equivalent of seven (7) days in a semester (two (2) days tardiness is equal to one day of absence), the school may respond as follows:
    1. The parent/guardian and student are notified in writing by mail, and contacted by phone
    2. Parent/guardian and student conference

Exceptions

Children are required to attend school each day scheduled by Moyer, except for excused absences listed below. Absences are "temporarily" excused until the school is able to verify a note from the parent/guardian, or doctor explaining the absence. The principal or his/her designee shall contact the parent/guardian to ascertain reasons for absences. Temporarily excused absences for both high school and middle school students can be made for the following reasons:

Temporarily Excused Absences

1. Personal illness

2. Prior approved travel for education

3. Death in the family (not to exceed 1 week)

4. Natural disaster/catastrophe

5. Participation in a school-approved activity which necessitates the student from being away from school. These activities will be reviewed by personnel for educational appropriateness

6. Absence for the observance of recognized holidays of the student's own faith

7. Any of the extenuating circumstances listed below:
    - Extended personal illness of a child whose attendance in school would endanger his/her own health or that of his/her classmates, as verified by a Delaware licensed physician, dentist, or nurse practitioner

    - Extended hospital stay as verified by a Delaware licensed physician or dentist

    - Extended recuperation from an accident as verified by a Delaware licensed physician or dentist

- Extended contagious disease within the family as verified by a Delaware licensed physician or dentist.

Make-Up Work

When a student returns to school after an excused absence the student shall have the opportunity to complete missed assignments. Make-up work shall be permitted only when written excuses from the parent/guardian have been received in accordance with this policy. Make-up work policy described in this book applies to excused absences.

A student who is absent five (5) or more days in any nine-week grading period must make up missed work before the end of the grading period or the student shall receive in incomplete grade. The student can make up work during the next nine-week grading period, but if he/she fails to do so, the incomplete grade automatically becomes a failing grade. It shall be the responsibility of the teacher to inform the student of the deadline for any make-up work.

For any extenuating circumstances, parent(s)/guardian(s) shall have the right to appeal the denial of promotion to K^{12}, VP of School Solutions.

Suspensions

A suspension, in which the student is not allowed to attend classes for a designated period of time, is a corrective strategy which Moyer may take if a student commits a Level 2 or Level 3 infraction.

Responsibilities of the school and the parent/guardian when a suspension is given are explained below in the section entitled "Due Process Procedures for Suspensions". All suspensions conform and are limited to Delaware Disciplinary Actions, Codes 08, 08A, 10, 10B.

Due Process Procedures for Suspensions

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

1. The school must conduct a student conference and a school-level investigation within a 24 hour period.

2. Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the "particular" misconduct of which he/she is accused and the basis for the accusation.

3. Prior to any suspension or any recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.

4. The school must contact the parent/guardian by phone and send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee required for the readmission of the student.

Classifying Infractions

Discipline incidents will be classified as Level 1, Level 2, and Level 3 infractions.

Level 1 (minor) Infractions –Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the office. Any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner are considered Level 1 behavior. Many of these behaviors are cited in Delaware Disciplinary Action Codes 05,06, 12,14,15,16,17,21 24, 25, and 28.

Level 2 (serious) Infractions – Discipline incidents that severely interfere with others' safety and learning are of a threatening or harmful nature and/or are legal violations and warrant administrative interventions should be considered Level 2 behavior.

Level 3 (major) Infractions – Discipline incidents that require immediate response from administration.

1. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension.

2. THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR SUSPENSION.

3. Any parent/guardian of a suspended student shall have the right to appeal the suspension to the principal or K^{12}'s VP of School Solutions.

4. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and guidance counselor within a reasonable time.

All students have the right to fair and reasonable treatment during disciplinary proceedings. The student has the right to bring a representative of his/her choice to all disciplinary proceedings as delineated in Delaware Administrative Code 605 Student Rights and Responsibilities.

Appeal of Suspension

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Delaware Assistant Secretary of Education. Parents should contact the Delaware Department Of Education (302) 739-4601 for specific information on the appeal process.

Moyer will provide an opportunity for a student's continued education either through home

study, online study at a supervised location, or some other agreed upon program for which Moyer shall be responsible, in the event continued school site attendance for that student is a threat to himself/herself or others.

Corrective Strategies: Alternatives to Suspension and Expulsion

Academic success is directly correlated with instructional time received by the student. In the effort to fully implement Positive Behavior Support and reduce the loss of instructional time due to out-of-school suspension and expulsion, Moyer will utilize a wide variety of corrective strategies that do not remove children from valuable instructional time.

Corrective strategies, also known as alternatives to suspension and expulsion, may include but are not limited to:

- Contact and/or conference with the parent/guardian
- Behavioral contracts
- Check-in/check-out (CICO)
- Home/school communication system – Reflective activity
- Loss of privilege
- School adjustment
- Referral to the school wellness team.
- Refer the student to the Response to Intervention Team
- After-school detention
- Saturday school
- Bus suspension (see School Bus Conduct)
- Supervised work assignment

12. Health and Safety

A) Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests. List the staff (i.e., nurse) who will be hired or contracted to ensure that the school will provide a safe and healthy environment.

Response:

School Safety Protocols

We believe that an orderly school allows for an emphasis on students' academic and social

growth along with a positive work environment for the teachers. Key to this are practices that focus on school safety, rules and procedures, and student discipline. All of these constructs are proposed and will be evaluated regularly for effectiveness, fairness and utility, modifying where necessary. Parents, students, and staff will play a pivotal role in the creation, evaluation and enforcement of these programs and procedures.

A safe environment is key for learning. We will employ the following protocols in order to create a safe environment:

- Student ID badges will be distributed to each student to wear throughout the day. The ID badge will serve as their personal identification and indicates that the student is allowed entry into or out of the school.
- A visitor check in system will be implemented that requires each visitor to the school to check in immediately upon entering the school building. This system will be easy to use while supporting a safe environment for all, including the visitor.
- As defined by Delaware Administrative Code 621, students will have regular practice in the following emergency drills: tornado, fire, bomb, stranger on campus, plus any other as applicable or required by law.
- Daily attendance will be taken and families will be notified of a student's absence in a timely manner, consistent with DE regulation.
- The school will have access to an auto-dialer that automatically calls phone numbers supplied by the family to alert them of school closings due to weather or other emergencies.
- Detailed procedures for drop-off and dismissal will be created, practiced and employed to guarantee the safe transfer of students to their families, and from their families to the school

Moyer Academy expects to continue to build traditions of teachers and students adhering to standards of conduct fundamental to the education the school provides. Rules have evolved over time to protect individual students from behavior that is not healthy or safe, to foster the cohesion and morale of the community, and to enhance education by discoursing impediments to learning. Students, parents, faculty, and staff all benefit from our excellent reputation and it is incumbent on all community members to hold ourselves to the highest standards, both as members of the immediate community and as citizens of the larger world. We expect the cooperation of parents in upholding our standards. We believe that parents and the school share the task of establishing the right balance of freedom and responsibility realistically and consistently, for young people.

The basic expectations for all Moyer students are honesty and good judgment.

School Safety Plan

The current Maurice J. Moyer Academy School Safety Plan is included in this application (see **Attachment 13**). The purpose of the plan is to provide emergency preparedness and response instructions, information, and procedures to protect the safety and well-being of students and staff of the school at a time of an emergency. This plan will be reviewed by the Moyer Board and considered for adoption for The New Maurice J. Moyer Academy.

School Health and Safety Staff and Contractors

Moyer will employ a full time nurse on staff. Moyer will also contract with a building security service to provide onsite security during schools hours as well as when school is not in session. The service will provide twenty-four hour security including service for after school activities, contractors, and students and staff onsite after school.

The Moyer Board will also seek to sign a Memorandum of Understanding with Wilmington Police Department for the services of a School Resource Officer (SRO), continuing Maurice J. Moyer Academy's practice. The SRO is an on duty Wilmington police officer who will have an office in the school and will be on site during school hours. This officer will be in uniform and have a visible presence on the school grounds. The SRO has the ability and liability protections to take any physical actions a police officer is allowed to take in the performance of their duties. While the security service can only observe and report incidents, they cannot take any physical actions except to defend themselves.

B) Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed.

Response:

Reference checks and background checks will be completed on each Moyer employee including educational, DMV, criminal history record, official clearance statement regarding child injury or abuse, personal references, and certifications in compliance with Del. C., Title 11, Subchapter VI. Candidates must comply with all state laws requiring fingerprinting and other documentation. The Moyer HR Program Manager will be responsible for ensuring background checks are completed.

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

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

Response:

All accepted applicants will be provided with written registration requirements. Documentation required by the State of Delaware will be collected for review and verification. The following items will generally be required for all students:

- Authorization for request of cumulative folder
- Proof of residence
- Social security number (optional)
- Birth certificate
- Report card, transcripts

- Current immunization/medical history
- When appropriate, SPED/ELL and any other conduct or disciplinary actions

Upon receipt of the health documentation including, immunizations, current physical, and other health records, the School Nurse will review the medical file of each student to ensure that all health conditions are listed with a plan of treatment for any conditions disclosed by the parent. These records will be maintained in a secure file provided to the School Nurse and will only be shared with persons on a "need to know" basis. Medical screenings, including but not limited to, vision, hearing, and vision will be conducted in accordance with Delaware State Law.

D) Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled.

Response:

The New Maurice J. Moyer Academy will be located at the same site as the Maurice J. Moyer Academy in Wilmington, Delaware, at 600 and 610 to 611 E. 17th Street. Wilmington is the county seat of New Castle County. The campus facilities include two instructional buildings, an indoor athletic/convocation space, gated parking area, outdoor recreation areas, and a building with a small gymnasium. The site has been proven to be suitable for school use including health and safety considerations. Please see the response to **Question 12A** for a description of the how access to the building will be controlled.

E) Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation.

Response:

The Moyer facility is currently operating in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. No renovations are anticipated for the term of the charter which would alter the facility in any way to adversely affect that compliance and accessibility. The Board anticipates that the Board will successfully obtain the necessary permits and approvals to operate Moyer as a public charter school in this facility.

F) Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff, and visitors.

Response:

Moyer intends to contract with several building maintenance contractors; will obtain insurance coverage; and will negotiate lease terms to assure a safe environment for students, staff, and visitors. Anticipated building maintenance contracts include:

- Building Lease Terms
- HVAC Maintenance

- Custodial and Landscaping Services
- Fire and Burglar Alarm System Maintenance
- Insurance

G) What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed?

Response:

The Moyer school facility has two indoor gyms which will be used for Physical Education, one for middle school students and the other for high school students. Students do not go outside for Physical Education. The school does not anticipate any safety issues due to the location of the gyms or the facilities themselves.

H) Describe how students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof).

Response:

The New Maurice J. Moyer Academy ("Moyer") will utilize a private contractor for student transportation. Prior to expiration of a current Maurice J. Moyer Academy contract, through a public bid process, Moyer will select a transportation contractor who shall be required to meet all the standards and requirements of transportation contractors established by Delaware laws and regulations. The contractor shall obtain the same level of collision and liability insurance as required by contractors on traditional public school routes. The school transportation contract will identify the buses to be used (bus #, model, year, license and VIN #) and will be submitted to the DOE Transportation Supervisor by September 1 each year.

Transportation will be provided to students in grades 6-8 residing one mile or more from school, and students in grades 9-12 who reside 2 miles or more from school. Moyer reserves the right to expand transportation services to students in grades 6-8 who live closer than one mile to school and for students in grades 9-12 who live closer than two miles to the school, if warranted by safety considerations.

The school's contract with a private provider will include provisions to transport eligible students who are not residents of the school district where the school is located. School bus routes will be established for such eligible students who reside within five miles of the school district boundary in which the charter school is located. Transportation will be provided to and from bus stops along the established bus routes.

I) Describe how students who reside outside the district in which the school will be located will be transported to the school.

Response:

The school's contract with a private provider will include provisions to transport eligible students who are not residents of the school district where the school is located. School bus routes will be established for such eligible students who reside within five miles of the school

district boundary in which the charter school is located. Transportation will be provided to and from bus stops along the established bus routes mentioned above. (Please also see response to **Question 12H.**)

J) Describe how special needs students will be transported if specialized transportation is required by the IEP.

Response:

Transportation for special education students will be provided in accordance with all applicable State and Federal laws. Moyer will be responsible for providing transportation services to students when a student's IEP mandates that transportation must be provided. If a student with special needs receives a bus suspension, the school is responsible for providing an alternative form of transportation to and from school.

K) Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline.

Response:

Oversight of school transportation operations, including bus route planning, bus stop selection, and coordination with bus contractors will be the responsibility of the school's transportation supervisor. Bus drivers will be hired and employed by the bus contractor who is responsible for ensuring that drivers meet Division of Motor Vehicles (DMV) qualification requirements and DOE requirements to operate a school bus.

Students must comply with the Student Code of Conduct while traveling on a school bus to and from their homes or school sponsored activities. If a student commits an infraction covered in the Student Code of Conduct on a school bus, the school bus driver/monitor will complete the "School Bus Behavior Report" and give a copy of the form to the principal, parent/guardian, and the student.

If the principal decides a conference is necessary, the principal or designee will notify the parent/guardian on the same day or the following school day. The parent conference with the principal or designee will be held in person or by phone before the student is allowed to ride the bus again.

A bus suspension does not necessarily mean a suspension from school. If a child is suspended from the bus, it is the parent guardian's responsibility to ensure the child gets to and from school on time. If a student with special needs receives a bus suspension, the school is responsible for providing an alternative form of transportation to and from school.

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

Response:

Continuing the practice at Maurice J. Moyer Academy, breakfast and lunch will be prepared each day by our cafeteria staff for students at Moyer. Moyer will participate in the National School Lunch and Breakfast Programs. The average annual cost per student for food services over the five (5) year period will be approximately $350.00.

M) Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program.

Response:

To determine eligibility, each student will receive a meal benefit form to take home for completion by their parent or guardian and returned for processing. Upon receipt of the forms the cafeteria program manager will qualify each meal benefit form and notify each family of their status. The student's eligibility will be updated in eSchool. Free and reduced meals will be provided as required by Federal, State, and local code.

13. Student and School Data

A) Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records.

Response:

Moyer Academy will comply with the provisions of the Family Education Rights and Privacy Act (FERPA) and IDEA in the establishment, maintenance, correction, and disposal of student records. The right to inspect and review educational records and the release of information, or instructional materials will be consistent with federal and state law.

All student and financial records will be protected and stored in a secure fireproof and waterproof cabinet. In addition, back-up copies of all records will be stored on servers. Student records are official and confidential documents protected by Delaware State Law and FERPA and will be treated as such.

B) Describe the plan for the timely transfers of student and school data to the Department of Education.

Response:

Moyer will be a technology-rich environment that will support the maintenance and transmission of student data to the Department of Education. The database that will be maintained on a daily basis with e-School. The school will also use State Mail as a means of transporting student files and other physical records between state agencies and district schools. Any additional data requested may also be submitted via email as appropriate.

14. Management Companies

A) The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to

any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company.

Response:

The New Maurice J. Moyer Academy Board of Directors will annually certify to the Delaware Department of Education, on a form provided by the Department, that, prior to the payment of any fees or other sums to any management company employed by the Board, the Board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. The certification will include the required documentation of actual or proposed expenditures by the school.

The Board will enter into a services agreement for educational, administrative, and technology services related to the operation of The New Maurice J. Moyer Academy with K^{12} Classroom Delaware LLC, a wholly owned subsidiary of K12 Inc. ("K^{12}"). A draft services agreement, including detailed descriptions and delineation of responsibilities between the school and K^{12} Classroom Delaware LLC, is included as **Attachment 7** of this application.

ASSURANCES

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

1) **Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.**

2) **Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.**

3) **Not operate in a sectarian manner or include religious practices in its educational program.**

4) **Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.**

5) **Manage the school within all State administrative and financial systems listed in 14 Delaware Code, Section 512 (9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).**

6) **Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.**

7) **Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.**

8) **Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.**

9) **Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.**

10) **By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.**

11) **Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.**

12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.

13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.

14) Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.

15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.

16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).

17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.

18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.

19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.

20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.

21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.

22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.

23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.

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

25) Comply with Title VI and VII of the Civil Rights Act of 1964.

26) Comply with Title IX of the Education amendments of 1972.

27) Have certified special education teacher(s) providing services for students with disabilities.

28) Ensure that students have physical examinations prior to enrollment.

29) Ensure that required immunizations and screenings (lead, TB) are in compliance.

30) Administer medications and medical treatments, including first aid.

31) Screen for health problems (vision, hearing, postural/gait, etc.)

32) Monitor student health and maintaining health records.

33) Ensure emergency care for known and unknown life-threatening health conditions.

34) Ensure health representation on IEP teams when student's needs require such.

35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall he delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.

37) The school must intend to comply with all additional curriculum regulations including 501, 503, and 525 and any other curricular regulations.

38) Maintain corporate status as described in Title 14, Del. C. § 504.

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

40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them hy law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.

41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.

42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.

43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.

44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.

45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks at stated in 11 Delaware Code, Chapter 85, and Subchapter VI.

46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.

47) The Board of Directors shall assure that the school has met the teacher certification requirements of 14 Del. C. § 507 (c).

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

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

_____
Date of Signature

The New Maurice J. Moyer Academy
Name of the Charter School

Glenn Grantham Ed.D. 12/9/10
Signature of the Chairperson of the Board of Directors

Patricia (Bobbie) R. Clark 12/9/10
Signature of Member of the Board of Directors

Monica Hall 12/09/2010
Signature of Member of the Board of Directors

Penrose Mollins 12/12/10
Signature of Member of the Board of Directors

Joel R. Riley 12/12/10
Signature of Member of the Board of Directors

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Signature of Member of the Board of Directors

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Signature of Member of the Board of Directors

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Signature of Member of the Board of Directors

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

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

12-10-2010
Date of Signature

The New Maurice J. Moyer Academy
Name of the Charter School

Signature of the Chairperson of the Board of Directors

Sandra R. Hill
Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

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

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

12-14-2010
Date of Signature

The New Maurice J. Moyer Academy
Name of the Charter School

Signature of the Chairperson of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

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

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

Dec 21, 2010

Date of Signature

The New Maurice J. Moyer Academy

Name of the Charter School

Signature of the Chairperson of the Board of Directors

X Christopher Curry

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors