



Odyssey Charter School
Nurturing a Lifelong Love of Learning

DEC 30 2009

**Charter School Application to the
 DELAWARE DEPARTMENT OF EDUCATION
 For a New School to Be Opened in September 2011**

Odyssey Charter School
 Name of Proposed School

Anthony C. Skoutelas
 Name of Contact Person

George Chambers
 Name of Head of the Board of Directors

201 Bayard Avenue
Wilmington, DE 19805
 Mailing Address of Contact Person

September 2011
 Proposed Opening Date

302.655.5760 **302.655.5761**
 Telephone # Fax#

Kindergarten – Grade 12
 Grades for School

askoutelas@odyssev.k12.de.us
 Email Address of Contact

First Year Enrollment (Year 2011-12)	<u>660</u> Total Number	<u>K-6</u> First Year Grade Span
Second Year Enrollment	<u>816</u> Total Number	<u>K-7</u> Second Year Grade Span
Third Year Enrollment	<u>972</u> Total Number	<u>K-8</u> Third Year Grade Span
Fourth Year Enrollment	<u>1140</u> Total Number	<u>K-9</u> Fourth Year Grade Span

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

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2011-12) in each of the boxes below.

First Year Enrollment: 2011-2012

Grade	Number
KN	80
1	80
2	80
3	88
4	88
5	88
6	156
Total 1st Year Enrollment	660

Second Year Enrollment: 2012-2013

Grade	Number
KN	80
1	80
2	80
3	88
4	88
5	88
6	156
7	156
Total 2nd Year Enrollment	816

Third Year Enrollment: 2013-2014

Grade	Number
KN	80
1	80
2	80
3	88
4	88
5	88
6	156
7	156
8	156
Total 3rd Year Enrollment	972

Fourth Year Enrollment: 2014-2015

Grade	Number
KN	80
1	80
2	80
3	88
4	88
5	88
6	156
7	156
8	156
9	168
Total 4th Year Enrollment	1140

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Introduction

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

Odyssey Charter School (OCS) was initially established in 2006 with its original charter authorized by the Red Clay Consolidated School District (RCCSD). This first phase of OCS's endeavor was to prepare students in Kindergarten through Grade 5 to develop a lifelong enthusiasm for learning, acquire a keen awareness of world citizenship, and foster an ability to think independently and creatively through participation in a focused dual language program. The Foreign Language in the Elementary School (FLES) curriculum model has been used to integrate the learning of Greek as a second language, along with English, to teach a rigorous core curriculum of Reading, Writing, Mathematics, Science, and Social Studies. During its three successful years of operation under the authority of the RCCSD, OCS has consistently observed increased DSTP test scores and academic performance; a blossoming school community of students, parents and staff; and, a thriving environment of school operations and functionality.

Odyssey Charter School now proposes to gradually expand its grade offerings to include middle (grades 6 – 8) and high school (grades 9 – 12) students through 2018. In spite of a continuing cooperative relationship with the RCCSD, concerns have surfaced about geographic and program expansion limitations for future facility options. To that end, OCS is requesting authorization from the Delaware Department of Education (DDOE) to operate as a K-12 charter school.

The selection of the classic Greek language as its dual language focus to complement English teaching creates an instructional bridge between values of two great democracies, their core philosophies, language roots, mathematical concepts, scientific theories, literature and culture.

Academic skills developed through dual language instructional strategies have long been documented as best practices to cultivate key reasoning, problem solving and critical thinking techniques. Continuing to pair a strong core curriculum with dual language approaches extending through the middle/high school years is intended to enhance students' Language Arts capabilities; boost proficiencies in Mathematics, the Sciences and the Arts; and, develop greater appreciation for World Languages and cultures. The addition of Spanish for the high school grades will provide an additional language option for secondary students, as desired.

Odyssey Charter School will operate as a charter school in the State of Delaware. It is a non-profit 501(c)(3) education-based organization managed by a Governing Board and By-Laws, as established within the prescribed guidelines in the DDOE Regulations for Charter Schools. Supporting the efforts of the Odyssey Charter School Board are two significant and well respected organizations: the American Hellenic Educational Progressive Association (AHEPA), and the Ministry of Education in Greece through the U.S. Greek Embassy in Washington, D.C. The AHEPA, a non-profit philanthropic organization founded in 1922, continually pursues the development of new and more responsive ways to share the timeless ideals of Hellenism and to create a better and more rigorous learning environment for children today, as well as for tomorrow.

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.**

Odyssey Charter School (OCS) is represented by a diverse and dynamic membership in its Founding Group and Governing Board. Of the 12 individuals directly involved in its initial development, the Odyssey Charter School Board had 4 members with doctoral degrees, 3 with post-graduate degrees, and 2 Delaware certified teachers, along with numerous successful entrepreneurs and business owners.

During preparation of the application and development of the K-12 school, Delaware certified teachers, parents and community members were very much involved in the process. Their participation included researching best practices of successful charter schools operating with a focused foreign language program, developing the vision and goals for OCS, garnering resources nationally and internationally, and reaching out to expert professionals within Delaware to help shape this emergent charter school.

Because OCS has existed as a K-5 charter school since 2006, authorized by the Red Clay Consolidated School District, parents were particularly involved in securing letters of support for the application and the school.

- 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.**

The Greek Foreign Language Charter School initiative in the United States had its roots in both the Federal "No Child Left Behind" Act, as well as an international initiative to promote the Greek language by the government of Greece through its Ministry of Education. By providing an exceptional second language learning alternative for local communities, and having the support of the Greek Embassy and consulates in the United States to provide qualified instructors for the program, a number of Greek language concentration charter schools have been established in the United States and are flourishing.

Members of the local Wilmington Chapter of the American Hellenic Educational Progressive Association (AHEPA) identified the content focused language model used by the Archimedean Academy in Florida, and investigated the potential of using a similar approach in Delaware.

During the initial planning phases for the K-5 school in 2004, Odyssey Charter School had the good fortune to work with Dr. George Kafkoulis, the founder and director of the Archimedean Academy located in Miami-Dade, Florida. Dr. Kafkoulis was a primary developer of the dual Greek language and mathematics model used at the Archimedean Academy which has emerged as one of the preeminent second language examples in the United States. OCS has chosen this dual language approach, as opposed to a true immersion model, so the educational environment valuing cultural appreciation, respectful and responsible school citizenship, and scholastic development in a bilingual learning atmosphere would be achieved.

The local AHEPA Chapter then established an affiliated but separate non-profit corporation, Odyssey Charter School, Inc. in 2004. The officers of this group, along with prominent local educators and business community representatives, now operate as the Odyssey Charter School Board. The officers of the Odyssey Charter School Board attended the Delaware Charter School orientation program in July 2004, hosted by Dr. Larry Gabbert of the Delaware Department of Education (DDOE), and came to understand the valuable proposition of engaging consulting services for assistance in establishing a successful elementary charter school program.

In 2004, Odyssey Charter School (OCS) selected Innovative Schools Development Corporation (ISDC) as its trusted partner for guidance through the Delaware Charter School application and planning process for the elementary school program. This engagement was successful and charter authorization was received from the Red Clay Consolidated School District (RCCSD) to open Odyssey Charter School in September 2006.

During its three successful years of operation, OCS has also valued and relied on the support and direction provided by Dr. Gregory Fulkerson, Education Associate for World Languages and International Studies for the DDOE. With his assistance and encouragement, there has been an opportunity to further develop curriculum and instructional practices, create more depth with dual language integration, and craft a framework for continued academic growth and progress.

Another resource of influence has been the Socrates Academy (SA) located in Matthews, North Carolina. This limited language immersion K-8 public charter school has focused its dual language approach by limiting its immersion focus to Mathematics and the Classic Greek Language. SA continues to be a valuable resource as Odyssey Charter School continues to develop depth in its educational programs and pursues expanding its grade level offerings.

Now in 2009, Odyssey Charter School has again retained the services of ISDC for the application and planning process to expand the school's charter to serve grades Kindergarten through grade 12, and request charter authorization from DDOE.

Innovative Schools has been dedicated to supporting the needs of Delaware public schools and investing in their success for over seven years. Originally designed to operate a charter school Loan Guaranty Fund and leverage capital financing, Innovative Schools has since built capacity and expanded our program offerings through partnerships with a number of national and local educational experts. Today, the organization serves as a resource center, providing schools with both academic and administrative support programs. The Partnership for Academic Excellence offers professional development that empowers teachers and administrators by increasing instructional and leadership capacity. Cultural competency training provides school staff with tools and strategies to better relate to a diverse student population and engage in community outreach. Charter schools on the path of continuous improvement benefit from Board training and CharterShield, a program for all school stakeholders to measure gaps between the charter agreement and actual performance. Marketing and development programs provide schools with a plan and tools to communicate effectively with the students and families they serve, the community, and potential funders. Schools wanting to maximize resources by outsourcing administrative functions or looking to build internal staff capacity receive that support through our Back Office programs - Information Technology, Financial Services, and Human Resources. Today, Innovative Schools' programs benefit twenty of Delaware's charter and district schools. Through our New School Development Program, Innovative Schools will expand its positive

impact on the educational landscape by working with community groups to help create high quality, unique school models for Delaware's students.

Since 2002, Innovative Schools has helped 7 schools develop their applications for submission to their charter authorizer, and currently supports 13 charter schools and 7 district schools in various capacities from full back office support to assisting with curriculum alignment.

- 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.

Name	Board Position	Place of Residence	Phone	Occupation/ Professional Position	DE Cert. Teacher, Parent, Community Member
George Chambers, BS, MS	President	13 South Cliffe Drive Wilmington, DE 19809	302-723-1518	Vice President, CPS International (Healthcare/ Information Technology)	Community Member
George N. Righos, BS	Vice President	815 Naudain Avenue Claymont, DE 19703	302-798-2549	Retired, Past President, Hellenic Community Wilmington	Community Member
Christopher A. Grivas	Secretary	P.O Box 771 Chadds Ford, PA 19317	610-558-3800	Finance Business Owner	Community Member
Theodore Namas, BS, CPA	Treasurer	4 Lombardy Drive Wilmington, DE 19803	302-764-5572	President, Accounting Firm	Community Member
Dimitri Dandolo, BS, MS	Board Member	707 Princeton Road Wilmington, DE 19807	302-654-9807	President, Environmental Consulting Co	Community Member
Kate Klemas	Board Member Parent At-Large Rep	2003 N. Bancroft Pkwy. Wilmington, DE 19806	302-377-9877	AstraZeneca Communications	Parent
Jennifer Ballas-Fink, BS, MS	Board Member PTO Rep	7 Lydia Court Hockessin, DE 19707	302-354-5416	Senior HR Consultant, Pfizer Pharm.	Parent
Mary Lou Strauss, BS	Board Member Teacher Rep	3821 Lancaster Avenue Wilmington, DE 19805	302-994-6490	Teacher Odyssey C.S.	DE Certified Teacher
Anthony Skoutelas, BS, MEd, JD	Ex Officio Non-Voting	8 James Hayward Road Glen Mills, PA 19342	610-459-5818	Odyssey C.S. Headmaster	Community Member

- 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.**

The Odyssey Charter School (OCS) Board has been successful in the oversight and management of the school since its inception in 2006, as evidenced by students' academic progress, growth in student enrollment, responsible fiscal management and positive parent feedback. OCS Board members hold multiple leadership positions in the local business community and maintain extensive involvement in the national AHEPA organization. Their access to resources and expertise help them to remain effectively engaged in the educational growth and development of the school.

It is acknowledged that Board membership may need to expand and adjust in response to the growth and ever-changing needs of the school. As requirements arise in specific educational or other professional areas, OCS Board members have direct access to many of the most prominent local higher education institutions in the Delaware Valley. In addition, the Greek Embassy in Washington, D.C., on behalf of the Greek government's Ministry of Education, has made a commitment to provide Odyssey Charter School with certified instructors from Greece each year to assist in the teaching of language and other specialized classes.

- 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 contract access to such experience, in the following areas:**

- 1) Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.**

Dimitri Dandolos, B.S., M.S.

Dimitri Dandolos is President of Eco Logos, Inc, an Environmental Consulting company specializing in Sustainability and Environmental Services. Mr. Dandolos has held positions as President of an Environmental Remediation and Recycling Company, as Senior Environmental Scientist and as Managing Partner and Chief Operating Officer of various business entities.

Mr. Dandolos has served as President of AHEPA, the founding organization of the Odyssey Charter School and he is presently serving on the school's Board of Directors responsible for institutional advancement and curriculum development. Mr. Dandolos has completed undergraduate studies in Natural Sciences with concentration in Biology, and his graduate studies include Environmental Studies, Public Policy and International Relations. He has played collegiate and professional soccer and has led his youth soccer team to four state championships and to national ranking status.

Anthony C. Skoutelas, B.S., M.Ed., J.D.

Mr. Skoutelas, Headmaster of the Odyssey Charter School, has been deeply involved in the formation of the charter application and the development of the school policies and curriculum. He brings extensive education background, both as a teacher and an administrator. Mr. Skoutelas has a B.S. from Villanova University, a Masters in Education from West Chester University, and a Juris Doctorate from Seton Hall University.

Mr. Skoutelas remains actively engaged as a school and instructional leader, promoting richness and depth with rigorous curricula, fostering cultural appreciation and integration, and effectively managing all aspects of school operations.

Mary Lou Strauss, B.S.

Mary Lou Strauss is a Delaware certified teacher and currently in her 4th year employed as a Kindergarten teacher at Odyssey Charter School. Ms. Strauss has 37 years experience as a classroom teacher, with 34 of those years in the Omaha Public Schools in Omaha, Nebraska. She earned her B.S. in Education from the College of St. Mary's in Omaha, Nebraska. She was elected to the OCS Board as a teacher representative.

Ms. Strauss has served on many curriculum committees through the years, has been involved in the Teacher Mentoring Program, has served as a cooperating teacher for the Student Teacher Program, has assisted with curriculum development and implementation in the areas of Mathematics and Reading, and has provided leadership for numerous education workshops. She was a recipient of the *Alice Buffet Award for Excellence in Teaching*, and also the *Ray Johnson Teacher of the Year Award*, and was selected as the Urban League's *Outstanding Teacher of the Year*. This past summer, she worked with Dr. Gregory Fulkerson (DDOE) to design a Greek curriculum that meets Delaware State Standards.

2) **Business management, including but not limited to accounting and finance.**

George Chambers, B.S., M.S.

George Chambers, President of the Odyssey Charter School Board, is the Principal and Vice President of CPS International, an information and technology consulting company. With over 30 years experience in business management, engineering and research operations, Mr. Chambers has served corporations and organizations throughout the world. He has a Master's in Engineering Administration from George Washington University and a Bachelor's in Physics from the University of Maryland. George is currently a Ph.D. candidate in Health Policy and Pharmaceutical Research at the University of the Sciences in Philadelphia.

George N. Righos, B.S.

George N. Righos, Vice President of Odyssey Charter School, worked for ARAMark Services, Inc. for 36 years, including his role as Capital Assets Manager. Having served as President of the Hellenic Community of Wilmington and the American Hellenic Educational Progressive Association's Wilmington Chapter, Mr. Righos has been active in the Greek-American community and the community-at-large, through the Ministry of Caring. He obtained his Bachelor's in Business Administration from the University of Delaware, concentrating in Operations Management.

Theodore Nannas, B.S., C.P.A.

Theodore Nannas is currently Treasurer of the Odyssey Charter School Board. In 1980, Mr. Nannas received a B.S. in Accounting from Seton Hall University, and is also a Certified Public Accountant (CPA). Mr. Nannas serves as President of the accounting firm of Nannas Haines & Schiavo, PA, located in Wilmington, Delaware. He resides in Wilmington, Delaware, along with his wife and 2 daughters.

Christopher A. Grivas

Christopher Grivas created, grew and sold several businesses over a 27 year period, ranging from industrial and transportation related companies to currently owning and growing C.A.G. Truck Capital, a commercial truck finance company.

He has served on Odyssey Charter School committees, has negotiated lease agreements for the school, as well as those to purchase and finance the schools two locations. In addition, Mr. Grivas has been involved in several fund raising projects to benefit the school.

Dimitri Dandolos – See above.

3) Personnel management.

George Chambers – See above.

Jennifer Ballas-Fink, B.S., M.S.

Jennifer Ballas-Fink graduated West Chester University with a Bachelor's in Social Work in 1991. Upon graduation, she worked as a social worker for the Salvation Army, and in 1993, went to West End Neighborhood House as a pre-natal Social Worker.

In 1996, Jennifer obtained her Masters in Human Resources Management and began working for Wyeth Pharmaceuticals (now Pfizer) in the Human Resources Information Management (HRIM) department. For the past 14 years, she has been in a variety of HRIM roles including Associate Director HR Analytics & Reporting, HR SAP Organization Management Team Lead, and currently is a Senior HR Project Consultant.

In 2008, Ms. Ballas-Fink was voted onto the Odyssey Charter School (OCS) Board by the OCS PTO, and has served as the PTO Board Representative ever since. She is married and has four children. Her two eldest sons are currently enrolled in OCS, and the two youngest children will attend in 2012 and 2014.

In addition to her OCS Board work, Ms. Ballas-Fink has served on various OCS PTO committees including the Student Directory Committee, the Fundraising Committee, and has recently joined the Institutional Advancement committee.

Anthony C. Skoutelas – See above.

4) Diversity issues, including but not limited to outreach, student recruitment, and instruction.

Kate Klemas

Kate Klemas is the parent of a 4th and a 1st grader at OCS for the 2009-2010 school year. A politically astute communications professional with twenty years experience in business and government, Ms. Klemas is currently employed with AstraZeneca Pharmaceuticals. Her previous experience includes Delaware State Chamber of Commerce and its sister organization, the Delaware Public Policy Institute, as well as the Rodel/Rohm and Haas manufacturing site in Newark. Ms. Klemas also has seven years of public service on Capitol Hill.

Jennifer Ballas-Fink – See above.

Anthony C. Skoutelas – See above.

5) At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.

Anthony C. Skoutelas – See above.

Mary Lou Strauss – See above.

6) **School operations, including but not limited to facilities management.**

George Chambers – See above.

George Righos – See above.

Dimitri Dandolo – See above.

Anthony C. Skoutelas – See above.

2. Form of Organization

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.

The name of the organizing corporation is Odyssey Charter School, Inc. incorporated on October 25, 2004. The Certificate of Incorporation is included in **Appendix A**. The Bylaws, contained in **Appendix B**, meet all the above stipulations (see Section II Article 1). The officers of the Board are as follows:

George J. Chambers, President

George N. Righos, Vice President

Christopher Grivas, Secretary

Theodore Nannas, Treasurer

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.

Core Philosophy

The core philosophy of Odyssey Charter School is that students from all walks of life will establish a lifelong enthusiasm for learning, will become critical thinkers and problem solvers, and will develop a keen awareness of world citizenship when challenged with a structured bilingual and rigorous core curriculum occurring in a nurturing environment. The ideals of Hellenism, including the continual pursuit of higher education, the adoption of democratic methods, environmental sustainability, and the respect of other's personal beliefs, will be understood and appreciated by Odyssey students through their exposure to the classic Greek language and culture, in a context of mathematics, science, and philosophy.

Mission

The mission of Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, develop a keen awareness of world citizenship and culture, and establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and Mathematics focus.

Goals

The goals of Odyssey Charter School are to provide students with an enriched learning environment that will:

- Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum, while encouraging the development of effective critical thinking and problem-solving skills;
- Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus, as a vehicle to explore the roots of vocabulary, mathematical concepts, and scientific theories;
- Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods.
- Assist students in the development of a broader world view through exposure to other World cultures;
- Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity;
- Nurture and value the special qualities and abilities of each student in a way that will foster a desire to become academically and educationally successful; and,
- Encourage the involvement and engagement of parents in the education process to enhance and enrich learning opportunities for students.

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

Odyssey Charter School Board of Directors will use both formal and informal evaluative measures to ensure the school is meeting its mission and objectives. As such, the Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances and academic performance. The Headmaster shall report monthly on student performance to include, but not limited to, attendance, behavior and academic achievement. Monthly financial reports shall also be presented to the Board.

The Board will also be charged to oversee academic performance, fiscal viability and sustainability. The Board will routinely examine such data as standardized scores, School Improvement Planning, and related documents such as the School Profile, the Annual Report, and the Annual Audit. Academic and compliance benchmarks will be reviewed quarterly, and financial reports reviewed monthly. The Board will make annual plans relative to academic performance, school operations, and finances; or, more often, as needed.

In addition, the Board will maintain a functional relationship with the Parent Teacher Organization (PTO). The school Headmaster, an ex-officio non-voting member of the Board, will serve in this capacity.

Annually, the Board will conduct a formal review of goals for student performance, inclusive of all data relative to the goals and achievement targets. Annual Performance Agreements and Reports shall be provided to DDOE in accordance with required procedures and timeframes.

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

Odyssey Charter School will clearly communicate information about the application process, the selection and preference criteria, and the registration and admissions procedures.

Odyssey Charter School will ensure that it has enrolled at least 80% of its authorized enrollment by April 1 of each year by conducting an application process within the timeframes established in Section 9: Administrative and Financial Operations. The following activities will be conducted:

- Annually, during its open enrollment targeted in the months of November and December, the school will advertise and establish the application period, accept applications, and define the admissions requirements and criteria.
- If necessary a lottery will be held in January after the application deadline. An objective community member having no ties to OCS, or a representative from the Delaware Department of Education, along with the attendance of the school's administration and/or Board, shall conduct the lottery drawing.
- Parents of all applicants will be sent letters of acceptance or non-acceptance within a timely manner following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter
- As a requirement for new students to be eligible for the lottery, parents must sign a Letter of Intent with the school. The letter stipulates the requirements for continuing enrollment at the school, as defined in 14 Delaware Code, Section 506 (c).

- On or before April 1, in accordance with 14 Del. C. §506(c), a roster of those students currently enrolled at Odyssey Charter School, including each student's home address and district of residence, will be sent to the appropriate person at the Department of Education and to the superintendents of the districts in which the Odyssey Charter School students reside. A letter signed by the Odyssey Charter School's Headmaster, and the student roster, shall serve as the written certification required by that section.
- On or before May 1, Odyssey Charter School will verify data from the April 1 report, correct if necessary, and will follow with a second notification to the school district superintendents.

4. Goals for Student Performance

- a. **What are the specific student performance goals in math and reading by grade for students disaggregated by grade, 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?**

The specific performance goals are designed to ensure that students will be able to meet or exceed the State's baseline standards of student achievement, while developing proficiency with operational and oral comprehension of the Greek language. Emphasis is upon analytical thinking while strengthening student structural knowledge of Mathematics, as well as the English language.

Assessment instruments to be used in measuring student performance in comparison to state requirements will include: attendance, behavioral records, standardized testing, tests, quizzes, papers, projects, grades, homework, and portfolios. Each academic year's data will be compared to past data to measure current progress, the objective being acceleration of the rates of achievement.

Odyssey Charter School understands the current state assessment (DSTP) may change in the near future, and will adjust performance targets to align with any new assessment program adopted by the state.

Performance Goal 1

Odyssey Charter School will demonstrate its students are increasing in academic achievement, as measured by the state assessment (Delaware Student Testing Program-DSTP) and other assessment tools as follows:

Achievement Target 1.1: By the third year of operation, and for each year thereafter, students assessed at each grade level on the DSTP will attain an average performance that meets or exceeds state standards for that respective grade.

Achievement Target 1.2: By the third year of operation, and for each year thereafter, students administered DIBELS and MAP at the end of the school year will demonstrate reasonable academic growth in reading and math when compared to the beginning of the year assessment.

Performance Goal 2

Odyssey Charter School students will exhibit positive behaviors related to academic success through:

Achievement Target 2.1: Each year average daily attendance will meet or exceed the State average.

Achievement Target 2.2: Each year the school will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 4112, than the average for public schools in New Castle County with a similar grade configuration.

Performance Goal 3

Given instruction in Greek language, culture, customs, and traditions, students will:

Achievement Target 3.1: Complete and share with other students, a culturally based project accentuating the Greek language and culture.

Performance Goal 4

Odyssey Charter School will encourage the use of innovative instructional methods by:

Achievement Target 4.1: Providing teachers a forum to be involved in decision-making regarding curriculum, instructional methodologies, and professional development.

Achievement Target 4.2: Teaming both American and Greek educated teachers on delivering an exciting instructional program to our students with a global, intercultural, and mathematical emphasis.

Performance Goal 5

Odyssey Charter School will demonstrate that it has strong market accountability by:

Achievement Target 5.1: Enrolling the projected number of students allowed by the charter no later than September 30.

Achievement Target 5.2: Re-enrolling each consecutive year at least 90% of the non-graduating student body from the previous year who have not moved out of the area.

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

Odyssey Charter School's academic objective is to meet or exceed DSTP state averages in all State of Delaware content standards as required by Del. C. title 14, Section 512(4). The school will participate in the Delaware Standardized Testing Program (DSTP) when applicable. The performance goals and achievement targets are listed above in Item 4.a.

- 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.**

Standardized assessment instruments, including the Delaware State Testing Program (DSTP), DIBELS, and MAP will be used to provide an objective measure for evaluating student learning, teacher performance, and curriculum alignment with subject matter tested. The DSTP will be used to assess students in Reading, Writing, Mathematics, Science and Social Studies. DIBELS and MAP will be administered three times a year to provide formative assessments for RTI placement and to guide teachers' instruction in reading and math. By using MAP, it will be possible to chart the performance of students as they progress through the grades at Odyssey, reflecting their growth in reading and math. The DSTP will provide an annual assessment of student performance in Reading and Mathematics and will also provide longitudinal data over time. Additionally, these tests will provide a measure of student and school achievement relative to other public schools in the state.

5. Evaluating Student Performance

- a. Describe the process of how student evaluation information will be used to improve student performance.**

Odyssey Charter School (OCS) has been in operation since 2006, initially serving students in Kindergarten through Grade 2 in Year 1, and growing since that time to add Grades 3, 4 and 5 as authorized in the current charter with Red Clay Consolidated School District. As a result, OCS is fortunate to have 3 years of performance data available for review.

Attached to this section and included in **Appendix W** is the most recent Annual Report prepared by OCS for 2008-2009. This report contains Delaware State Testing Program (DSTP) performance data for the initial 3 years of operation, and most impressively notes Odyssey Charter School was designated with a rating of 'Superior' in the State Public Education and Accountability System for the years 2007-2008 and 2008-2009.

As with the first 3 years of the school's operation, student evaluation data will be used among multiple measures to assess and improve student performance. Comprehensive appraisal instruments which include assessments in listening, Reading, Spelling, Writing, research, Mathematics, study skills, and Foreign (second) Language (Modern Greek) comprehension will be used to evaluate the effectiveness of the curricula and instructional methods. Pre- and post-testing will be used as a measure of progress, and will serve as an integral part of the planning and refinement of the school's strategies for teaching and learning.

Multiple measures of student performance data will be collected, analyzed, and summarized by teachers and administrators, and shared with parents. The performance data gathered will contribute to the assessment of each student's educational strengths and needs. Additional contributor data will include: reviews of student academic records; examples of student work; and reports and observations from teachers and parents. Results of all assessments will be used comprehensively to improve instruction, identify student interests and needs, and measure student academic gains at the end of each grade level.

- b. Describe the corrective action that will be taken when students do not meet performance expectations.**

Teachers will be involved with administrators in developing corrective action plans for students who do not meet performance expectations. A combination of strategies will be used to assist students.

Supplementary support will be provided to those students who require corrective action during the school day and after school. Additional assistance will be available during the summer either through traditional tutoring or other classroom instructional activities.

In the realm of reading instruction, Odyssey teachers employ the use of DIBELS and Measures of Academic Progress (MAP). Conducted tri-annually, these assessments are used to gauge student progress, determine areas of academic strength and need, and help inform teacher instruction. DSTP support through the use of its performance level descriptors will also assist with developing corrective action plans. OCS will use both MAP and the DSTP performance level descriptors to frame the corrective actions taken.

Students in grades 4-12 who do not achieve a passing grade in one or more courses may be required to attend mandatory summer school.

- c. **If the proposed school will be using an enrollment preference for students at risk of academic failure what will be the expected performance of student enrolled at the school on the Delaware Student Testing Program in each grade during the initial three year charter period?**

Odyssey Charter School is not using an enrollment preference for students at-risk of academic failure.

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 average student performance on the Delaware Student Testing Program assessments in each content area will meet 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).

7. Students with Special Needs

The application must include the plan for each of the following:

- 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.

Ensuring that Odyssey Charter School (OCS) will be in full compliance with current statutes relating to the education of students with disabilities, the plan will include, but not be limited to: parent and teacher involvement, evaluation, re-evaluation, Individual Education Plan (IEP) development, accommodations, positive behavior planning, procedural safeguards, and certified special education teacher involvement in serving students with disabilities. The plan will also provide for free and appropriate public education (FAPE) to students with disabilities.

A continuum of special education services are provided at Odyssey Charter School in accordance with federal and state law. To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Separate classes, or other removal from the general education environment occurs only when the nature or severity of the child's disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Students who are experiencing either academic or behavioral difficulties at school are referred to the Child Study Team (CST). The Child Study Team will meet to discuss specific issues, develop interventions, and attempt to meet the child's need(s) in the general curriculum before moving into a more formal evaluation process. Should a formal evaluation identify a disability, the CST will work with the parent(s) to develop an IEP.

Special education services at Odyssey Charter School currently range from consultative services to limited pull-out services. All special education students currently enrolled at Odyssey Charter School are in the regular education environment for 80% of their school day or greater.

Students with disabilities will be educated in the least restrictive environment and in a manner which fully complies with their IEP's, promotes inclusion and engagement in school activities, and fosters involvement with the entire school community. Odyssey Charter School believes its core philosophy and values will provide each student with teaching and learning that will maximize their educational experiences in an inclusive environment. OCS faculty and staff will work with the appropriate public school personnel to ensure that the needs of students are met in the most appropriate settings. Parents of students with special needs will be provided with procedural guidelines and safeguards. See **Appendix M** for the procedures and forms to be used in the identification, evaluation, and placement of students with disabilities.

The Headmaster of the school maintains responsibility for assuring compliance with this section.

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

As a result of evaluations completed as part of either the pre-referral process and/or IEP process, students with a defined disability will have, as appropriate, either a 504 Plan or an IEP written and monitored in accordance with state and federal guidelines.

The Headmaster of the school maintains responsibility for assuring compliance with this section.

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

Odyssey Charter School has established a non-discrimination policy that no person shall be subjected to discrimination in the educational programs, services or activities based on race, national origin, gender, age, or disability in accordance with State and federal laws.

The Headmaster of the school maintains responsibility for assuring compliance with this section.

d. Complying with Title IX of the Education amendments of 1972.

See item c. above

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

Odyssey Charter School will continue to employ certified special education teachers for students with disabilities.

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.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	FTE	FTE	FTE	FTE	FTE
Teachers		8.0	16.0	24.0	32.0
Principal/Administrative	0.1	1.0	2.0	2.0	2.1
Nurse		1.0	1.0	1.0	1.0
Clerical	0.1	1.0	2.0	2.0	2.1
Custodial		1.0	1.0	1.0	2.0

Note: Year 1 is the Start-up year.

STAFF POSITION DESCRIPTIONS:

SCHOOL HEADMASTER (Principal)

JOB CODE: OCS01-031006

Primary Role and Responsibilities

The person hired to this position is to be responsible for the administration and management of the Odyssey Charter School ("OCS"). The individual will oversee the instructional program, manage operations, and select and evaluate personnel. He or she will demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the Charter, success of instructional programs, and operations of all school activities.

Qualifications

- Demonstrated successful leadership in a senior administrative position in a public or private school
- Exhibited leadership in working with professional staff, students, and the community
- Agreement with the academic goals and philosophy of the charter school
- Commitment to accountability, including a rigorous student testing regime
- Exceptional organizational, communication, public relations, and interpersonal skills
- Demonstrated successful teaching experience
- Demonstrated ability to lead and facilitate team teaching approach
- Demonstrated success in encouraging parental involvement
- Comprehensive understanding of curriculum and instruction

Responsibilities

Instruction

- Establish instructional standards and daily instructional program
- Observe, develop, and evaluate staff regularly
- Monitor student progress and instructional data
- Stimulate adoption of innovative instructional strategies
- Establish instructional goals and support staff in meeting those goals
- Establish teaching standards and support staff in meeting those standards

Operations

- Establish a strong culture based on the mission and values of the school
- Manage student recruitment and enrollment
- Ensure compliance with all state and federal policies, and Charter commitments
- Make formal reports to chartering entity
- Ensure proper budgeting, accounting, auditing, and financial planning
- Create and maintain a safe, secure and orderly environment
- Work in conjunction with the school's Board to support the management of the school's non-profit organization
- Create and oversee a plan to actualize the school's goals and mission
- Work with the school's Board to raise money to support academic programs

Personnel

- Recruit and lead selection process for all personnel
- Supervise, train, and develop staff
- Make recommendations to the school's Board on all hiring and termination actions and oversee those processes and documentation
- Promote teamwork and collaboration among all staff members.

Requirements

- Master's degree or higher
- Administrative certification
- At least 3 years teaching experience (preferably 3 years as assistant principal or principal in a private, parochial, public or charter school)
- Able to lift up to 50 pounds
- Able to hear within normal range, with or without amplification
- Able to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Able to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Must possess the ability to prioritize and effectively manage competing tasks and responsibilities
- Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations
- Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing

TEACHER

JOB CODE: OCS01-031006

Primary Role and Responsibilities:

Teachers are responsible for implementing the curriculum, providing for an enriched multicultural experience, coordinating with classroom aides and support staff, keeping accurate and concise records, adjusting teaching strategies to meet the needs of all students, and using professional judgment to provide the best possible instruction and remediation so as to optimize student success in meeting high standards.

Qualifications:

- Possess Delaware state teaching certification in age appropriate levels for assign instruction responsibilities.
- Prefer 2 – 6 years teaching experience in an elementary school
- Bachelor's Degree or higher
- Excellent verbal and written communication skills
- Excellent organizational and interpersonal skills
- Track record of success with diverse children, including those with special needs
- Knowledge and proven ability in positive behavior management
- Ability to work well with parents
- Commitment to work effectively as a team member
- Understanding of curriculum and methods of instruction
- Experience in test evaluation and measurements of achievement
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).
- Capable of interpreting policy, procedures, and data
- Willingness to be held accountable for student results

Essential Duties and Responsibilities:

This list is intended to be illustrative rather than complete, and serves to show major duties and responsibilities of a teacher. It does not express or imply that these are the only duties to be performed by the person in this position. The employee will be required to perform any other duties as deemed appropriate by the Headmaster.

- Provide direct and indirect instruction
- Conduct long and short-term planning to address the individual needs of students
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Coordinate lesson plans with other teachers to reinforce student knowledge
- Prepare students adequately for all required assessments
- Evaluate students' progress and prepare student achievement reports for parents as required
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Work collaboratively in a team-teaching setting
- Maintain professional competence through participation in in-service education activities
- Attend faculty and curriculum meetings

Physical and Mental Requirements:

Ability to: lift up to 50 pounds; hear within normal range with, or without, amplification; speak for extended periods to convey information or detailed instructions in a calm, efficient manner; participate in activities that may include standing, sitting, walking; and perform work requiring visual acuity. Must possess the ability to prioritize and effectively manage competing tasks and responsibilities. Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations. Must be able to read, follow written and verbal instructions, and communicate clearly, verbally and in writing. Must

possess a valid driver's license or show access to a reliable means of transportation in off business hours.

NURSE

JOB CODE: N/A

Primary Role and Responsibilities:

The school nurse provides health care to the school community and leadership for the provision of health services. The school nurse provides screening and referral for health conditions, while serving as a resource person to the school and the community on health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety. The school nurse promotes a healthy school environment.

Qualifications:

- Must be a Registered Nurse currently licensed to practice in Delaware
- Bachelor's of Science in Nursing (BSN) preferred
- At least 3 years supervised clinical experience
- Experience as school nurse or willingness to participate in training on school procedures (e.g., Induction Cluster Training offered at University of Delaware)
- Certified in CPR
- Experience with age appropriate students for the assign school setting.
- Excellent verbal and written communication skills
- Excellent organizational and record-keeping skills
- Demonstrated ability to communicate and work effectively with parents and staff
- Ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Skilled in the use of the internet, email and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Commitment to work effectively as a team member
- Capable of interpreting policy, procedures, and data.
- Ability to work in an independent health setting
- Willingness to keep up-to-date with current school nursing practice

Responsibilities:

- Care of the sick and injured in keeping with school policy
- Maintain accurate, up-to-date health records while protecting privacy of student records
- Appraise and identify the health needs of students through school screenings such as vision, hearing, postural/gait, tuberculin testing and physical examinations
- Encourage the correction of remedial conditions by working with parents/guardians, teachers and community agencies
- Work with administrators, teachers, and other school personnel to modify the school environment and curriculum as needed for children with health concerns
- Recommend changes to school practices to promote health and remove safety hazards
- Provide health counseling to students, parents/guardians and school personnel, keeping in mind the limitations as well as abilities
- Present health education, both informally and formally, as requested

- Review and evaluate own job performance and professional development
- Advise School Headmaster on compliance issues for health and safety
- Serve as a liaison among school personnel, families and health care providers
- Comply with Department of Education regulations relative to health and safety in Charter Schools

Physical and Mental Requirements:

Ability to lift up to 50 pounds, hear within normal range, with or without amplification, speak for extended periods to convey information or detailed instructions in a calm, efficient manner, participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity. Must possess the ability to prioritize and effectively manage competing tasks and responsibilities. Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations. Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing. Must possess a valid driver's license and have access to a personal vehicle to drive to other locations (travel expenses will be reimbursed at the school's standard mileage rate).

OFFICE ADMINISTRATOR

JOB CODE: OCS01-031006

Primary Role and Responsibilities:

The person hired to this position will be responsible for the administrative and organizational aspects of the Odyssey Charter School. The individual will be responsible for reception of visitors and information, organization and filing of records, processing of enrollment information, inventory and ordering of office supplies, assistance to Headmaster, administration, the Board, and faculty for scheduling and correspondence, coordination of service providers for maintenance and cleaning and support of school events as needed.

Qualifications:

- Excellent organizational skills
- Successful experience in office management, preferably in a school setting
- Excellent interpersonal and communications skills
- High School diploma with business training a minimum, college degree preferred
- Ability to handle multiple tasks and work under pressure
- Proficient in Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Ability to exercise tact, discretion and confidentiality.

Responsibilities:

- Assist Headmaster and faculty with scheduling and appointments
- Assist Headmaster and faculty with correspondence
- Be responsive to clerical and support requests from the Board
- All reception duties including phone calls, greeting visitors, etc.
- Receive and distribute mail, email and faxes
- Ensure office equipment is well-maintained
- Organize, order and inventory office supplies
- Process and organize enrollment information
- File student records as requested by Headmaster and faculty

- Coordinate service providers for maintenance, cleaning, etc.
- Provide support to school events as requested
- Maintain a friendly, positive attitude with staff, students and families
- Perform other related duties as assigned.

Physical/Mental Requirements:

- Able to lift up to 50 pounds
- Able to hear within normal range, with or without amplification
- Able to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Able to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Possess ability to prioritize and effectively manage competing tasks and responsibilities
- Sustain calm, reasonable approach and communicate effectively in stressful situations
- Must be able to read, follow written and verbal instructions, and communicate clearly verbally and in writing

- 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.**

There are no positions not employed by the Board of Directors.

- 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.**

	Year 1	Year 2	Year 3	Year 4	Year 5
Insurance	\$ -	\$ 14,228	\$ 14,228	\$ 14,228	\$ 31,935
Rent for building	\$ -	\$ 364,500	\$ 364,500	\$ 364,500	\$ 918,900
Utilities	\$ -	\$ 33,291	\$ 49,937	\$ 55,485	\$ 96,914
Maintenance	\$ -	\$ 140,466	\$ 140,466	\$ 140,466	\$ 315,268

Note: Year 1 is the start-up year

The Odyssey Board has budgeted rent and other occupancy costs at approximately \$364,500 in year 2 to \$918,900 in year 5, allowing for growth in the student population. The Odyssey board intends to lease a facility located in New Castle County and plans to cooperate with the corresponding School Districts to ensure the selected site provides the best possible setting for students and their families. The budget is based separate facilities for the middle school and high school of 40,500 and 50,400 square feet respectively. The lease cost estimates of \$9 per square foot for the middle school and \$11 per square foot for the high school are based on leased space goals provided by the Odyssey leadership, based on experience. The Odyssey Board has budgeted \$100,000 in year 2 and \$150,000 in year 5 for renovations to leased space.

The school will utilize operating funds provided by DOE and local governments per the formula provided to pay its rent. The landlord will own the school facilities. In the event

that the school closes or (if applicable) the management agreement with any contractor terminates, the school will liquidate its holdings and pay off debts acquired.

The actual site and premises have not yet been secured by way of a final fully executed lease agreement. The Odyssey will identify, negotiate, and lease a site prior to December 15, 2010. Odyssey will ensure that the facility will be in full compliance with all applicable codes and regulations. Renovations to leased space will be completed no later than late spring of 2011, so that a Certificate of Occupancy (CO) can be obtained by the deadline of June 15, 2011, in accordance with Delaware charter school law.

In summary, the Odyssey Middle and High School can be opened and maintained within the funds provided by state and local authorities.

- 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.

The school facilities will be owned by the landlord. In the event the school closes or the management agreement with any contractor terminates, the facilities will be vacated and returned to the landlord. Odyssey will pay any debts related to termination of the lease.

- 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.

<u>Contract</u>	<u>Finalized</u>
Facility Lease	December 2010
Facility Maintenance	April 2011
Insurance/Audit	April 2011
Transportation	April 2011
Food Services	April 2011
Technology	April 2011
Speech/Hearing/Psych Contract	April 2011
Textbooks/Supplies	April 2011
All Other	April 2011

- 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.

Start-up costs are as follows:

Principal/Administrative	\$8,701
Clerical	<u>\$3,315</u>
Subtotal Salaries	<u>\$12,016</u>
Other Employer Costs (25.09 % of Base/OT Salaries and 10% of Sub))	\$3,015
Health Insurance (\$8,611 per employee)	\$1,722
Other Benefits (\$750 vision/dental)	\$150

Supplies and Materials	\$14,559
Printing and Copying	\$2,295
Postage and Shipping	<u>\$2,132</u>
Total	<u>\$35,889</u>

The Principal and Clerk will be hired in May/June 2011, for a total of 10% of an FTE each for that fiscal year. Supplies, Printing, copying, postage, and shipping are all related to recruitment and teacher, parent, and student manual costs. These costs were obtained from per student cost factors calculated on "actuals" as follows:

Average postage per student	\$13.66
Average office supplies per student	\$93.33
Copier cost per student	\$14.71

- 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.

Odyssey Charter School (OCS) does not rely on revenues other than state and local funds as shown on the budget spreadsheets. OCS will rely on carryover state and local funds from current operations as well as loans, to fund the start-up costs of the school, as shown on the budget spreadsheet. While OCS will participate in fundraising activities for special designated purposes, these funds are not necessary to open and maintain OCS. All funds raised will be collected by the Fundraising Committee, and deposited into the OCS accounts.

In order to fully explore the school's Greek language focus, the government of Greece provides a subsidy for teachers from Greece on a one to three year temporary assignment. One of the main goals of the school is to attain a favorable student/teacher ratio. This goal is supported by the subsidy from the Greek government. Teacher/Student ratio is approximately 20 to 1 in the first year and improves to 17 to 1 by the end of year 5, which would not be possible without this support.

- 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.

The Odyssey contingency finance plan if enrollment falls below the projections as presented in this application would be reduce personnel and operating costs to meet funding limitations. Odyssey has demonstrated in this application that it can operate financially at any student level between 143 and 1,140 students. The minimum number of students the school can enroll each year to remain economically viable is year 2, 143 students; year 3, 160 students, year 4, 82 students, and year 5, 149 students. In summary, the Odyssey can be opened and maintained within the funds provided by state and local authorities. The following chart outlines how the economic viability was determined.

		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Cumulative Excess funds per year		\$ 83,074	\$	22,563	\$	630,174	\$	737,950	
Projected number of Students		156		312		468		636	
cost per student		\$ 12,606	\$	8,772	\$	7,437	\$	8,422	
Lowest student operating level w/o reduced services		146		309		395		549	
Lowest student operating level with reduced services		143		303		385		534	
(reduced services calc pulls funding from unit count vs teachers deployed; results in higher student teacher ratio but preserves core services)									
Minimum new enrollment per year		143		160		82		149	
revenue per student		\$ 8,472.52	\$	8,530.09	\$	8,666.52	\$	8,510.81	

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.**

Odyssey Charter School (OCS) intends to continue to use the Delaware Financial Management System (DFMS) for financial, accounting, and purchasing transactions; and, PHRST (Payroll Human Resource Statewide Technology) for managing and reporting compensation, payroll, personnel information, and retirement and employee benefits. OCS will continue to ensure personnel involved in executing these processes are properly trained in accordance with state requirements.

OCS will follow the State Budget and Accounting Manual as it relates to transaction regulations, guidelines and filing procedures. In addition, the school commissions an annual independent audit of financial accounting and procedures to assure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

Odyssey Charter School intends to hire its teachers as state employees and as such, will offer employment packages (i.e. retirement and benefits) through the State of Delaware. The school will continue to take advantage of the state purchasing system in order to maximize its buying power. The school may independently contract for certain goods and services, as needed and appropriate.

Responsibility for operations in this section will include the school's Headmaster, bookkeeper, and special committee members of the Executive Board. Financial reporting will be done in accordance with standards established by the Government Accounting Standards Board (GASB) and the State Budget and Accounting Manual.

Internal controls will continue to be in operation and modified, as needed or required. Such internal controls will include, but not be limited to, the approval of all school budgets by the Board, monthly reconciliation with expenditure reports, monthly disclosure to the Board of expenditures which exceed a pre-defined percentage of the budgeted line item, authorized approval documentation on appropriate financial transactions, and employ a system of checks and balances in processing financial transactions. Since financial transactions will be processed through the DFMS system, complete and accurate documentation will be regularly available for inspection.

- 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.**

Odyssey Charter School Board is responsible for oversight and governance of the school, its operations, and its administration. Among the Board's duties will be to ensure the school is in compliance with aspects of the charter, including a commitment to the standards of financial and administrative operations. Board members will be selected and elected based upon skills they possess which will enhance curriculum development, financial knowledge and operations, business planning and development, real estate expansion, and support for teachers and parents.

The Odyssey Charter School Board shall maintain responsibility for the following:

- Employing and evaluating the Headmaster, administrators, faculty, and staff
 - Approving operating and capital improvement budgets;
 - Preparation and review of financial reports and providing direction to the school's administration;
 - Appraising student performance indicators and measuring academic achievement;
 - Ensuring compliance with state and federal regulations; and,
 - Ensuring reports, records, and financial and administrative processes are accurate and comply with required procedures.
- 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.

Internal forms of management at Odyssey Charter School will be the responsibility of the Headmaster. In this capacity, the Headmaster will:

- Manage, operate, and administer the school on behalf of the Board;
 - Collaborate with the Board on the selection, orientation, retention, and dismissal of staff;
 - Supervise and evaluate the performance of staff;
 - Assist the Business Manager with the formulation and management of the budget;
 - Design and manage all student and staff recruitment operations;
 - Develop, implement, monitor and evaluate the school's education program;
 - Provide leadership in planning and matters of school management;
 - Review and monitor student achievement;
 - Provide leadership and management with issues related to student conduct;
 - Oversee and manage the school environment to ensure it is healthy, safe and conducive to learning;
 - Monitor and ensure compliance with state and federal laws, and Board policies; and,
 - Take other such actions, as necessary, to properly and efficiently operate a public charter school.
- d. Describe how teachers and parents 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.

Teachers and parents will be involved in leadership and decision-making within the school. A minimum of one Delaware certified teacher employed by the school and two parents of students enrolled in the school will be represented on the Board. Procedures and practices will be put into place that will facilitate their decision-making within the school. It is anticipated that parents and teachers will assume leadership roles through their involvement with the Board, along with their participation on school committees, the PTO, and other functions within the school.

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

Odyssey Charter School creates a hiring plan in the March/April timeframe in advance of the new school year based on the previous year's operating budget, student population growth projections, and added programming and support initiatives. Faculty members are invited by

administration to be involved in the recruitment and screening process for new instructional staff. Candidates are considered on the basis of their credentials, background, experience, and references. Applicants who successfully pass initial screening and administrative interviews are invited back for a second phase of interviews involving members of the Executive Board and administration. Final hiring decisions are intended to be made prior to the commencement of the new school year by the Board President in collaboration with the school Headmaster.

- 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 are participating in an alternative certification program, if available.**

Odyssey Charter School intends to continue recruiting Delaware certified teachers through various means of advertisement and outreach. Delaware certified teachers will be given first preference. If non-certified teachers are hired, it will be necessary for them to meet the following requirements:

- Successfully pass the PRAXIS I
- Possess a nationally accredited degree in their core area of instruction

Participation in traditional or alternative routes to certification will be a condition of continued employment at Odyssey Charter School. Utilization of the PRAXIS II test will also be offered to uncertified teachers. OCS will not exceed the required state limit of 35% uncertified teachers. Faculty will be required to maintain compliance with state and federal certification guidelines.

The Greek Government and the Ministry of Education along with the Odyssey executive committee will be responsible for the recruitment of Greek teachers. Odyssey Charter School will maintain credentialing records and staff evaluations once these teachers are assigned by the Ministry of Education or directly employed by the OCS Board.

Professional staff will be required to participate in the Delaware Education Data System (DEEDS) to assure and verify accurate credentialing.

- g. **Describe the human resources 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.**

Odyssey Charter School uses the policies and operating regulations established by the State of Delaware for areas of Human Resource Management. The Administrative Policies and Procedures Manual may be found in **Appendix Q**. The school intends to comply with all federal, state, and local statutes governing fair hiring practices.

The Headmaster of the school will maintain the responsibility for oversight and management of policies and regulations in this section.

- h. **Describe how the school will incorporate the Delaware Performance Appraisal System into its teachers and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply.**

Odyssey Charter School requires the participation of professional staff in the Delaware Education Data System (DEEDS) to assure and verify accurate credentialing. In accordance with the appraisal standards for teachers, administrators and specialists, OCS incorporates the

Delaware Performance Appraisal System II (DPAS II) to foster professional growth, continuous improvement and quality assurance. The process includes goal-setting, conferencing for formative and summative feedback, and improvement planning, as needed, for both the one-year and two-year appraisal cycles.

As an extension of Odyssey Charter School's philosophy to instill a lifelong enthusiasm for learning for students, professional staff are encouraged to grow in a way which maintains consistency with the school's climate and culture. Caring and supportive strategies are regularly incorporated to encourage continuous improvement for staff.

- 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.

Accountability for the school's success rests on strategic decisions made by the Board, and the execution of academic and operational programs by the administration and staff. Parent representation on the Board is the primary means of assuring that the families of Odyssey Charter School have an influence and a path of recourse on matters of importance or concern. There are two parent representatives out of a total of nine Board members that serve in that capacity. One parent representative is selected from at-large applicants for the student parent/guardian body and the other is nominated from an election by the school's PTO (Parent-Teacher Organization).

- 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.

At this time, the Board does not intend to contract any portion of school administration or operations to an outside agency or management group.

- k. If an outside group will be used to manage a portion of the school's educational, administrative and/or financial operations, the applicant must 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, and 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.

No management agreement has been established with an outside agency or management group.

- 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 students 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 a determination.

Plan for Recruiting Students

Given the existence of Kindergarten through Grade 5 currently in operation under the authority of its existing charter with the Red Clay Consolidated School District (RCCSD), a graduated timeline for recruiting and application will be necessary. This application for the authorization of a new charter with the Delaware Department of Education (DDOE) includes incrementally expanding grade levels through middle and high school by adding one grade each year to the school's existing K-5 configuration, beginning in the Fall of 2011. To that end, the recruiting and application timeframe is organized into three phases:

Phase 1: Continuation of the K-5 Existing Elementary School

- Fall 2010 - Create, publish and disseminate brochures and applications
- Fall 2010 - Update website with program and admissions procedures
- Fall 2010 - Advertise in local newspapers and other media venues

Phase 2: Planning and Recruiting for Middle School (Grades 6-8) Expansion, incrementally adding one grade each year through Fall 2013

- Fall 2011 – Target date for entering Grade 6 students
- Spring 2010 – Development of school recruiting documents
- Fall 2010 – Create, publish and disseminate brochures and applications
- Fall 2010 – Update website with expanded program and admission procedures
- Fall 2010 – Advertise in local newspapers and other media venues
- Fall 2010 – Teams of Board members will conduct informational outreach sessions in New Castle County communities at public sites such as libraries, churches, and town meeting centers.

Phase 3: Planning and Recruiting for High School (Grades 9-12) Expansion, incrementally adding one grade each year through Fall 2017

- Fall 2014 – Target date for entering Grade 9 students
- Spring 2013 – Development of school recruiting documents
- Fall 2013 – Create, publish and disseminate brochures and applications
- Fall 2013 – Update website with expanded program and admission procedures
- Fall 2013 – Advertise in local newspapers and other media venues
- Fall 2013 – Teams of Board members will conduct informational outreach sessions in New Castle County communities at public sites such as libraries, churches, and town meeting centers.

It is anticipated that these activities will be repeated in subsequent years. The Headmaster will oversee, modify and enhance the activities and timeline, as needed and required.

In addition, due to the unique language component of the Odyssey curriculum, incoming students in grades 1 and above will be required to attend a summer Greek language course provided by the school. The course will operate for approximately 4 weeks and will meet 4 times per week. Attendance at all classes is required. Participation in the summer program will be a condition of enrollment.

- m. List all admission preferences authorized by this statute the school will use. If more than one preference will be used, describe how various preferences will be employed together.**

It is assumed all students enrolled in Odyssey Charter School (OCS) in any given year will automatically matriculate to the next grade level, presuming promotion criteria are met. This matriculation shall continue through all available grade-level offerings at OCS, unless a student effectively withdraws from the school or enrollment is otherwise withdrawn.

The Delaware Code, Title 14, Chapter 5, § 506 (b), authorizes charter schools to define preferences for student admissions.

To that end, enrollment capacity for student admissions will be established each year, by grade level, and will be dependent upon facilities and staffing resources.

All applications received during the open application period shall be accepted for the lottery. Following the closing date of the Open Enrollment Period, a lottery will be conducted only if there are more applications received than 'seats available' for the affected grade levels.

Four groups of students will be afforded preference for admissions to Odyssey Charter School. As previously noted, 'seats available' or 'open positions' for enrollment will be determined by grade level openings and the approved maximum enrollment established by the DDOE charter.

When there are more applicants for grade level enrollment than 'seats available,' admissions preferences shall be applied in the following sequence:

1. Children of the school's founders
2. Children of staff members employed by OCS for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at OCS
4. Upper Elementary (grades 3-5), Middle and High School Students only: Students who have a specific interest in the school's second language and mathematics focus, as evidenced by comparable Modern Greek Language instruction and evidence of scholastic achievements (report cards, letters of recommendation, etc) in language arts and mathematics coursework.

Children of the School's Founders

Children, adopted children, and stepchildren, shall receive preferential enrollment placement for 'open positions.' Further definition of the school's founders follows in Section (n).

Children of Staff Members

Children, adopted children, and stepchildren of employees of the school (employed by OCS at least 30.0 hours per week) shall receive preferential enrollment placement for 'open positions.'

Children with Siblings Concurrently Enrolled

Siblings of students enrolled at Odyssey Charter School shall have preferential enrollment placement for 'open positions.'

The Odyssey Charter School shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive.
2. Any individual who is a step-sibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.

Upper Elementary (grades 3-5), Middle and High School Students

Students who have a specific interest in the school's second language and Mathematics focus, as evidenced by the successful completion of comparable Modern Greek Language instruction and evidence of scholastic achievements (report cards, letters of recommendation, etc) in language arts and mathematics coursework.

- 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 preferences will be used in the enrollment process.**

The founders of the original K-5 school were established by the Founding Board in September 2005. This Board was identified in the original 2006 application submitted to the Red Clay Consolidated School District for the K-5 school.

As the Odyssey Charter School prepares to expand and develop into a new and more fully-developed K-12 school with charter authority from the DDOE, the founders have expanded to include those involved with the development of this new school. A complete listing of the school's founders follows in this section.

Founders for Odyssey Charter School

Anamaria Anagnostou	Kate Klemas
Jennifer Ballas	John Koninis, Sr.
Evita Bodine	John Koninis, Jr.
George Chambers	Dean C. Lomis
Ian Chambers	Ted Nannas
Adrian Chambers	Kristen Nannas
Dino Charalambides	Sophia Nannas
Vasili Christou	Jacqueline L. Pastis
Dimitri Dandolos	John Pennias
Nikos Dandolos	Leo Rasis
George Degermentjidis	Constantine Rigas
James Faller	George N. Righos
George Fournaris	Basil Savopoulos
Athanasius George	Anthony Skoutelas
Maria George	Panos Skoutelas
Demosthenes George	Charissa Skoutelas
Christopher Grivas	Ariana Skoutelas
Gina Grivas	Jenny Stamatiadis
Christopher Grivas, II	Mary Lou Strauss
Angelo Halakos	George T. Tsakumis
Dimitri Halakos	Julie Tsakumis
John Halakos	Peter N. Yiannos, Ph.D.
Dimitri Karakasidis	Nick Yiannos
Eleni Karakasidis	Dimitrios Yiannos

Members of the Founding Board, as identified in Section 1: Applicant Qualifications are entrusted to be the conduit in maintaining the core mission of this emergent school.

- a. 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.

Plan for Selecting Students

Prior to the first week in October of each year, the Headmaster shall establish an estimated number of openings for the following school year. These estimates shall be determined based upon 'seats available' by grade level, according to capacity and staffing resources.

Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will be announced to take place in the months of November and December. Exact dates and times of the application period will be defined and published annually.
- Interested applicants shall submit completed applications via U.S. mail, fax, or hand-delivery.
- If a grade level is not oversubscribed, all applicants will be conditionally accepted for admission and will be sent a letter of acceptance inviting them to register.
- Applications received after the open enrollment period will be handled on a first-come, first-served basis.

Lottery

Odyssey Charter School (OCS) will advertise the open application period for all grades in November of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process if needed. Applications received after the deadline, but postmarked by the deadline, will also be considered as received by the deadline. Grade levels oversubscribed at the end of the open application period will be subject to a lottery for enrollment selection. Odyssey Charter School will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law.

Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, Odyssey Charter School will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

Preferences will exist for elementary, middle and high school openings, as defined in the preference criteria.

The following categories of students may be exempt from the lottery in accordance with the above-referenced preference criteria:

1. Children of the School's Founders
2. Children of staff members employed by OCS for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at OCS
4. Students who have a specific interest in the school's second language and Mathematics focus

When a lottery is needed, it shall be public, with the date and location advertised in advance. At that time, an objective community member having no ties to OCS, or a representative from the

Delaware Department of Education, along with members of the school's administration and/or Board, shall be in attendance.

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time. As each envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence ranking for enrollment. Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed.

Parents of participating applicants will be sent letters of acceptance or non-acceptance in a timely manner following the date of the lottery. Successful applicants will receive directions and deadlines relative to registration, all of which shall be completed by the last business day in February.

- 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.**

The timetable for the application and admission process is outlined in above Sections 9(m), 9(n) and 9(o). This timetable is scheduled to begin prior to the School Choice application timetable, as set forth in 14 Delaware Code, Chapter 4, in order to broaden parental school options.

Odyssey Charter School's open enrollment period is anticipated annually in the months of November and December. A lottery, if needed, is held in mid-January. After the lottery, parents are notified within a timely fashion of their child's acceptance or non-acceptance. Parents of children participating in the lottery have until the last business day in February to accept the offer of enrollment). If there is to be an alternative end date for registration, that information will be included in the letter of acceptance. This timeframe does not limit or restrict parent options under the School Choice Law, but has been designed to complement it in a way as to maximize school options for their child(ren).

- 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.**

Timeline	Task	Who	How
March 2010 – November 2010	Formulate building design contracts/land prep/permits etc.	Executive Board	Work with DDOE, construction manager, contractors, etc.
November 2010 – February 2011	Conduct recruitment campaign for new school	Board and administration	Advertisements and open houses.
March 2011 – June 2011	Review certification requirements/recruiting staff.	Executive Board with assistance from administration.	Recruit staff through postings and outreach.
	Negotiate transportation and food service contracts.	Executive Board with assistance from administration	Work with potential contractors.
	Hire additional administration, secretarial	Executive Board	Establish positions and hire.

	personnel, and Business Manager.		
	Begin initial training in state programs, i.e. DFMS, PHRST and student data systems.	Secretarial personnel, business manager	Work with DOE, and State responsibility centers.
	Finalize curriculum and purchase books and materials.	School administration and Board.	Purchase Materials
	Finalize technology plan and implement.	Executive Board and administration.	Purchase technology elements.
	Interview staff and hire qualified faculty and staff.	Headmaster and Executive Board	Hire Staff
June- August 2011	Finalize building for inspections, certificate of occupancy.	Construction manager, Executive Board	Insure inspections, certificate of occupancy complete.
	Finalize contracts for transportation, food and related services.	Executive Board, administration, and Business Manager	Sign agreements
	Finalize schedules	Headmaster	Complete assignments
	Conduct professional development workshops.	Headmaster and School Planner	Interactive professional development sessions with teachers.

10. Insurance

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.

Odyssey Charter School has the following types of insurance in place at their current facilities and will acquire additional similar policies as needed for future facilities. Wrongful Acts insurance covering actions by the Board of Directors or any associated members of the Odyssey staff are covered under the Commercial Umbrella sections of the insurance policies.

Property:

Location: 3821 Rear Lancaster Pike (Lower School)

Tenant Improvements and Betterments	\$ 789,568
Personal Property Value	\$ 324,480
Business Income including Extra Expense	\$ 300,000
Playground Equipment	\$ 30,000
Equipment Breakdown	Included
Inflation Guard	4%
Coinsurance	80%
Cause of Loss:	Special Form including Theft
Valuation:	Replacement Cost

Location: 2201 Second Street (Upper School)

Personal Property Value	\$ 200,000
Business Income including Extra Expense	\$ 300,000
GENERAL LIABILITY	
General Aggregate	\$ 3,000,000
Products – Completed Operations	Included
Personal and Advertising Injury	\$ 1,000,000
Each Occurrence	\$ 1,000,000
Fire Damage	\$ 100,000
Medical Expense	\$ 5,000
ABUSE LIABILITY	
Each Occurrence	\$ 1,000,000
Aggregate	\$ 2,000,000
Defense Expense-Each Occurrence	\$ 1,000,000
Defense Expense – Aggregate	\$ 2,000,000
EDUCATORS LEGAL LIABILITY (CLAIMS MADE)	
Each Wrongful Act	\$ 1,000,000
Aggregate	\$ 2,000,000

Hired and Non-Owned Auto Liability	Included in General Liability
DEDUCTIBLES:	
Building and Personal Property	\$ 1,000
Per Claim – Educators Legal Liability	\$ 5,000
Employee Benefits (if requested)	\$ 1,000
Wind/Hail	1%
COMMERCIAL UMBRELLA	
Liability:	
Each Occurrence	\$ 5,000,000
Aggregate	\$ 5,000,000
Defense Expense – Each Occurrence	\$ 100,000
STUDENT ACCIDENT	
Accidental Death & Dismemberment	\$ 10,000
Accidental Medical Expense (Excess)	\$ 25,000
PREMIUM BREAKDOWN	
Commercial Package	\$ 8,819
Commercial Umbrella	\$ 5,100
Student Accident	\$ 1,539
TOTAL FY10 Annual Premium	\$ 15,458
Provided by:	
Business Insurance Services, Inc. 109 N. DuPont Road Wilmington, DE 19807 (302) 655-5300	

11. Student Discipline and Attendance

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.

- a. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school.

Odyssey Charter School's "Student Rights and Responsibilities Manual" is the school's Student Code of Conduct (SCOC). The SCOC is available on the school's website, in addition to having paper copies available at the school. As part of the application process, parents will be directed to review the SCOC either by way of an online download and review, or they may pick up a copy at the school. As part of the application, parents will be required to sign a statement verifying they have reviewed the SCOC. The SCOC is contained in **Appendix U**.

Teachers will discuss the SCOC with their respective classes during the first week of school, allowing for discussion with students. Since the core values and ideals of the school are embedded in American democracy, discussions of 'rights and responsibilities' not only emphasize expectations for OCS's school operations, but also underscore the practical applications of these principles.

Students are required to sign off that they have read the SCOC and agree to abide by all rules and regulations of the school.

Teachers will model appropriate ethical and professional behavior during the school day, and students will be expected to adhere to the SCOC in their daily decorum. The entire school represents a limited self-governing learning community. Students will learn how to demonstrate responsible behavior and how their conduct impacts the learning opportunities for others. The school culture seeks to develop a strong sense of community and 'family' belonging. To that end, members of the school community endeavor to do their part to uphold the standards of conduct for the greater good.

Behavior violations will be dealt with in accordance with the Student Code of Conduct, as defined in the **Appendix U**.

In the event behavior violations are of a serious level (Level III), state and DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

The Headmaster of the school will maintain responsibility for oversight in all matters relating to the Student Code of Conduct.

- b. Describe how discipline will be handled with special education students. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies.

Odyssey Charter School will handle the discipline of students with disabilities in accordance with the policies found in the DDOE Administrative Manual for Services for Exceptional Students (AMSES). The student's IEP team will be involved in reviewing the requirements of the IEP, conducting a Behavioral Manifestation Determination and, as appropriate, executing a Behavioral Assessment along with establishing a Positive Behavior Support Plan. Procedural

safeguards will be followed, along with the completion of appropriate reports to agencies including law enforcement, as required. DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

The Headmaster of the school will maintain responsibility for oversight of the policy, along with implementation and data reporting, as required.

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

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

- d. Describe the attendance policies of the school. Describe the level of attendance will be required of the students each year. Describe the actions 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.

The Board's attendance policy can be found in the Student Code of Conduct **Appendix U**. These policies will be distributed to students each year and communicated to students as part of the annual review of the Student Code of Conduct.

The policy requires students to attend school every day in accordance with Delaware Code. The maximum number of days that students can be absent without penalty of potential retention are defined, as well as reasons for excused absences, procedures for early dismissals and late arrivals, and other information pertinent to the policy. Further explanation of the attendance policy can be found in the above-referenced **Appendix U**.

The Headmaster of the school will maintain responsibility for oversight of the policy, along with implementation and data reporting, as required.

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 (e.g. nurse) who will be hired or contracted to ensure the school will provide a safe and healthy environment.**

Assuring a safe and healthy environment for both students and staff is of the highest importance. Odyssey Charter School (OCS) will hire registered nurses (the number dependent upon enrollment) who will be responsible for operating under the *Nursing Technical Assistance Manual* issued by the Delaware Department of Education (DDOE).

Odyssey Charter School will continue to implement a comprehensive set of health, safety, and risk management policies and practices, in accordance with the *Nursing Technical Assistance Manual*. In addition, OCS will communicate such policies and practices to parents, students and staff as part of enrollment procedures and various orientation programs.

Annual training will be provided for staff, as appropriate, either by the school nurse or other health professionals, as warranted.

The school will maintain diligence in communications to parents, staff and students about urgent health issues, and will make every effort to employ best practices in managing the health and safety of students, staff and guests.

The Headmaster of the school will maintain responsibility for oversight and management of policies and practices in this section.

- 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.**

As part of the pre-employment process, employees will be required to have completed a criminal background check. Results will be maintained in personnel files and available for authorized inspection.

The Headmaster will be directly responsible for ensuring that criminal background checks are initiated, completed and appropriately documented prior to an individual staff member's employment.

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

Policies will be developed and approved by the Board prior to the student recruitment beginning in the Fall of 2011, and at a minimum will address the following topics:

- 1) **Ensuring that students have physical examinations prior to enrollment.**
Proof of a student's recent physical examination and immunizations will be collected at the time of enrollment. The information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as part of the student record.
- 2) **Establishing procedures for administering medications and medical treatments, including first aid.**

The school nurse will administer medications and medical treatments in accordance with DDOE's *Nursing Technical Assistance Manual and Regulations*, and any other appropriate governmental regulations or professional guidelines.

3) Monitoring student health and maintaining health records.

The school nurse will monitor and maintain student health records and forward the required documentation of services to DDOE.

4) Ensuring that immunizations and TB screenings are conducted.

The school nurse is the on-site health expert for the Odyssey Charter School whose duties include monitoring student health records. When requirements are not met, parents will be notified and the student may not attend school until the regulation has been met.

5) Ensuring the school nurse will serve on IEP teams, as required, when medical treatment is necessary.

The nurse will serve as a member of IEP teams when medically related issues are discussed. The nurse will also provide medical information during evaluation processes.

6) Screening for health problems (vision, hearing, orthopedic, etc.).

The Odyssey Charter School's nurse will conduct an active screening program for vision, hearing, orthopedics, etc. as prescribed in DDOE's *Nursing Technical Assistance Manual and Regulations*.

7) Establishing procedures for containing and controlling the spread of infectious diseases.

Procedures will be developed to communicate appropriate precautionary steps for containing and preventing the spread of infectious diseases and other medical conditions.

8) Ensuring a safe environment to include procedures and training in the following areas:

Responding to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; training for emergency response including appropriate "first responder" training or its equivalent; developing a policy that the school will be housed in facilities which have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard; and, establishing policy defining all schools function as a drug, alcohol, and tobacco-free workplaces.

These policies will be incorporated, as appropriate, into the schools' parent, student and staff handbooks, as they are developed, and will be reviewed on an ongoing basis. Appropriate staff training will be held as part of staff orientation programs.

The Headmaster will maintain responsibility for the oversight and management of the policies and procedures in this section.

- 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.

Odyssey Charter School at the time of this application is assessing appropriate sites for the expansion of our program from K-5 to K-12. We anticipate that this expansion will take the form of an additional acquisition, either through purchase or lease, of two campuses. One would house the proposed Middle School operations and the second would be for the High School. Our intent is to be located within a 10 mile radius to our current Elementary School campuses in New Castle County and the City of Wilmington. The specifications used to evaluate appropriate sites include:

- 40,500 square feet under roof for the Middle School and an additional 50,400 square feet of educational space for the High School.
 - 12-plus acres of land for each respective campus to accommodate student drop-off and pick-up logistics, faculty, staff, and parental parking, as well as playing fields for physical education and school sports programs.
 - Situated off a major arterial roadway for student access and safety concerns during inclement weather conditions.
 - Ability to engineer health fire and safety systems, per state, county, and city codes, as well as to implement storm water management upgrades and modern environmental building systems to create a low energy consumption and highly sustainable complex for the future.
- 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.

The start up and on-going operations of the Odyssey Charter School elementary campuses incurred over \$900,000 in renovations during a 4-year period. Upgrades to the leased and purchased facilities included numerous health, fire, and safety upgrades as well as enhancements for access and use by people with disabilities. New entrance ramps, fire protected shelter spaces on the upper floors, fire retardant doors and walls, and multiple dedicated ADA compliant bathrooms in buildings are just a few examples of the efforts made to meet and often exceed established regulations. It is with that same attention to detail and planning that Odyssey will occupy and manage future facilities.

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

In addition to periodic inspection practices required by the state and local codes and authorities, Odyssey establishes annual maintenance, cleaning, and security services contracts for its operations. This formal approach to engage reputable and insured firms in support of the school provides accountability and assurance that the Odyssey facilities are kept in order and functioning appropriately.

- g. What location and facilities will be used for physical education? What further safety issues will this add, and how will they be addressed?

Each Odyssey academic campus has allotted physical education space, both indoor and outdoor, to serve our student population. This model of addressing and engaging the whole student, both

mentally and physically, is a core Hellenic philosophy that is realized in the configuration of current and planned future facilities.

- h. Describe how the 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 the transportation, or a combination thereof.**

Odyssey contracts its transportation services to highly reputable and insured firms that specialize in that business. A copy of the transportation contract is provided in **Appendix V**.

- i. Describe how students residing outside of the district in which the school will be located will be transported to the school.**

Odyssey tries to accommodate transportation beyond any single school district by establishing central hub points for student pick-up and drop-off. Having nearly 50% of current students coming from school districts outside of Odyssey's locations, our administration works diligently with the transportation company planners to identify and establish convenient spoke and hub configurations that maximize student access and minimize ride times.

- j. Describe how special needs students will be transported if specialized transportation is required by the IEP.**

The appropriate accommodations will be provided to meet the needs of all students requiring transportation. Currently, no Odyssey students require specialized transportation. As needs are identified, however, the school will work with the student's parents and the transportation services company to ensure the specialized transportation needs are met.

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

Odyssey administration, through its Headmaster, works with transportation services companies each year to provide the most efficient and cost effective means of getting our students to and from the school campus locations. In addition, Odyssey has contracted and spends additional funds annually when possible to provide adult supervision on buses to assure student safety.

- l. Describe the plan for providing meals for 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 provided. List the estimated annual costs per student for food services.**

Odyssey does not currently offer prepared meals for students. Each family is responsible to provide meals to the student and Odyssey assures that there is a clean and safe place to eat. Future operations, middle and high school, may include food services as the facilities and budgets allow. In the case where Odyssey offers meals, specific processes and procedures will be established to assure access to free and reduced lunch programs.

- 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.**

At this time, Odyssey does not participate in the Federal Free and Reduced Lunch Program for reasons stated in the response above.

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.**

Odyssey Charter School will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education (DDOE) regulations regarding the handling and disclosure of students' records. These policies and procedures will be developed and published with the Student Handbook.

- b. **Describe the plan for the timely transfers of student and school data to the Department of Education.**

Odyssey Charter School is part of the State's eSchoolPLUS pupil accounting system. The use of this system assures timely transfer of student data and records to other schools and the DDOE. Our staff members are, and will continue to be, fully trained on the system. As the school expands to the middle and high school grades, OCS intends to remain current with staff training and data requirements defined by the DDOE.

14. Management Companies

A) The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications – provide original documentation and any changes)

Odyssey Charter School does not have a management company employed by the Board.

ASSURANCES

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

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

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

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

- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by 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 as 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 this charter school, we agree to these assurances as conditions of approval of the charter.

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


We are familiar with the requirements of the Delaware Financial Management System (DFMS) and the state payroll system.

We understand that when submitted to the department of Education, this application will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the Delaware Freedom of Information Act.

We understand that is a charter is granted for this school, all future members of the school's board of directors will be bound by the terms of the charter unless the approved charter is formally modified with the written approval of the Secretary of Education.

The Odyssey Charter School
Name of Charter School

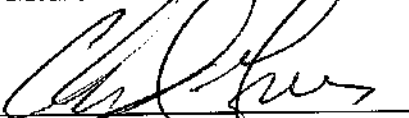
December 14, 2009
Date of Signatures

 - President OCS

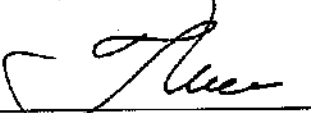
Signature, CHAIR of the Charter School Board of Directors

 - VP OCS

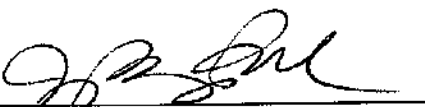
Signature, Member of the Charter School Board of Directors

 - Sec. OCS

Signature, Member of the Charter School Board of Directors

 - Treasurer

Signature, Member of the Charter School Board of Directors

 - PTO Board Rep

Signature, Member of the Charter School Board of Directors

Mary Lou Strauss, Faculty Rep.
Signature, Member of the Charter School Board of Directors

Kate Klemas, Parent-At-Large Representative
Signature, Member of the Charter School Board of Directors

Anthony Skuteles, Ex-Officio
Signature, Member of the Charter School Board of Directors

[Signature]
Signature, Member of the Charter School Board of Directors

State of Delaware
Secretary of State
Division of Corporations
Delivered 08:00 AM 11/29/2004
FILED 08:00 AM 11/29/2004
SRV 040953866 - 3887124 FILE

STATE of DELAWARE
CERTIFICATE of INCORPORATION
A NON-STOCK CORPORATION

- First - The name of the Corporation is:

Odyssey Charter School, Inc.
(EIN 20-1787299)

Also trading as:

Odyssey Charter School

- Second - Its Registered Office in the State of Delaware is to be located at:

808 North Broom St.
Wilmington, DE 19806

The name of the registered trustee is:

George Righos
815 Naudian Ave.
Wilmington, DE 19703

- Third - The purpose of the corporation:

The Odyssey Charter School, Inc. is established and shall exist to operate a charter school in the State of Delaware. The Odyssey Charter School is an educational organization within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law. This charter school shall be managed by a Governing Board and within prescribed guidelines as authorized under State of Delaware Department of Education regulations for charter schools. The Odyssey Charter School, Inc. shall be a nonprofit corporation.

- Fourth - This non-profit corporation shall not have any capital stock.

- Fifth - The conditions of membership:

The Odyssey Charter School Governing Council and its representative membership are as stated in the corporate by-laws.

- Sixth - The name and mailing address of the incorporator is as follows:

George Chambers
13 South Cliffe Dr.
Wilmington, DE 19809

- I, the Undersigned, for the purpose of forming a corporation under the laws of the State of Delaware, do make, file and record this Certificate, and do certify that the facts herein stated are true, and I have accordingly hereunto set my hand this

25th day of October, A.D. 2004.

BY:


(Incorporator)

NAME: George Chambers

**BY-LAWS
OF THE**

Odyssey Charter School, Inc.

ARTICLE I

Section 1 - NAME

The name of the organization is Odyssey Charter School, Inc. and may operate under the following trade names:

- Odyssey Charter School (OCS)
- Odyssey Charter School of Delaware (OCSD)
- Odyssey Academy of Delaware, hereinafter referred to as "OAD"

Section 2 - PURPOSE

OAD has been established and shall exist to operate a charter school. The charter school shall be managed by a Governing Council who shall represent the charter with input from parents, students, staff and others.

Section 3 - FISCAL YEAR

OAD's fiscal year shall begin on July 1 and end on June 30.

Section 4-MISSION

OAD's mission is to prepare students for a complex social, global, and economic future by delivering a comprehensive educational program with a challenging curriculum that combines the basic skills with a strong focus on standards-based education. The curriculum will integrate the learning of a foreign language along with the English language, and teach reading, writing, math and science through the applied technologies to result in students who are:

- Critical thinkers
- Problem solvers
- Life long learners and achievers
- Flexible and adaptable
- Empowered
- Academically well-rounded and proficient, and
- Respectful and responsible members in the school and community

ARTICLE II (GOVERNING COUNCIL)

Section 1 - GENERAL POWERS AND DUTIES

OAD will have a Governing Council, hereinafter referred to as the Council. The Council shall have broad policy-making authority and govern according to the by-laws, its charter and its stated policies. These by-laws may be amended from time to time. An executive group of the Council, who serve as elected officers, are the shall have hire/fire authority over all school employees but not attempt to perform

the day-to-day administration of the school or be involved in classroom management. Such authority will be vested by the Council in the charter school Principal and/or other designated OAD employees. Council members shall have one, equal vote. The Council and its members shall commit to ethical, businesslike, and lawful conduct including the proper use of authority and appropriate decorum when acting as council members. Accordingly, members shall have the following duties:

Serve the children, staff, and parents of the charter school in accordance with the principles, by-laws, policies, and contract with the District Board or State Board of Education, and any other governing documents approved by the Council in an effort to have all decisions made for the best interests of the students and the school.

Abide by and support majority decisions of the Council.

Regularly attend meetings. As measured by each election year, Council members will not miss more than two regularly scheduled meetings in any three month period or two consecutive meetings without Council approval.

Follow the Communication and Conflict Resolution Policies.

Encourage all members of the Council to participate fully in Council action.

Be aware of the implications of their role and how it affects their relationships with other school community members

Not discuss the confidential business of the Council outside of executive sessions.

Not use the school or any part of the school program for their own economic advantage or for the advantage of their friends or relations.

Excuse themselves from the deliberation and vote of an issue in which they have any actual or potential conflict of interest. Not attempt to exercise their Council authority over the school or speak for the Council except to repeat explicitly stated Council decisions or when authorized by the Council.

Respect the opinion of others and make no unprofessional remarks, in or out of Council meetings, about other members of the Council or members of the school community.

Not discuss Director or staff performance outside of an executive session of a Council meeting.

Carefully read all information and ask critical questions so that they are fully informed about issues facing the Council. They will also carefully examine all sides of issue before making decisions. Support the school director's role as the school's instructional leader and operations manager.

Participate in identified training or in-servicing as determined by the Council.

Section 2 - SELECTION

A Board of Directors will be named for the Odyssey Charter School, Inc. shortly after incorporation in the State of Delaware and shall serve as the governing body

of OAD until a Governing Council is elected. The Board of Directors will be appointed by the OAD founding group, the Wilmington Chapter #95 of the American Hellenic Educational Progressive Association (AHEPA).

Section 3 - COMPOSITION OF GOVERNING COUNCIL The Council shall be composed of nine (9) members. The required number of members may be amended from time to time based upon the needs of the school as long as there are not less than five positions at any time. Five (5) members shall be appointed by the membership of the Wilmington Chapter #95 of the AHEPA, two (2) members must be a parent of a child currently enrolled at OAD during the parent's term, (1) member shall represent the teacher faculty and administration of the charter school, and one (1) member shall be invited as a representative of the local residential community. A minimum of one of the above Council members should hold a Delaware certification for education. At no time may any parent hold a position on the Council if that parent's spouse is a Council member; however, a spouse of a Council member may be a committee chair at the same time. The parent spouse of an employee shall not be a member of the Council during the period of the spouse's employment. These shall be the only voting positions/members of the Council.

Section 4 - EXECUTIVE GROUP OF THE COUNCIL

- **PRESIDENT / OAD DIRECTOR**

The Odyssey Charter School President and OAD director is an appointed position for a term of three (3) years. This appointment is made by the OAD founding group, the Wilmington Chapter #95 of the AHEPA, and shall be one of the five member positions designated to the Council by the founding group. The Director, in general, has the authority to oversee the work of all OSD employees (including the charter school principal, teachers, office staff, custodians, etc.) as well as other human resources including volunteers, students and volunteers. The Director shall also be accountable for OAD's educational and financial affairs. The Director shall have the full authority to terminate employment of staff in cases with cause, and will represent the Executive Group of the Council in other hire/fire situations. Except as otherwise provided in the by-laws or Council-enacted policies, the Director shall have the authority to act for OAD and such actions shall be considered as the actions of OAD. The Director shall finalize the agenda for Governing Council meetings, post and disseminate it.

- **VICE PRESIDENT / CHAIRPERSON**

The Council shall elect a corporate Vice President and Chairperson for a term of two (2) years. The Chairperson assures the integrity and fulfillment of the Council's process and occasionally represents the Council to outside parties. The Chairperson shall initiate agenda preparation, with input from the Council members and Director. The Chairperson shall conduct the meetings. A copy of the agenda shall be provided to each Board member prior to each meeting unless a stated

emergency occurs. In the absence of the Secretary, the Chairperson shall have the authority to appoint a temporary secretary from those present at the meeting. The Chairperson shall keep a complete duplicate copy of all minutes. Outside of Council meetings, the Chairperson shall be the Council's liaison with the school's Director. The Chairperson shall have a two year term for continuity. Upon motion and an affirmative, majority vote, the chairperson may be elected by secret ballot. In the absence of the Chairperson, the Director will perform these functions.

- **SECRETARY**

The Council shall elect a corporate Secretary for a term of two (2) years and shall be responsible for the accurate preparation and maintenance of the minutes and shall have complete copies of all minutes available at all regular meetings. The minutes shall record all formal actions taken by vote. In addition, the Executive Group of the Council may appoint or hire a recording secretary to provide another means for accurate recording and keeping of the minutes which shall include all formal actions taken by the Council. This position may be filled by any qualified OAD parent, staff member, or person not otherwise affiliated with OAD.

- **TREASURER / COUNCIL FINANCIAL OFFICER**

The Council shall elect a corporate Treasurer for a term of two (2) years who shall have financial responsibilities for OAD. The Financial Officer will maintain accounts with financial institutions and will see that financial transactions are established requiring at least two signatures (e.g. the Director's and Treasurer's) from the Council's Executive Group. The Financial Officer shall report periodically on financial matters and will serve as the chief liaison with any staff or contractors who are involved in the preparation or maintenance of financial issues for OAD. In addition, the Executive Group of the Council may appoint or hire a bookkeeping position to provide another means for accurate recording and reporting of the financial transactions taken by the Council. This position may be filled by any qualified OAD parent, staff member, or person not otherwise affiliated with OAD.

Section 5 - COMMUNICATION POSITIONS WITH THE COUNCIL There shall be up to three non-voting communication positions to facilitate the flow of communication related to the management of the school and its educational mission. The school director shall serve as the school's chief operating officer with the Council. There may be an additional two communication positions held by teachers, at the option of the teachers, who shall determine their own selection process. These are not Council members but resource and communication liaisons.

Section 6 - PARENT ROLES OF THE COUNCIL MEMBERS

Council members shall not approach OAD staff as Council members when communicating a personal, parental concern or complaint. Outside Council

sanctioned interactions, parent members shall only approach staff in the same manner and following the same rules as other non-Council member parents. Council members are expected to use the same common sense and courtesy that would be expected of the average, prudent parent in similar circumstances.

Section 7 - COMMITTEES IN GENERAL

The Council shall have the authority to create committees to enable to the Council to carry out its mission. Such committees shall be created to reinforce the wholeness of the Council's job and never to interfere with the delegation of authority from the Council and/or the OAD Director. The Executive Group may designate a Council member as the liaison for specific committees to facilitate the flow of necessary information to the Council. A council member may chair any committee, whether created by the Council or the OAD Director, with Council permission only, to prevent any possible conflict of interest. Committees may not speak for the Council, even if a Council member is also a member of a committee. Committees shall be open to staff and parents of OAD.

Section 8 - SCHOOL BUILDING ACCOUNTABILITY ADVISORY COMMITTEE

OAD shall have a School Building Accountability Advisory Committee (hereinafter referred to as SAAC), as a standing committee, in accordance with Delaware law and Red Clay School District policies. The SAAC shall:

Support the activities of the Director and the school administration in carrying out the policies of OAD, as established by the Council Confirm that OAD, its Council and committees are operating in accordance with these by-laws, The Charter, the contract between the Red Clay School District and OAD, and all other policies, rules and regulations applicable to OAD

Participate in the Red Clay School District's accountability process in accordance with the policies of the Red Clay School Board Perform such other responsibilities as directed by the Council.

Section 9 - VACANCIES

Should a Council position be vacated for any reason prior to its expiration, the Council shall have the full authority to appoint a parent to fill the position until the next regularly scheduled election. Such appointment shall be confirmed by a majority vote of the filled Council positions.

Section 10 - COMPENSATION

No Council member shall receive compensation for service on the Council or for any committee.

Section 11-PROXIES

Council members shall be entitled to vote in person only and not by proxy. Council members may participate in a Council meeting through a telephone speaker and such will be deemed to be "in person" under the following conditions:

It is impossible for the Council member to be present at the Council meeting and advance notice is given.

The Council member is on a speakerphone, from which the member can hear and be heard, for the duration of the discussion related to the issue to be voted upon.

The Council member pays any long distance charges incurred by OAD for the speaker phone participation.

Section 12 - REMOVAL FOR CAUSE

Council members may be removed from the Council upon a petition signed by 75% of the OAD parents describing in detail the reasons for such petition. This request may be raised through any of the Council members for consideration. Such removal shall only be for cause. Cause may include, but is not limited to, specified abuse of power or authority, illegal activity, or deliberate and serious breach of the by-laws. In such case, the Council shall defer discussions of the allegations to the Executive Group for investigation and deliberation. The member will attend an Executive Group session and the member's attorney or any persons with information relevant to the alleged cause, by the choice of the accused member, shall be allowed to also participate. If cause is then determined, the member may be removed by a majority vote of the Executive Group, and the Council will be duly informed of their action.

In the event that the Executive Group does not vote to remove the member at issue, the Council shall publish its findings related to the cause stated in the original petition.

The Council may also remove a member for cause, as specified herein, without a parent petition, following the same procedures in this section. Any Council member removed under this provision shall be notified in writing of the reasons and given up to ten working days in which to respond prior to any action being taken.

Section 13 - REMOVAL FOR REPEATED ABSENCES Council members shall not miss more than two consecutive meetings of the regularly scheduled Council meetings or more than two of the regularly scheduled meetings in any three month period as such absences are contrary to the effective operation of the Council. Special or emergency meetings shall not be considered for this purpose. If either event occurs, Council approval is necessary for the member to continue on the Council. Such approval shall only be obtained by a majority vote of a quorum at one of the next regularly scheduled meetings. If approval is not given, the Council member shall be notified in writing and the Council shall act to fill the vacancy.

Section 14 - CONFLICT OF INTEREST

Council positions are held in the public trust and are created in the interest of the common good and for benefit of the people. It is the intent of this section to maintain the integrity of the governing process, public confidence and to prevent

the use of the public office for private gain. Therefore, it is OAD's general policy not to employ or contract with Governing Council members or members of their immediate families, or person/entities having an ongoing business or financial relationship with the OAD. Council members and employees shall disclose any know or potential conflict of interest in writing to the Council prior to the time set for voting on any such transaction. A Council member making such disclosure shall not vote on the matter or attempt to influence the decision of other Council members in voting on the matter. The written disclosure shall be attached to the minutes of the meeting in which Council action occurs related the matter disclosed. Any contract entered into in violation of this section shall be deemed voidable and failure to make the disclosure required by this section shall be grounds for removal or termination.

ARTICLE III

Section 1 - REGULAR MEETINGS

The Governing Council shall hold a regular meeting at least once per month. Regular meetings are scheduled for the second Monday of each month. The Council shall comply with the Delaware Open Meetings Law.

Section 2 - SPECIAL MEETINGS

The Chairperson shall have the authority to call a special meeting when it is determined that there is information to be disseminated or action needed to be taken that cannot wait until the next regular meeting. The Chairperson shall call a special meeting if requested by a majority of the members. The Chairperson shall cause written notice of any special meeting to be delivered to each member and posted no later than 24 hours prior to the meeting.

Section 3 - NOTICE OF MEETINGS

Notice of regular and special Council meetings shall be posted at OAD's school office, 24 hours prior to the scheduled meeting and shall include specific agenda items to the degree practicable. Personal notice of the regularly scheduled Council meetings is not required for Council members, but personal notice of the cancellation of such regularly scheduled meeting shall be given. Personal notice shall be given to Council members for special meetings scheduled. Personal notice shall be deemed given if in writing and received by the Council member via hand-delivery or confirmed telefax at least 24 hours before the meeting, or mailed at least 72 hours before the meeting. For regular meetings, meeting-related materials shall be provided to members, through mail, fax or their school mailboxes far enough in advance so as to be in the members' hands at least 48 hours prior to the regular meeting.

Section 4 - EXECUTIVE GROUP SESSIONS

The Executive Group of the Council shall meet on a monthly, or on an as-required basis, and have the authority to discuss any subject appropriate including the following: attorney-client matters, acquisitions or sales of property, employment or contract proposals, terminations, negotiations or sensitive student, parent, or

personnel matters. Only those invited into Executive Group session may participate.

Section 5 - QUORUM:

A simple majority of the Council positions shall constitute a quorum.

Section 6 - MAJORITY

Wherever in these by-laws the term "majority" is used in conjunction with Council actions, unless otherwise specified in the applicable section, it shall be construed to mean a majority of a quorum as defined in Section 5 above, unless otherwise stated.

Section 7 - MANNER OF ACTING

Except as otherwise provided in the by-laws, the vote of a majority of the quorum present at a meeting shall be the act of the Council.

Section 8 - RULES OF ORDER

The Council shall have the authority to determine its Rules of Order. In the event of a procedural controversy, Roberts Rules of Order shall apply.

ARTICLE IV

Section 1 - CONTRACTS

The Executive Group or the Council may authorize the Director to enter into any contract and to execute and to deliver an instrument in the name of and on behalf of OAD.

Section 2 - CONTRIBUTIONS

The Council, a member thereof or the Director, may accept on behalf of OAD any contribution, gift, grant, bequest, or device for the general purpose or any special purpose of OAD.

ARTICLE V

Section 1 - BOOKS AND RECORDS

OAD shall keep records in accordance with all applicable laws, Red Clay School District policies and OAD policies. OAD shall keep, at its office, a record containing the names and addresses of the Governing Council and OAD committees. Student records, personnel records and all other records protected under privacy laws shall be maintained in confidential custody. All public documents shall be made available for inspection at any reasonable time during regular school hours.

ARTICLE VI

Section 1 - COUNCIL ELECTIONS

There shall be an annual election to select non-appointed Council members for terms, which have expired. The SAAC shall conduct the election and shall conduct it in such a manner as to insure that the process is fair. The date for the annual election shall be set for a weekday during the first two weeks in May. Each candidate shall submit a written statement of interest and sign a candidate commitment to upholding the school's mission. Council members shall vote on new applicants for the Council and in the event of a tied vote between candidates, the Executive Group members who are not running for election shall vote to break the tie at a special meeting or at a regular meeting if it is scheduled within five days of the election count.

Section 2 -ELIGIBLE COUNCIL APPLICANTS

In an election for Governing Council members, the eligible applicants shall be:
any parent or legal guardian of a student currently enrolled and attending OAD at the time of the election any faculty and administrative member of the OAD a member of the community in good standing (not having a history of criminal convictions or unlawful behavior)

ARTICLE VII (INDEMNIFICATION)

Section 1 - COUNCIL MEMBERS

OAD shall indemnify any person who is or was a Council member of OAD to the maximum extent now or hereafter permitted by applicable law.

Section 2 - EFFECT OF AMENDMENT OR REPEAL No amendment to repeal of this amendment shall adversely affect the rights of any person in respect of any act or omission occurring before the effectiveness of the amendment or repeal.

ARTICLE VIII

Section 1 - PROCEDURE TO AMEND BY-LAWS The Governing Council shall have the authority to make, amend or repeal a particular by-law at any regular meeting. No by-law adoptions or amendments shall conflict or be inconsistent with governing law (unless a waiver is obtained), current and future School District policies or regulations as may be amended from time to time (unless a waiver is obtained), or OAD's Charter School Contract. OAD shall submit all proposed changes in its by-laws to the School District's Board of Education for review prior to action thereon by the Governing Council.

Any amendment, addition or repeal requires a majority vote of the complete Council, rather than a majority of a quorum. Notice of the proposed changes to the by-laws shall be given to Council members two weeks prior to the meeting for which the proposed change is on the agenda. In no case shall the Governing Council or any other entity of OAD, have the authority to change the mission of the charter school.

ARTICLE IX

Section 1 - ORDER OF AUTHORITY

In the event of any conflict or inconsistency between documents, controlling authority shall be given in the following order:

- Federal, State or local laws, unless waiver obtained
- Current and future Red Clay School District policies and regulations as may be amended from time to time, unless waiver obtained
- OAD Charter School Contract
- these By-laws, as may be amended from time to time

ARTICLE X

Section 1 - DISTRIBUTION OF ASSETS

In the event of the dissolution of the school, all assets, after creditors have been satisfied, and excepting any tangible gifts received, not to include monies donated for which the donor is on record as requesting the return of such gift upon its bequest in the event of dissolution, shall become the property of the Red Clay School District.

Section 2 - DISSOLUTION

Upon dissolution of the school and distribution of assets, the OAD Governing Council may dissolve by a vote of the majority of the members.

The undersigned, having been appointed by Wilmington Chapter #95 of the AHEPA as the acting Board of Directors for the Odyssey Charter School, Inc., do hereby certify that the foregoing by-laws, to be used for the governance of the charter school, were approved by the Board of Directors on this 17 day of April, 2004.

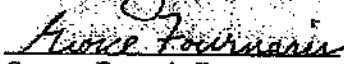
George Chambers, President



George N. Righos Vtd, President



Anthony Skoutelas, Secretary



George Fournaris, Treasurer



DEPARTMENT OF EDUCATION

The Townsend Building
481 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

MEMORANDUM

August 27, 2009

TO: Superintendent and/or Head of Charter School

FROM: Kelli Martin, Education Associate *KM/sk*
Science Resource Center

SUBJECT: Memo of Understanding for 2009-10
The Delaware Science Coalition

Attached are two copies of the Delaware Science Coalition's Memorandum of Understanding. Also attached you will find the recently adopted fee schedule for school year 2009-2010 effective July 1, 2009. Your district/charter school will be invoiced for your respective amount.

Please review this Memo of Understanding and feel free to call me at the Science Resource Center 302-857-3352 should you have any questions. Please sign and return one original copy of the MOU in the envelope provided and keep the second copy for your records.

Thank you.

KM/sk

Enclosures
MOU (2 copies)
Fee Schedule
Envelope

EDUCATION INFO LINE
(877) 838-3787

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, MARITAL STATUS, DISABILITY, AGE OR VIETNAMESE VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

TEACHER CERTIFICATION INFO:
(888) 759-9133

**MEMO OF UNDERSTANDING
THE DELAWARE SCIENCE COALITION**
(Revised June 17, 2009)

Background

This memo of understanding defines the roles and responsibilities of each stakeholder in the Delaware Science Coalition. This Coalition is a partnership with the purpose to improve the K- 12 science teaching, learning, professional development, and science education in all Delaware public schools and to help all Delaware public school students meet or exceed the Delaware Science Standards.

The partnership includes the Department of Education (DOE), public school districts, and charter schools. Advisors to the Coalition include representatives of the Delaware business community, The Delaware Foundation for Science and Mathematics Education (DFSME), higher education, and community-related science organizations. The partnership is open to all public school districts and charter schools.

The Coalition exists to support the highest quality science instruction for the grades K through 12 students in Delaware. This includes high quality sustained professional development, curriculum and supplies, assessment materials, and assistance to districts and schools.

PURPOSE of the DELAWARE SCIENCE COALITION

The purpose of the Delaware Science Coalition is to improve the instruction and learning of science for each student in the state to enable students to perform to world class standards.

MISSION of the DELAWARE SCIENCE COALITION

Build and maintain capacity at the district and school level to ensure that all students in grades K-12 meet and exceed the Delaware Science Standards as part of becoming successful, productive citizens is the mission of the Delaware Science Coalition.

Goals

- Professional Development for all Teachers – Support and sustain a system that provides all K-12 teachers of science with on-going exemplary professional development opportunities in order for teachers to acquire the skills, strategies, and knowledge needed to implement the Delaware Science Standards.
- Sustain Science Reform – Maintain a network of teachers who will lead and sustain science reform efforts at the school, district, and state level.

**Memorandum of Understanding
2009-10
Delaware Science Coalition**

- **Organizational Culture** – Continue to support the organizational culture that embeds science as an integral part of the K-12 statewide recommended curriculum.
- **Policy Alignment** – Build and sustain a process to ensure that school, district, and state policies are supportive of excellence and equity and support the Delaware Science Standards.
- **Stakeholders** – Focus and coordinate the activities of community stakeholders to support systemic reform of science as articulated in the Delaware Science Standards.

GOVERNANCE OF THE COALITION

The Coalition will be directed by a Steering Committee made up of the DOE Education Associate for K-12 Science, the DOE Director of Curriculum, one representative from each school district, representation from the Charter Schools, representation from the business community, representation from higher education, and representation from science agencies.

The purpose of the Steering Committee is to:

- Establish and approve operating policies and practices for the Coalition that promotes the goals of science reform.
- Set and approve the annual budget for the Coalition and monitor expenditures.
- Take a leadership role in developing and overseeing a strategic plan for K-12 science education in Delaware
- Promote partnerships among the K-12 system, higher education and the business community.

Committee Operations:

The Steering Committee will:

- Be led by two co-chairs from district or charter representatives
- Will meet at least once each quarter
- Will set the agenda for each meeting
- Will form sub-committees as needed
- Will be advised by a Steering Leadership group consisting of the two co-chairs, the DOE Education Associate for K-12 Science, the DOE Director of Curriculum Development, the Foundation for Science and Mathematics Education, and one corporate representative.

- Memorandum of Understanding
2009-10
Delaware Science Coalition

DEPARTMENT OF EDUCATION

The Department of Education endorses the Delaware Science Coalition as an approach to helping students meet the Delaware Science Standards through the support of a coordinated, comprehensive, coherent approach to professional development for teachers. DOE will work with the Coalition to support standards-based K-12 science programs as follows:

- Ensure funds for maintaining and operating the Delaware Science Coalition, K-12.
- Provide coherent and viable curricular units consistent with standards and appropriate pedagogy aimed at improving student science knowledge and understanding.
- Provide diagnostic assessment for learning.
- Organize and ensure the quality of the professional development program aligned with the curricular units through the leadership of the Education Associate for K-12 Science in order to powerfully prepare teachers to bring about student achievement.
- Continue to operate the Science Resource Center to supply and refurbish the science materials as required by the curriculum and assessments implemented as part of the program through the leadership of the Warehouse Manager.
- Engage the science teaching community through professional learning communities at the district and school level.
- Act as fiscal agent for the Coalition through leadership of the Department of Education.
- Be advised by the Steering Leadership, Steering Committee, and Department of Education leadership.

SCHOOL DISTRICTS PARTICIPATING IN THE DELAWARE SCIENCE COALITION

The Delaware school districts and charter schools participating in the Science Coalition support the implementation of the comprehensive, inquiry-based K-12 science curriculum in our schools. The goal is to bring about systemic change in the teaching and learning of science in Delaware classrooms.

As members of the Coalition, the school districts and charter schools agree to:

- Use the Coalition units as the core district/charter curriculum at grades K-12.

**Memorandum of Understanding
2009-10
Delaware Science Coalition**

- **Use the Coalition assessments as a means of assessing the level of student understanding of core concepts and determining instructional needs.**
- **Support professional development associated with the use of the curriculum units to each teacher with the goal of providing professional development on all grade-level units within an agreed-upon time frame.**
- **Support a district instructional coach (science specialist) whose job is to strengthen professional learning through instructional improvement on curricular units, pedagogy, assessment, and materials support. The instructional coach (science specialist) will work directly with teachers to bring about positive classroom changes to increase student achievement and will work with other instructional coaches to improve instruction and increase student achievement. The instructional coach will not have full time classroom teaching responsibilities.**
- **Provide work space for the instructional coach (science specialist) and opportunities to provide coaching.**

Member district agree to support the district instructional science coach. District instructional science coaches agree to the following:

- **Directly work with teachers, as needed, to improve inquiry-based teaching and thereby learning. This includes lesson planning, implementation, assessment, and reflection. Co-teaching, observation, modeling, or other effective strategies to accomplish this goal are at the discretion of the coach.**
- **Engage the district science community in professional dialogue about instructional practices including current research and practices consistent with instructional improvement and student achievement.**
- **Attend Coalition meetings and curricular unit trainings (as needed).**
- **Provide data to the Coalition to assess the effectiveness of the program.**
- **Ensure that building level administration is informed as to the Coalition priorities, guidelines, and initiatives.**
- **Use technology to communicate in a manner best suited to the goals above. This may include e-mail, telephone conversations, webinars, electronic bulletin boards, blogs, or other methods.**

Memorandum of Understanding
2009-2010
Delaware Science Coalition

We agree to join the Delaware Science Coalition partnership in professional development programs offered for the purpose of improving the K-12 science teaching in Delaware to assist the students in becoming scientifically literate. The Delaware Science Coalition program is sustained by local district/charter school fees in combination with state allocations. Professional development, materials acquisitions, distribution, collection and refurbishment of science kits and any other associated costs are supported by these funding sources. The new fee schedule approved by the coalition for school year 2009-2010 is attached to this Memorandum of Understanding.

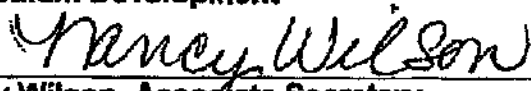
Signed:



Michael W. Stetter, Director
Curriculum Development

8/18/09

Date



Nancy Wilson, Associate Secretary
Curriculum and Instructional Support Branch

8/19/09

Date



John Marinucci, Director
Financial Management

8/20/09

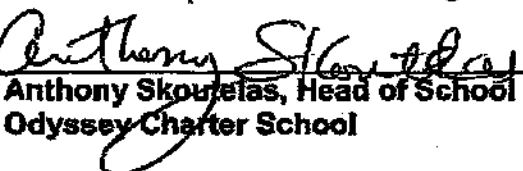
Date



Lillian Lowery, Secretary
Delaware Department of Education

8/25/2009

Date



Anthony Skourtelas, Head of School
Odyssey Charter School

8/2/09

Date



DEPARTMENT OF EDUCATION

The Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

DELAWARE SCIENCE COALITION AMENDMENT TO THE MEMORANDUM OF UNDERSTANDING PAGE 4, DISTRICT RESPONSIBILITIES

The fourth bullet on the Memorandum of Understanding for the Delaware Science Coalition under the heading "School Districts Participating in the Delaware Science Coalition" has been amended. Amended language was approved on September 3, 2009 and replaces the former language. All former language has been removed from the Memorandum of Understanding.

Former language:

- Support a district instructional coach (science specialist) whose job is to strengthen professional learning through instructional improvement on curricular units, pedagogy, assessment, and materials support. The instructional coach (science specialist) will work directly with teachers to bring about positive classroom changes to increase student achievement and will work with other instructional coaches to improve instruction and increase student achievement. The instructional coach will not have full time classroom teaching responsibilities.

Amended language approved September 3, 2009:

- Support an individual whose job is to strengthen professional learning through instructional improvement on curricular units, pedagogy, assessment, and materials support.

Delaware Science Coalition Approved Fee Schedule

2009-2010

K-8		High School	Non-Coefficient Members
Professional Development - Employed	High School Professional Development - All & Full	Professional Development	Professional Development
Sept. 28 - June	Sept. 28 - June		
Cost Derived per pupil			
Charter/Charter School Academy of Dover Appoquinimink Brandywine Cape Henlopen Capital Christian Colonial CHARTER SCHOOL OF WILM. DELAWARE MILITARY ACADEMY Delmar Delaware College Prep. East Side Charter FAMILY FOUNDATIONS Indian River Kunitz Lake Forest Laurel MDT Meyer Academy Milford NCC VO-TECH Odyssey Charter PENCADER BUS. & FINANCE POLYTECH Positive Outcomes Prestige Academy Providence Creek Red Clay Seaford Smyrna Sussex Academy SUSSEX TECHNICAL Thomas Edison Woodbridge TOTALS	228 6138 6854 3206 4348 12620 7861 0 0 900 412 359 389 6063 263 2925 1523 575 191 2576 0 293 0 0 38 183 671 1772 3534 3277 323 0 825 1470 77,901	\$3,257.74 \$4,247.28 \$4,105.42 \$4,068.57 \$3,670.59 \$165,954.50 \$109,579.13 \$0.00 \$0.00 \$9,585.00 \$1,597.76 \$4,074.46 \$5,348.97 \$33,244.88 \$3,473.89 \$40,150.25 \$20,910.79 \$9,267.75 \$2,622.43 \$39,473.75 \$0.00 \$4,022.89 \$8.86 \$8.00 \$321.74 \$1,414.19 \$8,712.83 \$160,943.06 \$34,791.82 \$44,993.21 \$4,494.79 \$0.00 \$11,327.25 \$28,183.10 \$1,059,580.73	Provides Basic Professional Development to Educators (Manual Included) Cost per Teacher Participant Per Teacher Training Elementary School \$400 (Materials not Provided) Middle School \$700 (Materials not Provided) High School \$700 (Materials not Provided) Provides Basic Professional Development to Educators (Manual Included) Cost per Teacher Participant Per Teacher Training \$350 High School Materials (Manual Pricing to be Adjusted Periodically) 8th Grade Energy Across the System (Priced per Unit) Living By Chemistry-Alimony (Priced per Unit) Earth Systems (Priced per Unit) 10th Grade Nature of Science & Evolution (Priced per Unit) Genetics & Biotech (Priced per Unit) Chemical Biology (Priced per Unit)

Becky Van Pelt

From: Anthony Skoutelas [askoutelas@odyssey.k12.de.us]
Sent: Wednesday, December 23, 2009 3:45 PM
To: pshockley@doe.k12.de.us
Cc: Becky Van Pelt; Tony Skoutelas
Subject: Social Studies Pilot

Dusty:

Odyssey Charter School is submitting a new Charter Application to the Delaware Department of Education and wishes to participate in the Social Studies Pilot program. We have reviewed the pilot information online and we agree to:

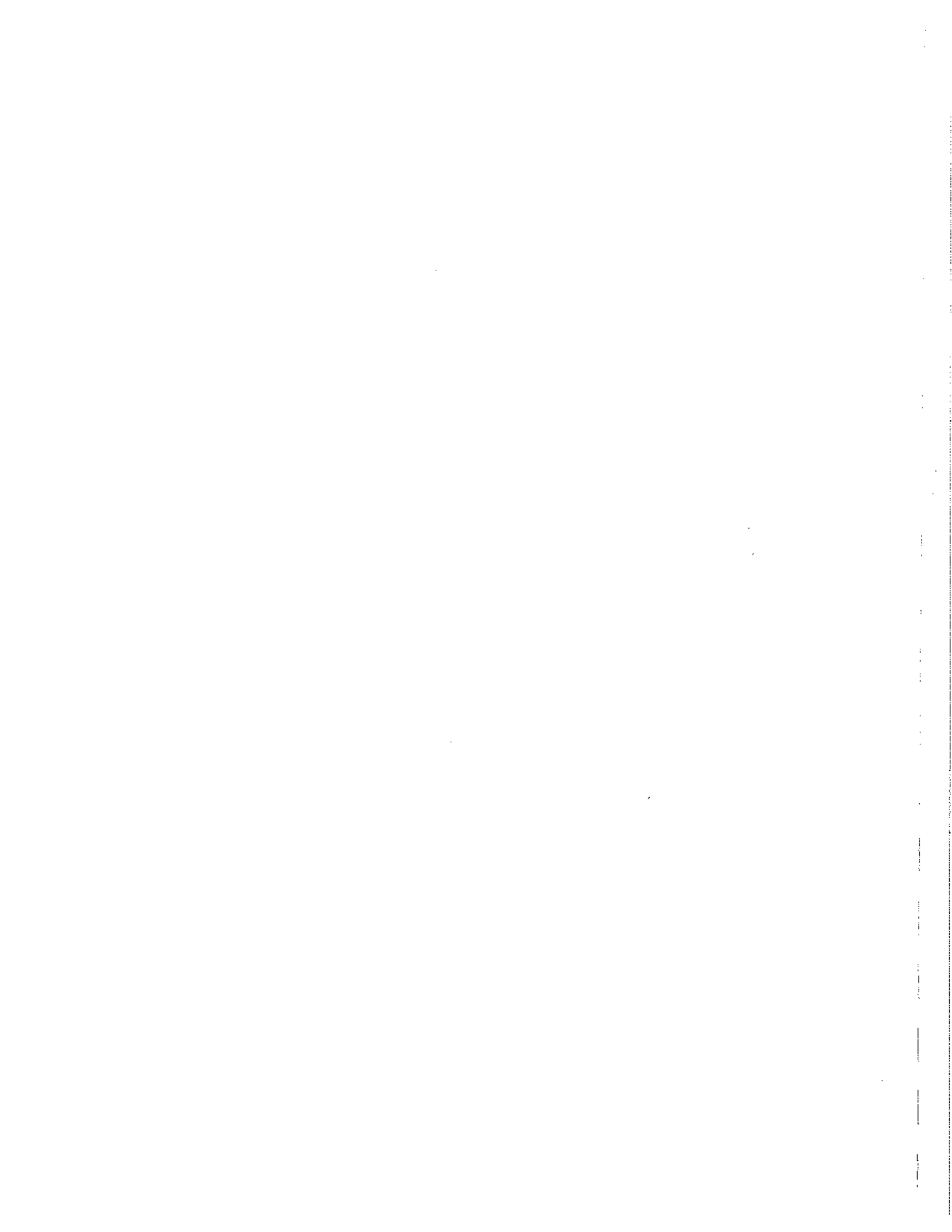
- 1. Implement within the existing scope and sequence the approved instructional units and embedded assessments.**
- 2. Complete the Social Studies Pilot Unit Survey after instruction in each unit is finished.**
- 3. Collect student work for analysis. Four to five samples from individual students, at varying score points, are recommended for each assessment within a unit.**

If you have any questions, please let me know.

Best regards,

Anthony Skoutelas
Headmaster

Anthony Skoutelas
Headmaster
Odyssey Charter School
Upper School
201 Bayard Ave.
Wilmington, DE 19805
302-655-5760



Odyssey Charter School: High School Educational Program

Core Curriculum Assumptions:

- Block Scheduling - 90 minute blocks that meet on an A/B schedule (four courses one day, a different set of four courses offered the second day)
- Each course listed below is one credit or a minimum of 135 hours of instructional time. Half-credit courses, as noted in the schedule, represent a minimum of 68 hours of instructional time.
- Courses in colored blocks are required by the State of DE for a HS diploma (4 ELA, 4 math, 3 science, 3 social studies, 2 world language, 1 physical education, ½ health, 3 career pathway, 3 ½ elective).
- Courses listed in white blocks will be required for graduation from Odyssey.
- Courses listed as “elective” customize the learning program for each student and allow for exploration into other areas of student interest. Three and one-half credits of electives are required by the State of DE for graduation.

9 th Grade	10 th Grade		11 th Grade	12 th Grade
Integrated Mathematics Program	Integrated Mathematics Program	Integrated Mathematics Program	Integrated Mathematics Program	Elective*
English Language Arts Grade 9	English Language Arts Grade 10	American Literature OR AP English: Contemporary Issues and Composition	World Literature OR AP English: Literature and Composition	
Social Studies Pilot	Social Studies Pilot	Social Studies Pilot	Elective*	
Career Pathway: Classical Studies I [■]	Career Pathway: Classical Studies II [■]	Career Pathway: Classical Studies III [■]	Elective*	
Physical Education	Health (1/2 credit)	Driver's Education* (1/2 credit)	Elective*	Elective*
World Language	World Language	World Language	World Language	World Language
Elective* OR Academic Support*	Elective* OR Academic Support*	Elective* OR Academic Support*	Elective* OR Academic Support*	Elective* OR Academic Support*

■Classical Studies Career Pathway: The Classical Studies Career Pathway represents three credits of pre-planned sequential coursework. See the Course Selection Handbook for specific details about these courses.

***Academic Support:** For students who need extra time or interventions at Tier 2 or 3 of RtI, ¼ credit “skinnies” will be designed to accommodate the intervention required. Students may take as many Academic Support classes as required to catch them up to the core curriculum in English and math.

***Electives:** Electives are designed to provide opportunities for students to explore and learn about areas of interest. See the Course Selection Handbook for specific details about each elective.



Odyssey Charter School

High School Curriculum and Course Selection Handbook

Credit Requirements

State of Delaware Law for a Diploma

No public school student shall be granted a State of Delaware Diploma unless such student shall have successfully completed a minimum of 24 credits in order to graduate including: 4 credits in English/language arts, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 2 credits in world language, 1 credit in physical education, 1/2 credit in health, 3 credits in a career pathway, and 3 1/2 credits in elective courses.

The curricula for all required courses have been developed to meet State of Delaware Content Standards for English, mathematics, social studies, and science. The Board of the Odyssey Charter School believes in high expectations and building bridges to allow students to reach those expectations. The curriculum at incorporates research-based best practices which are known to help students achieve their full potential and to do their personal best.

Odyssey Charter School Graduation Requirements

English	4.0 credits
Social Studies	3.0 credits
Mathematics	4.0 credits
Science	3.0 credits
World Language	2.0 credits
Physical Education	1.0 credit
Health	.5 credits
Greek Studies Career Pathway	3.0 credits
Electives	3.5 credits

Total: 24.0 credits

Seniors who successfully complete the minimum of 24 credits that include the above courses are eligible for graduation and will receive a diploma.

Granting Credit

Granting course credit to a student requires a passing final grade and the satisfactory completion of all major course requirements. In addition, students are required to attend at least 95% of the class meetings. At the beginning of each course teachers will provide students with a course syllabus which includes a written list of all major requirements. Parents will be expected to review the syllabus with their student and return a signed copy to the teacher.

Students must accumulate passing grades in all core curriculum requirements each year to be promoted to the following grade level. In order to be promoted to 12th grade, students must have earned a minimum of 21 credits; 12 of these credits must be in a combination of English, mathematics, sciences, and/or social studies, plus seven additional credits. There are no administrative assignments to any grade. A student must meet all specified requirements to be promoted to the next grade. Night school and correspondence school remain options with approval of guidance and school administration.

The Odyssey Charter School High School Educational Program

The Odyssey Charter School Course Offerings and Summaries

The coursework for Odyssey makes no distinction between the traditional general and college-preparatory course levels. All students will be required to complete programs that maintain high expectations and which will prepare students to succeed in college, trade school, the military, or career opportunities. The teachers at Odyssey will maintain high expectations.

English

English 9	1.0 Credit	Required
English 10	1.0 Credit	Required
American Literature OR Contemporary Issues and Composition	1.0 Credit	Required
World Literature OR Literature and Composition OR English and Greek Dual Language Credit	1.0 Credit	Required
Creative Writing	.5 Credit	Elective
Communications and Media Studies	.5 Credit	Elective
Journalism	.5 Credit	Elective

Mathematics

Interactive Math I	1.0 Credit	Required
Interactive Math II	1.0 Credit	Required
Interactive Math III	1.0 Credit	Required
Interactive Math IV	1.0 Credit	Required

Social Studies

U.S. History	1.0 Credit	Required
World Geography	1.0 Credit	Required
Economics	.5 Credit	Required
US Government	.5 Credit	Required
AP American History	1.0 Credit	Elective
AP Government and Politics	1.0 Credit	Elective

Science

Integrated Science I (Science Coalition)	1.0 Credit	Required
Integrated Science II (Science Coalition)	1.0 Credit	Required
Integrated Science III (Science Coalition)	1.0 Credit	Required
Forensic Science	1.0 Credit	Elective
Anatomy and Physiology	1.0 Credit	Elective
Physics	1.0 Credit	Elective

Fine and Performing Arts

Chorus	1.0 Credit	Elective
Concert Choir	1.0 Credit	Elective
Band and Orchestra	1.0 Credit	Elective

Fundamentals of Art	1.0 Credit	Elective
Two Dimensional Art	1.0 Credit	Elective
Three Dimensional Art	1.0 Credit	Elective
Advanced Art Portfolio	1.0 Credit	Elective

Business and Technology

Keyboarding	.5 Credit	Elective
Computer Applications I	1.0 Credit	Elective
Publications, Spreadsheets, Applied Tech	1.0 Credit	Elective

Foreign Languages (Two Credits Required)

World Languages: Spanish I	1.0 Credit
World Languages: Spanish II	1.0 Credit
World Languages: Spanish III	1.0 Credit
World Languages: Spanish IV	1.0 Credit
Accelerated Greek I	1.0 Credit
Accelerated Greek II	1.0 Credit
Greek Readings I	1.0 Credit
Greek Readings II	1.0 Credit
Greek: Dual Language Credit	1.0 Credit

Career Pathway: Greek Studies

Introduction to Greek Studies	1.0 Credit	Required
Greek Culture and Humanities I	1.0 Credit	Required
Greek Culture and Humanities II	1.0 Credit	Required

Physical Education, Health, Driver's Education

Physical Education I	0.5 Credit	Required
Physical Education II	0.5 Credit	Required
Health	0.5 Credit	Required
Driver's Education	0.5 Credit	Elective

Course Descriptions

ENGLISH

9th Grade English

1.0 Credit

Required

The curriculum for 9th grade English continues to emphasize the study of literature as its own content area. Reading instruction is not eliminated from the curriculum as students still need instruction in how to apply reading strategies and skills to more complex texts as they spiral up through the curriculum. Components of Greek culture and literature will be infused into the ELA curriculum at the 9th grade in accordance with Odyssey's charter and educational philosophy. Most notably, students in 9th grade will read a translated version of Homer's epic the *Odyssey*. The work with Socratic Circles will continue as well as a study of persuasion. Additional emphasis will be given to preparing students for the reading portion of the Delaware Comprehensive Assessment System.

10th Grade English

1.0 Credit

Required

In the 9th grade English program, students will continue to develop their proficiency in writing, expand their vocabularies, improve their comprehension of more advanced texts, and study literature through various analytical lenses. Students will study the various genres such as short stories, poetry, drama, non-fiction, and novels. This course includes advanced grammar study and multi-paragraph compositions. Students will be required to write papers, analyze literature, and complete a research project. Students will study the qualities of Greek heroes and apply them to heroes of American literature and heroes within their family. Emphasis will focus on preparing students for the reading and writing portions of the Delaware Student Testing Program.

American Literature – 11th grade

1.0 Credit

Required

Students will study the chronological development of American literature from each literary genre whose challenging words represent periods in American literature, including short stories, novels, plays, poetry, non-fiction, literary essays, and drama. Formal analytical essays will be written in addition to an extensive research project and vocabulary development in preparation for the SAT. Students will make the Greek connection through reading selected works from Socrates, Plato, and Aristotle and connecting their thinking to philosophies in American literature. Students will also make connections to Greek culture through a study of transcendentalism and a study of Greek and American poetry.

World Literature - 12th grade

1.0 Credit

Required

Students will thematically study world literature as it connects with their study of world cultures and world geography. Through the year, students will read and study a broad range of literature from the Americas, Africa, Europe, Southwest and South Central Asia, China, and the Pacific. Literature study will include basic discussion about the texts as well as analytical and comparative analysis. Students will also complete two research projects – one informational in nature and one persuasive. Each research project will involve a presentation to the class. The course will also emphasize writing in the three discourses – expressive, persuasive, and expressive writing, honing skills for the state test.

AP English: Contemporary Issues and Composition

1.0 Credit

Alternate to 11th Grade English

Unlike the English classes in the 9th and 10 grades, Contemporary Issues and Composition is a writing class designed to teach students to write expository, analytical, and persuasive pieces of writing. While students will read a great number of essays and nonfiction, literature will still have a place in the course as students read a variety of poetry, short stories, and novels. Literature and nonfiction will serve as models for writing and a source for analysis and discussion. Reading and writing will center on contemporary issues of race and identity, going to war, crime and punishment, earth and the environment, and urban expressions. This course also involves a significant research project.

AP English: Literature and Composition**1.0 Credit****Alternate to 12th Grade English**

The emphasis of this course is to critically read, analyze, and write about imaginative literature: fiction (novels and short stories), poetry, and drama. Students will read literature from a variety of time periods and cultures, including in depth studies of two plays and three novels. Writing is in response to the reading and mostly involves analysis and critical thinking. Students will write expressively through journaling and creatively when they try their hands at writing and performing poetry. The research completed during the senior year is tied to the students' work in their career pathways and includes a written proposal, report, and multi-media presentation that explore problems and solutions in the field of Greek Culture.

Creative Writing**0.5 Credit****Elective**

Using a workshop approach to writing, students will write on poetry, short stories, plays, and literary essays. Students will design and publish the school literary magazine, including writing for the magazine as well as evaluating writing submitted from students outside of the class. The students from the course will host a monthly coffee house after-school as venue for Spoken Word poetry and other student voices. This course will be taught in a project-based, workshop format and may be taken more than once.

Communications and Media Studies**0.5 Credit****Elective**

Students will learn about techniques for public speaking and speech writing, specializing in rhetoric and persuasive writing. Students will practice making several speeches throughout the course to develop their ability to address groups. Students will learn about the media and critically analyze the media's role in our culture. In addition, students will contribute to the production of the daily announcements and school publicity and marketing materials. This course will be taught in a project-based, workshop format and may be taken more than once.

Journalism**0.5 Credit****Elective**

Students will develop their newspaper reporting and persuasive writing abilities. Students will apply the basics of newspaper reporting to such publications as the student newspaper, yearbook, news TV program, webpage, and other current school publications. The class will be designed as writing workshop where students will be responsible for creating assignments, writing articles, selling advertising, taking photographs, and researching other topics of interest. This course will be taught in a project-based, workshop format and may be taken more than once.

SOCIAL STUDIES**United States History (Civil War to Present)****1.0 Credit****Required**

This course continues the study of U.S. history begun in the eighth grade, beginning with the Civil War, progressing through Reconstruction, Industrialization, Early 20th Century, and onto modern day. Students will do significant reading and writing during the course. Students will also get their hands on history as they work cooperatively, problem solve, and role-play historical figures and events.

World Geography**1.0 Credit****Required**

The World Geography course creatively challenges students to use the tools of geography to view, analyze, and understand the world around them. Students will learn about how the people of the various geographical areas interact with their world. Special emphasis will be put on relating how specific geographical features of an area may lead to concerns of public safety through both man-made and natural disasters.

Economics**0.5 Credit****Required**

This course is designed to provide students with both a basic understanding of the U.S. economic system and the individual's role within it. Students will learn the basic market forces and central economic theories. Emphasis is on the market systems, supply and demand, and macro-economic topics such as taxes, inflation and unemployment.

In addition, students will learn about the US economic system by comparing it with economic systems from other countries.

United States Government

0.5 Credit

Required

US government studies the structure and function of the United States government while preparing students to become active citizens. Students will study the foundations for the US government, including the Constitution and the Bill of Rights, as well as learn about the responsibilities and limitations of each of the three branches of government. Students will compare the US government with other governmental systems around the world.

AP United States History

1.0 Credit

Elective

This course provides students with the analytical skills, broad history background, and factual knowledge necessary to apply critical thinking skills to matriculate in a rigorous advanced placement class. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course prepares students for college coursework by making instructional demands on students equivalent to those courses required on a college level.

AP US Government & Politics

1.0 Credit

Elective

This course is designed to provide students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes

MATHEMATICS

Interactive Mathematics Program I

1.0 Credit

Required

In Patterns students develop basic ideas about functions, integers, angles, and polygons, and learn how to work on mathematical investigations and report on their ideas both orally and in writing. In the Game of Pig, students develop a mathematical analysis for a complex game based on an area model for probability. The Overland Trail unit has students studying mid-19th-century western migration in terms of the many linear relationships involved. The Pit and the Pendulum unit explores using data from experiments and statistical ideas such as standard deviation to develop a formula for the period of a pendulum. Finally the Shadows unit teaches students to use principles about similar triangles and basic trigonometry to develop formulas for finding the length of a shadow.

Interactive Mathematics Program II

1.0 Credit

Required

In Solve It! students focus on using equations to represent real-world situations and developing the skills to solve equations in different ways. Is There Really a Difference builds on prior experience with statistical ideas from IMP Year 1, expanding their understanding of statistical analysis. In Do Bees Build It Best? students study surface area, volume, and trigonometry to answer the question, "What is the best shape for a honeycomb?" Cookies directs students in their work to maximize profits for a bakery. Students deepen their understanding of the relationship between equations and inequalities and their graphs. All About Alice develops the basic principles for working with exponents.

Interactive Mathematics Program III

1.0 Credit

Required

In Fireworks, students work to solve the central problem of this unit which involves sending up a rocket to create a fireworks display. This unit continues the algebraic investigations of Solve It! with a special focus on quadratic expressions, equations, and functions. Orchard Hideout focuses students on a study of circles and coordinate geometry to determine how long it will take before the trees in a circular orchard grow so large that someone standing at the center of the orchard cannot see out. In Meadows or Malls? students use math to negotiate concerns making a decision about land use and builds on skills learned in Cookies about graphing systems of linear

inequalities and solving systems of linear equations. *Small World, Isn't It?* begins with a table of population data. Students study situations involving rates of growth, develop the concept of slope, and then generalize this to the idea of the derivative. Finally in *Pennant Fever* students use combinatorics to develop the binomial distribution and find the probability that the team leading in the pennant race will ultimately win the pennant.

Interactive Mathematics Program IV

1.0 Credit

Required

In *High Dive* students will use both trigonometry and the quadratic formula to develop a complex equation whose solution tells them when a diver on a Ferris wheel aiming for a moving tub of water should be released in order to create a splash instead of a splat. As the *Cube Turns* teaches students to study the fundamental geometric transformations—translations, rotations, and reflections—in two and three dimensions, in order to create a display of a cube rotating around an axis in three-dimensional space. The unit, *Know How*, prepares students for independent study of mathematics, exploring a variety of topics including radian measure, ellipses, the quadratic formula, the laws of sines and cosines, and complex numbers. In *The World of Functions* students explore families of functions in terms of various representations—tables, graphs, algebraic representations, and situations they can model, and also explore ways of combining functions using arithmetic operations and composition. The *Pollister's Dilemma* focuses learning on a central problem of an election poll, and students use normal distributions and standard deviations to find confidence intervals and see how concepts such as margin of error are used in reporting polling results.

SCIENCE

Earth/Physical Science

1.0 Credit

Required

This challenging course provides students with important insights into the physical environment of the earth. An overview of the chemical properties and the physical forces of motion that shape the earth's features will be investigated in a logical sequence. Emphasis will be on addressing state standards through an integrated curriculum that relates energy, alchemy – chemistry, and the earth's systems to the fields of geology, meteorology/climatology, astronomy, and oceanography.

Biology

1.0 Credit

Required

In this course, students will explore the nature of science and the theory of evolution by natural selection, understand the chemical basis of many life processes, and investigate the storage of genetic information in DNA, its transmission and its expression during protein synthesis. Students will also investigate the application of these topics to biotechnology. Inquiry and technology-based experiences will prepare students with the skill and processes needed for college and/or the work environment.

Chemistry

1.0 Credit

Required

Topics in this course include the nature of matter, atomic theory, bonding, chemical reactions, stoichiometry, equilibrium, acids/bases, solutions, kinetic theory, and gas laws. Physics topics to be addressed include non-mathematical approach to force and motion work and energy, heat and temperature, and electricity. Laboratory work will allow the students to explore fundamental chemical relationships and become more familiar with basic chemical laboratory techniques and procedures.

Physics

1.0 Credit

Elective

This course is designed for students who desire a grounding in all the major principles of physics and who plan to major in science or engineering. Students will develop the ability to apply these principles to the solution of problems. Topics include: Kinematics and dynamics of a particles, work, energy, momentum, harmonic motion, gravitation and circular orbits, wave motion, interference, standing waves, the Doppler effect, temperature, heat, thermodynamics, and more.

Anatomy and Physiology

1.0 Credit

Elective

This course divides they study of anatomy into five major units that are thematically driven based on function. After a short introduction to the human organism, students will learn about these systems: support and movement –

muscles and bones, integration and coordination – nervous and endocrine systems, transport – blood, absorption and excretion – digestion, urinary, and respiratory systems, and the human life cycle – reproductive systems. Students will learn both about the individual system works and how it relates to other systems in the body.

Forensic Science

1.0 Credit

Elective

As an advanced science course, students will learn about crime scene investigations and how science is often used to solve crimes. Students will learn about types of evidence and crime scenes. Units will also include the analysis of fingerprints, hair, blood, fibers soil, glass, and human remains. Students will learn about chromatography and how different drugs leave “signatures” in the blood, as well as toxicology – poisons and alcohol. This course involves extensive laboratory work.

FINE AND PERFORMING ARTS

Chorus

1.0 Credit

Elective

Chorus places emphasis on active participation and performance, tone quality, expression, diction, blend, breath support, musical discrimination, and interpretation. Fundamentals of music theory and music history are introduced and music from a variety of genres will be performed. The chorus will perform traditional and classical pieces of music, as well as music representative of the cultural background of the school, connecting students, heritage, culture, and traditions. This course may be taken multiple times.

Concert Choir

1.0 Credit

Elective

This is a vocal performance ensemble for the 10th, 11th, or 12th grade student interested in furthering their musical development. Students will have an in-depth coverage of music history and theory, covering a wide variety of musical styles. This is a performance-based course and attendance and participation in three evening concerts is a requirement. *Audition required.*

Band/Orchestra

1.0 Credit

Elective

The Orchestra is a performing ensemble. Orchestral literature of various styles and periods will be explored through rehearsal, analysis, research, skill development and performance. The curriculum will provide opportunities for strings students (violin, viola, cello, bass) to perform music for solo, chamber, string, and full orchestra repertoire. Grading criteria will include public performance beyond the school day. A student owned instrument may be required. Students must demonstrate ability to tune their own instruments and perform grade level 3 repertoire.

Fundamentals of Art

1.0 Credit

Elective

This is the entry level course for any student planning to pursue other art classes in high school, but is open to all interested students. This course will cover a wide variety of media and techniques in the areas of drawing, painting, sculpture, ceramics and printmaking with an emphasis on the elements and principals of design. This class provides a good foundation of concepts and skills and is a prerequisite for all other advanced art classes.

Two Dimensional Art

1.0 Credit

Elective

Students will be introduced to different media techniques and processes to create predominantly two-dimensional works of art as they pertain to the elements and principles of design. Within this course students will explore techniques such as, but not limited to: drawing, painting, printmaking, collage, and mixed media while studying historical works of art. Prerequisite: Fundamentals of Art

Three Dimensional Art

1.0 Credit

Elective

In this course, students will create three-dimensional forms using various materials and techniques. The approaches include additive, subtractive, and constructive methods from relief to full round. The materials to achieve this may

include but are not limited to: clay, plaster, balsa wood, wire and paper mache. Utilizing the elements and principles of design of traditional and contemporary methods throughout history are also studied. Prerequisite: Fundamentals of Art

Advanced Art Portfolio

1.0 Credit

Elective

This course is designed to prepare talented juniors for the 2-D and 3-D Studio Art-AP courses in their senior year. Students will create projects based on a series of assignments that are planned to enhance their skill and understanding of composition, technique, and the design elements and principles. Students will work in several different media to improve their ability and talent. Students will be engaged in discussing and reflecting on their projects to gather insight higher standards and added rigor of visual art. Prerequisites: Fundamentals of Art, Two Dimensional Art, Three Dimensional Art

BUSINESS AND TECHNOLOGY

Keyboarding and Writing On-Line

0.5 Credit

Elective

Using computers quickly and effectively is an essential life skill. In this course, students will train their fingers to type quickly to make all of their work on the computer a bit smoother and faster. Students will also practice their keyboarding skills by creating and maintaining a blog or wiki to which other students can respond. Students will be required to both create the blog and write on other's blogs to keep the fingers flying. This elective may be taken more than once until proficiency is reached.

Computer Applications I

1.0 Credit

Elective

This course will introduce students to the integrated MS Office program, which is widely used in business. Students will learn basic and advanced functions of MS Word, MS Excel, and MS Power Point. MS ACCESS will be introduced. This course will take on a workshop approach as students complete projects to learn to use the MS Office program. Computer word terminology is a component as this course will help students acquire the skills needed to pass the computer literacy examination.

Publications, Power Point, and Applied Technology

1.0 Credit

Elective

This course is a nature extension of Computer Applications as students will learn the process of combining text and graphics using the computer to create attractive, stimulating publications and presentations. They will learn to create documents such as newsletters, invitations, letterheads, and advertising materials. They will also learn to combine text, graphics, photos, and videos in Power Point to meet the needs of a listening audience.

FOREIGN LANGUAGES

Two credits of world languages are required from among the following courses.

World Languages I – Greek or Spanish

1.0 Credit

World Languages I introduces students to the Greek or Spanish language, the Greek or Spanish-speaking people, and to the geography and culture of the lands where these languages are spoken. Emphasis is placed upon developing understanding in speaking, reading, and writing the language. Oral practice is reinforced through dialogue, scenarios, presentations, and games. Aspects of French culture is researched and presented in written form and orally to the class.

World Languages II – Greek or Spanish

1.0 Credit

World Language II is designed to further develop the language skills of listening, speaking, reading, and writing in Greek or Spanish. There is still much emphasis placed on oral practice through dialogues, scenarios, "how-to" presentations, and teacher/student generated games. Considerable time is spent developing reading skills and

applying them to Greek or Spanish conversation. Aspects of Greek or Spanish are researched and presented in written form and orally to the class.

World Languages III – Greek or Spanish

1.0 Credit

World Language III offers a deepening and broadening of the student's knowledge of Greek or Spanish language and culture. He/she is exposed to more advanced grammar and more in depth use of conversation in practical settings. Students summarize magazine and newspaper articles and participate in a variety of oral presentations and debates. They are exposed to a limited variety of Greek and Spanish writers and learn about of the history of the civilization and culture of Greece or Latin America.

World Languages IV – Greek or Spanish

1.0 Credit

World Language IV is a continuation of the in-depth study of the Greek or Spanish language and culture studied in World Language. The students gain further knowledge of the history and present day life of Greece or Latin American countries, read a wide variety of Greek or Spanish authors, and continue to practice grammar and original composition. In oral Greek and Spanish, emphasis is placed on constant use of the language in the classroom. Each marking period different projects are undertaken such as journal writing, newspaper publishing, and movie producing.

Accelerated Pace Program I

1.0 Credit

Students who have successfully completed the Middle School Program in Greek language at Odyssey or its equivalent, will enroll in this course. Although they continue to imitate sounds and use learned words, phrases, and basic sentences, they show more comfort and ease with the language. They experiment by taking risks with the language in simple conversations on topics related to themselves and daily life. Students will be able to retell their daily activities and events in the past time frame. The students continue to develop an awareness of and appreciation for different cultures, including their own.

Accelerated Pace Program II

1.0 Credit

This program is an extension of the Accelerated Pace Program I. Students begin to speak in sentences with more authentic pronunciation. At this stage, they make many mistakes as they learn more grammatical structures and begin to create with the language. They are learning to communicate in the past, present and future time frames by using sentences and paragraphs. In this course, students will reflect upon their life and relate their experiences to those of their peers in the local and global communities. They also begin to demonstrate their cultural awareness as they use the language.

Greek Readings I and II

1.0 Credit per Course

Students in this course have studied the Greek language from their elementary years, or its equivalent, and have developed very advanced language skills. In this course students will read great works of literature from the Greek culture and history. Through these readings, students will continue to develop their understanding of the Greek language through writing multi-paragraph compositions in Greek.

Dual Language Program – English and Greek

2.0 Credits

Students in this course have studied the Greek language from their elementary years, or its equivalent, and have developed very advanced language skills. These students have taken Greek Readings I and II and are ready to apply their fluency in reading and writing the Greek language to a critical analysis of Greek and world literature. This course will be taught in Greek in partnership between the traditional English teacher and the Greek teacher. Students will read and write extensively in Greek and will critically analyze works of literature. This course will meet for a double period and students will receive both an English credit and a World Language credit.

CAREER PATHWAY: GREEK STUDIES

Greek Studies I

1.0 Credit

Required

All freshmen will participate in this course that will begin to pull together the strands of Greek math, history, literature, and culture that have been taught thematically in grades K-8. The Greek Math program will be the cornerstone of this program in connection with the Interactive Math curriculum, but other areas of the humanities will also be emphasized. In freshman year, the emphasis will be on Greek traditions and culture. Students will also complete a research project on an aspect of Greek traditions and culture.

Greek Studies II

1.0 Credit

Required

All sophomores will participate in this course that will continue to pull together the strands of Greek math, history, literature, and culture that have been taught thematically in grades K-9. The Greek Math program will be the cornerstone of this program in connection with the Interactive Math curriculum, but other areas of the humanities will also be emphasized. In the sophomore year, the emphasis will be on learning about Greek history and literature from a chronological stance. Students will also complete a research project on an element or period of Greek history.

Greek Studies III

1.0 Credit

Required

All juniors will participate in this course that will weave together the strands of Greek math, history, literature, and culture that have been taught thematically in grades K-10. The Greek Math program will be the cornerstone of this program in connection with the Interactive Math curriculum, but other areas of the humanities will also be emphasized. In the junior year, the emphasis will be on explicitly connecting Greek and American culture and analyzing the influence of the Greek culture on American philosophy and government. Students will also complete a research project on the influence of Greece on America.

PHYSICAL EDUCATION, HEALTH, AND DRIVER'S EDUCATION

Physical Education I

0.5 Credits

Required

This course consists of physical fitness activities and the basic fundamentals of team sports. Students will cover such activities as flag football, soccer, field hockey, track, basketball, and volleyball.

Physical Education II

0.5 Credits

Required

Physical Education II consists of physical fitness activities and basic fundamentals of lifetime sports. Students will cover rules and strategies for participating in such activities as tennis, golf, badminton, and table tennis.

Health Education

.5 Credit

Required

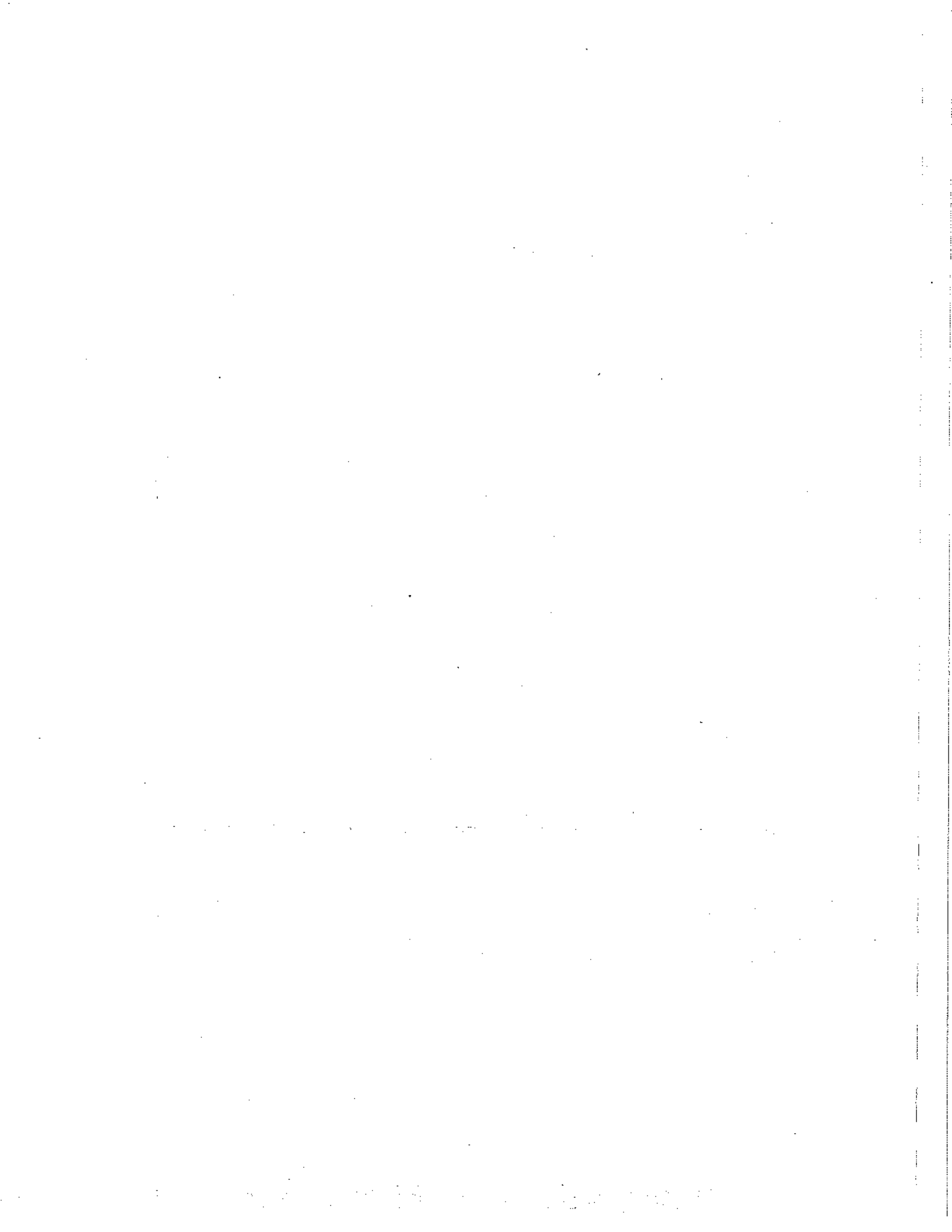
This basic course in health will offer a well rounded framework of subjects that will help students develop the skills to management everyday needs. Areas covered include decision making in regards to substance abuse (drugs, alcohol, and tobacco), the human body, chronic and infectious diseases, human sexuality, mental health, and health careers.

Driver's Education

.5 Credit

Required

Driver Education consists of two separate instructional phases. Part one is the classroom theory phase, which meets for a minimum of 30 classroom hours. Part two is the roadwork phase that provides the student with at least seven hours behind the wheel, plus an additional 7 hours of observation time.



CST PROCESS

What is the purpose of the Child Study Team (CST) Process?

Students who are experiencing either academic or behavioral difficulties at school are referred to the Child Study Team. The Child Study Team will meet to discuss specific issues, develop interventions, and attempt to meet the child's need(s) in the general curriculum before moving into a more formal evaluation process.

Who is on the Child Study Team (CST)?

The CST consists of the school administrator, guidance counselor, special education teacher, a regular education teacher, and any specialists who may have an expertise that will be valuable when discussing a specific student and, when appropriate, the school nurse.

How does a child come to the CST's attention?

Teachers who have a concern regarding a student should complete the CST forms provided in a master folder. Once the forms are completed and turned in to the CST Coordinator the student will be placed on the CST schedule.

When does the CST meet?

The CST meets on an as-needed basis. When a completed CST folder is turned in to the CST coordinator a meeting is scheduled to review the file and to come up with an action plan for the child. Subsequent CST meetings are held as determined by the team each time the file is reviewed.

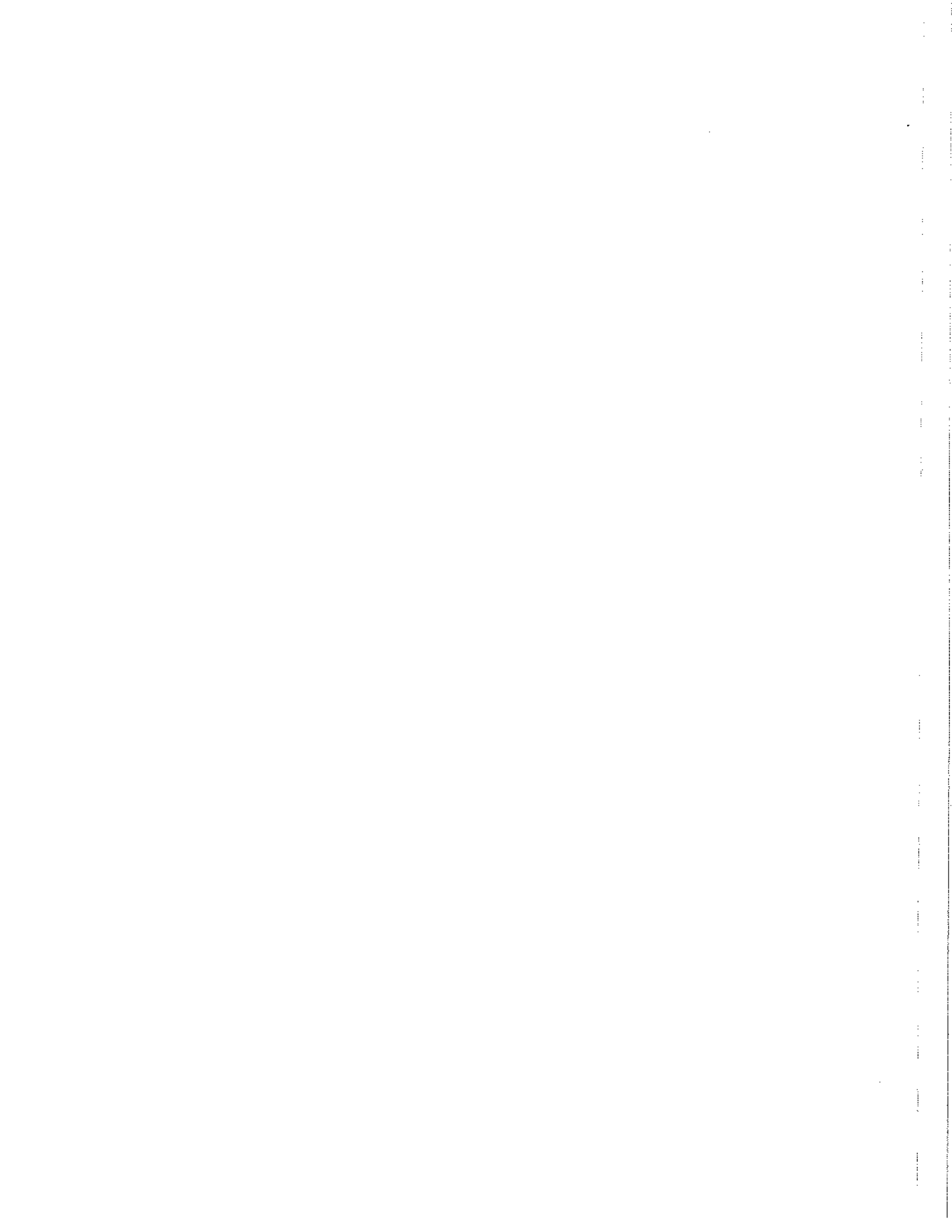
What is included in the CST Folder?

Documentation for the CST process is done by the classroom teacher and/or Greek teacher. The folder should include the following forms:

- Observation Checklist – completed by classroom teacher
- Observation Checklist – completed by Greek teacher(s)
- Documentation to Support Observations
- Documentation of Intervention Sheet
- Nurse Data Collection Form
- Documentation of Conferences Sheet

What happens after the CST meeting?

The CST will either recommend further intervention strategies or develop a plan of action for the child. This information is documented on the CST Meeting Minute form completed each time the team meets to discuss the child.

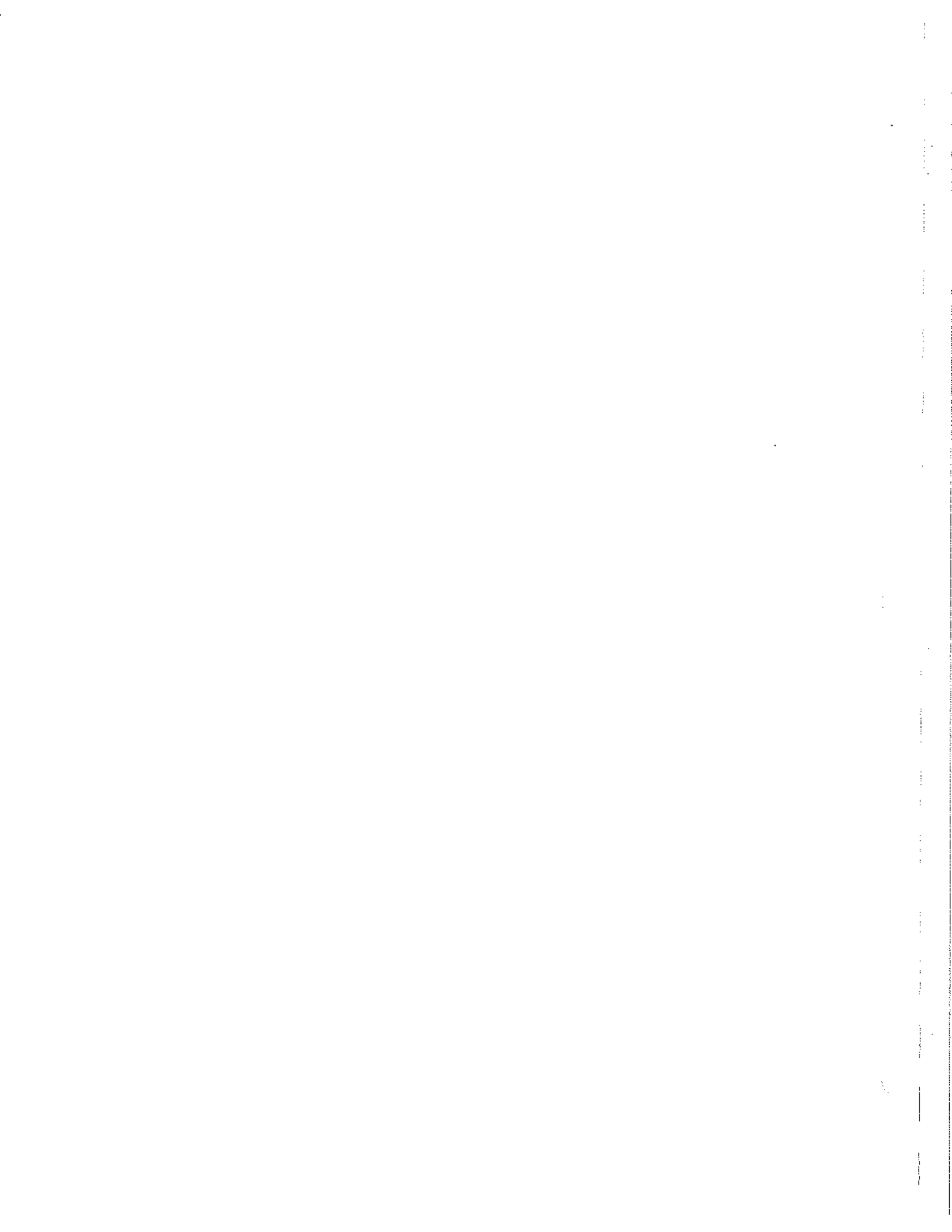


CST Meeting Minutes

Student Name: _____		Grade: _____	Meeting Date: _____
Classroom Teacher: _____		Person competing form: _____	
Name		Position	
Present at the meeting: _____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	

Minutes:

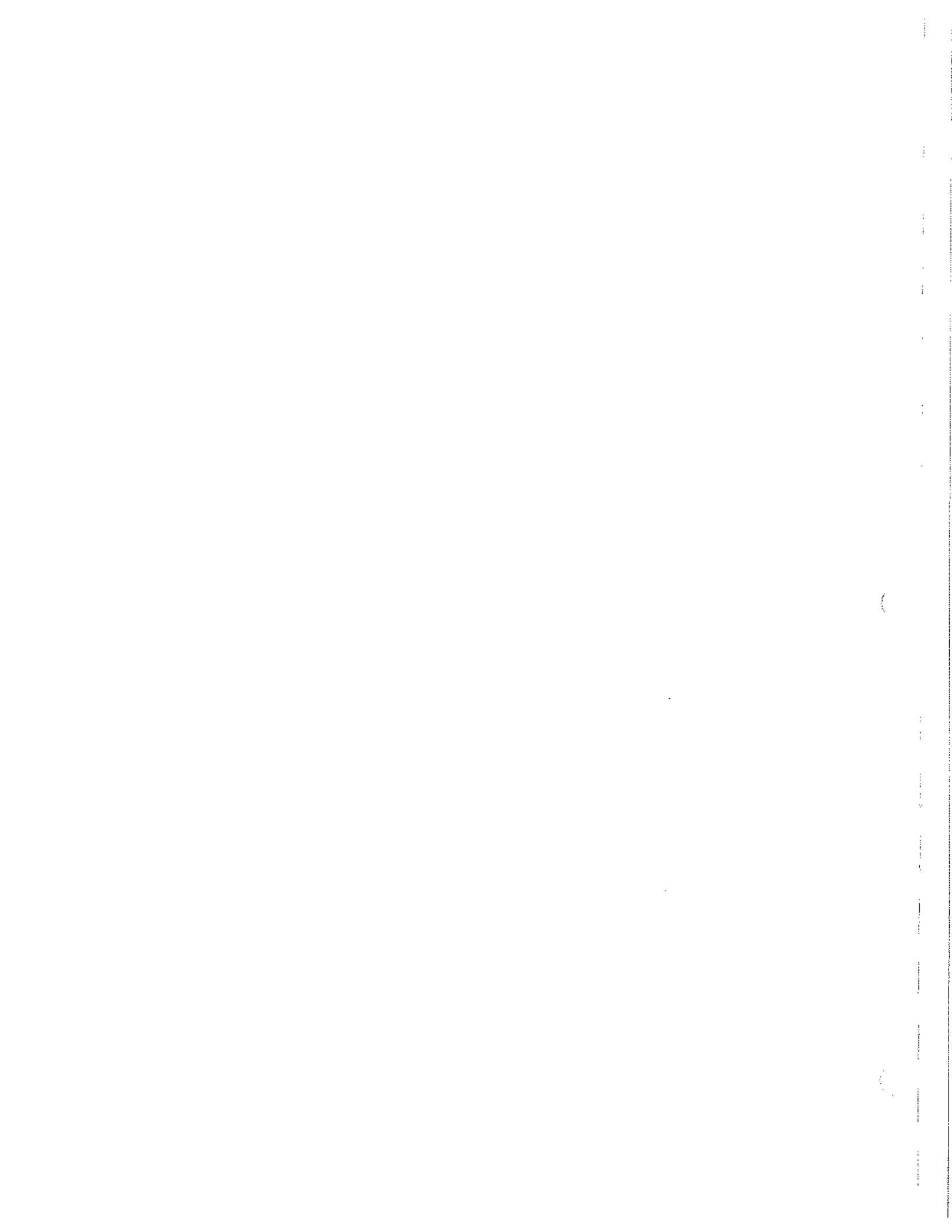
Action Plan:



CST Documentation of Conference Form

Student's Name: _____ Person Conducting Conferences: _____

Conference with last year's teacher (when applicable)	Teacher's name:	Date:	Result:
Conference with parent		Date:	Result:
Conference with others who have a particular knowledge about this child	Name:	Date:	Result:
	Name	Date:	Result:



CST DOCUMENTATION OF INTERVENTION SHEET

Student's Name: _____ Classroom Teacher: _____

Specific Skill or behavioral objective targeted: _____

Strategy, accommodation, action plan or intervention	Date initiated	Person responsible	Outcome



**CST
Nurse Data Collection Form**

Student Name: _____	Date : _____
Grade: _____	Classroom Teacher: _____
Person competing form: _____	

Health Assessment

Height: Short Average Tall

Weight: Underweight Appropriate for height Overweight

Vision: Right eye: _____ Left eye: _____ Date of screening: _____

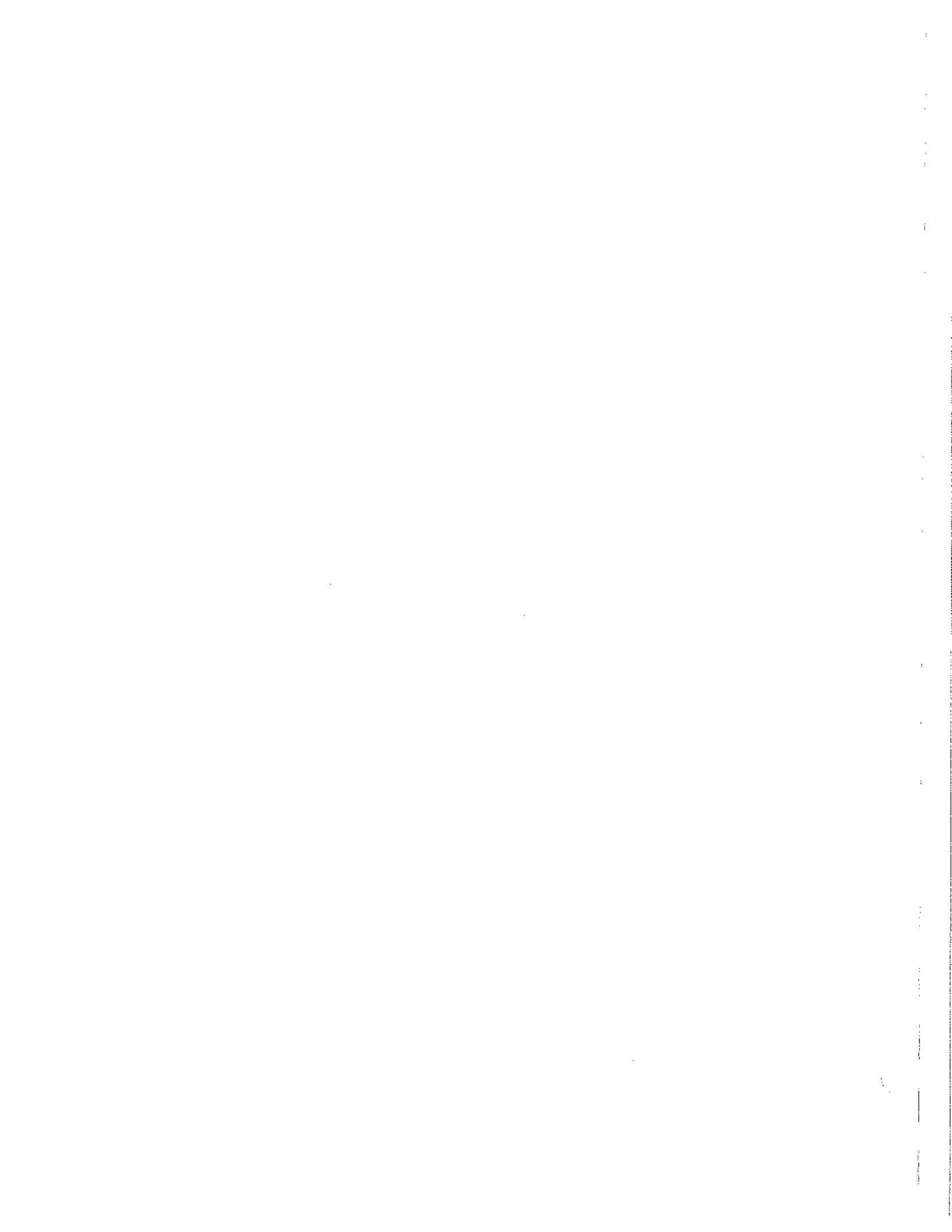
Follow up: _____

Hearing: Right ear: _____ Left ear: _____ Date of screening: _____

Follow up: _____

Medical problem/medications: _____

Other information that may be relevant to the team: _____



CST
Observation Checklist

Student Name: _____	Date : _____
Grade: _____	Classroom Teacher: _____
Person competing form: _____	

Please place a check mark next to the observation points frequently observed and attach any documentation you may have to support your observations

Listening Comprehension

- _____ Difficulty understanding spoken language
- _____ Difficulty following verbal directions
- _____ Difficulty with multi-step directions

Oral Expression

- _____ Difficulty expressing thoughts and ideas
- _____ Limited speaking vocabulary

Reading

- _____ Difficulty with letter/word recognition
- _____ Difficulty with phonemic awareness
- _____ Word guessing
- _____ Poor reading fluency
- _____ Difficulty with reading comprehension
- _____ Difficulty with written directions

Written Expression

- _____ Difficulty with spelling
- _____ Difficulty with writing speed
- _____ Difficulty completing written work
- _____ Difficulty with punctuation/sentence structure
- _____ Difficulty writing a sentence
- _____ Difficulty getting thoughts down on paper
- _____ Difficulty organizing thoughts and ideas into a meaningful written product

Mathematics

- _____ Difficulty with mathematical computation
- _____ Difficulty with mathematical reasoning
- _____ Difficulty with number recognition
- _____ Difficulty with number concepts

Memory

- _____ Difficulty remembering what is seen
- _____ Difficulty remembering what is heard
- _____ Difficulty retaining information over a period of time
- _____ Difficulty recalling previously learned information

Visual Motor Coordination

- _____ Difficulty with fine motor tasks
- _____ Difficulty copying from the board
- _____ Difficulty producing organized written work (ex. Lining up math problems)
- _____ Difficulty with body awareness
- _____ Difficulty with motor planning

Attention/Organization

- _____ Difficulty beginning a task
- _____ Difficulty with time management
- _____ Difficulty maintaining attention
- _____ Easily distracted
- _____ Loses or forgets work
- _____ Difficulty with organization of school supplies/materials/ personal property
- _____ Difficulty completing tasks
- _____ Difficulty with change in routine
- _____ Overactive
- _____ Underactive

Social/Emotional

- _____ Lacks motivation
- _____ Lacks self-control
- _____ Easily frustrated
- _____ Displays learned helplessness
- _____ Sudden changes in moods
- _____ Inconsistent classroom performance
- _____ Needs constant approval
- _____ Interrupts and distracts class
- _____ Aggressive toward others
- _____ Shy or withdrawn
- _____ Difficulty interpreting social cues
- _____ Difficulty making and keeping friends
- _____ Does not follow classroom rules
- _____ Does not accept responsibility for own behavior
- _____ Violates the rights of others
- _____ Easily influenced by others
- _____ Inappropriate responses under otherwise normal circumstances

Speech/Language

- _____ Articulation concerns
- _____ Unusual voice quality
- _____ Limited vocabulary

Additional Comments

Charter School Application Budget Worksheet											
State Local & Loan Revenue		2010 - 2011		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
1	State Appropriations		\$ 854,388		\$ 854,388		\$ 854,388		\$ 854,388		\$ 854,388
2	School District Local Fund Transfers		\$ 467,325		\$ 467,325		\$ 467,325		\$ 467,325		\$ 467,325
3	Prior Year Carryover Funds	\$ 355,000		\$ 729,111		\$ 109,608		\$ 75,791		\$ 711,293	
4	Construction Loans										
5	Equipment Loans										
6	Other Loans	\$ 410,000									
7	Erate Discounts		\$ 6,681		\$ 4,630		\$ 4,630		\$ 4,630		\$ 4,630
8	Federal reduced lunch funds		\$ 18,525		\$ 37,050		\$ 55,575		\$ 74,100		\$ 92,625
STATE LOCAL & LOANS REVENUE		\$ 785,000		\$ 2,076,031		\$ 2,812,574		\$ 4,191,925		\$ 5,202,601	
State Local & Loans Expenses											
		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
7	Teachers		\$ 317,768		\$ 635,636		\$ 953,304		\$ 1,271,072		\$ 1,588,840
8	Principal/Administrative	9.701	\$ 87,010	8.0	\$ 154,910	2	\$ 154,910	2	\$ 154,910	2.1	\$ 162,656
9	Nurse		\$ 33,800		\$ 33,800	1	\$ 33,800		\$ 33,800		\$ 33,800
10	Clerical	3.915	\$ 33,150		\$ 66,300	2	\$ 66,300	2	\$ 66,300	2.1	\$ 69,615
11	Custodial		\$ 27,000		\$ 27,000	1	\$ 27,000		\$ 27,000		\$ 27,000
12	Substitutes		\$ 20,000		\$ 20,000		\$ 20,000		\$ 20,000		\$ 20,000
13	Overtime (3% of base pay)		\$ 6,533		\$ 19,098		\$ 28,599		\$ 38,132		\$ 51,510
14	Other salaries	12.016	\$ 518,051		\$ 966,412		\$ 1,295,713		\$ 1,624,075		\$ 1,952,436
14	Other Employer Costs (25.09 % of Base/OT Salaries and 10% of Sub)		\$ 3,015		\$ 128,473		\$ 288,948		\$ 320,066		\$ 405,961
15	Health Insurance (\$8,811 per employee)		\$ 1,722		\$ 183,332		\$ 188,442		\$ 258,330		\$ 337,551
16	Other Benefits (\$750 vision/dental)		\$ 150		\$ 150,000		\$ 16,500		\$ 22,500		\$ 29,600
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$ 16,903	0.2	\$ 768,866	12	\$ 1,399,300	22	\$ 1,894,609	30	\$ 2,414,996	39
Student Support											
17	Transportation		\$ 112,681		\$ 225,262		\$ 337,894		\$ 450,485		\$ 563,076
18	Cafeteria (contract \$2.50 a day per eligible student, 190 school days)		\$ 18,525		\$ 37,050		\$ 55,575		\$ 74,100		\$ 92,625
19	Extra Curricular										
20	Supplies and Materials		\$ 21,563		\$ 43,126		\$ 64,689		\$ 86,252		\$ 107,815
21	Textbooks (Including Science Coalition)		\$ 29,400		\$ 58,800		\$ 88,200		\$ 117,600		\$ 147,000
22	Computers and LAN equipment (IT Plan)		\$ 72,068		\$ 72,068		\$ 72,068		\$ 72,068		\$ 72,068
23	Contracted Services		\$ 32,822		\$ 32,822		\$ 32,822		\$ 32,822		\$ 32,822
24	schffing/psych Part time contract		\$ 10,011		\$ 21,622		\$ 21,622		\$ 21,622		\$ 21,622
24	Tuition reimbursement at \$2700 per employee 10% utilization		\$ 2,700		\$ 5,400		\$ 10,800		\$ 16,200		\$ 21,600
SUBTOTAL STUDENT SUPPORT			\$ 300,626		\$ 488,834		\$ 696,646		\$ 915,864		\$ 1,135,136
Operations and Maintenance of Facilities											
25	Insurance (Liability, property incl in rent)		\$ 14,228		\$ 14,228		\$ 14,228		\$ 14,228		\$ 14,228
26	Rent for building		\$ 364,500		\$ 364,500		\$ 364,500		\$ 364,500		\$ 364,500
27	loans at 7%		\$ 28,700		\$ 28,700		\$ 28,700		\$ 28,700		\$ 28,700
28	Utilities		\$ 33,291		\$ 66,582		\$ 99,873		\$ 133,164		\$ 166,455
29	Maintenance		\$ 140,466		\$ 140,466		\$ 140,466		\$ 140,466		\$ 140,466
30	Telephone/Communications Erate Elig		\$ 25,724		\$ 48,518		\$ 71,312		\$ 94,106		\$ 116,900
31	Construction (buildout)		\$ 100,000		\$ 100,000		\$ 100,000		\$ 100,000		\$ 100,000
32	Renovation										
33	Other (auditing/legal)		\$ 25,000		\$ 25,000		\$ 25,000		\$ 25,000		\$ 25,000
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES			\$ 732,808		\$ 641,348		\$ 646,897		\$ 646,897		\$ 646,897
Administrative/Operations Support											
34	Equipment Lease/Maintenance		\$ 16,191		\$ 32,382		\$ 48,573		\$ 64,764		\$ 80,955
35	Equipment Purchase		\$ 28,911		\$ 28,911		\$ 28,911		\$ 28,911		\$ 28,911
36	Supplies and Materials	\$ 14,959	\$ 14,959	\$ 14,959	\$ 14,959	\$ 14,959	\$ 14,959	\$ 14,959	\$ 14,959	\$ 14,959	\$ 14,959
37	Printing and Copying	\$ 2,295	\$ 2,295	\$ 2,295	\$ 2,295	\$ 2,295	\$ 2,295	\$ 2,295	\$ 2,295	\$ 2,295	\$ 2,295
38	Postage and Shipping	\$ 2,132	\$ 2,132	\$ 2,132	\$ 2,132	\$ 2,132	\$ 2,132	\$ 2,132	\$ 2,132	\$ 2,132	\$ 2,132
39	Other	\$ 90	\$ 90	\$ 90	\$ 90	\$ 90	\$ 90	\$ 90	\$ 90	\$ 90	\$ 90
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT		\$ 18,986		\$ 174,121		\$ 207,301		\$ 240,481		\$ 273,661	
Management Company											
40	Fees										
41	Salaries/Other Employee Costs										
42	Curriculum										
43	Accounting and Payroll										
44	Other										
SUBTOTAL MANAGEMENT COMPANY		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
STATE LOCAL & LOANS EXPENDITURES		\$ 35,989		\$ 1,966,622		\$ 2,736,783		\$ 3,480,632		\$ 4,366,683	
REVENUE LESS EXPENDITURES		\$ 728,111		\$ 109,809		\$ 78,791		\$ 711,293		\$ 835,918	
2% CONTINGENCY CHECK		\$ -		\$ 26,434		\$ 59,228		\$ 81,119		\$ 108,258	

Charter School Application Budget Worksheet										
Federal Revenue										
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5					
1 Charter Federal Start-up Funds	\$0	\$0	\$0							
2 Federal Consolidated grant		\$0								
FEDERAL REVENUE	\$0	\$0	\$0	\$0	\$0					
Federal Expenses										
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5					
Personnel Salaries / Other Employer Costs	FTE	FTE	FTE	FTE	FTE					
3 Teachers	\$0	\$0	\$0	\$0	\$0	0	0	0	0	0
4 Principal/Administrative	\$0	\$0	\$0	\$0	\$0	0	0	0	0	0
5 Nurse	\$0	\$0	\$0	\$0	\$0	0	0	0	0	0
6 Clerical	\$0	\$0	\$0	\$0	\$0	0	0	0	0	0
7 Custodial	\$0	\$0	\$0	\$0	\$0	0	0	0	0	0
8 Substitutes	\$0	\$0	\$0	\$0	\$0	0	0	0	0	0
9 Speech/ling/psych	\$0	\$0.00	\$0	\$0	\$0	0	0	0	0	0
10 Other Employer Costs (25.09) % of Salaries)	\$0	\$0	\$0	\$0	\$0					
11 Health Insurance (Principal full yr plus Admin Asst FT later part of yr)	\$0									
12 Other Benefits	\$0	\$0	\$0	\$0	\$0					
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	\$0	\$0	\$0	\$0	0.00	0.00	0.00	0.00	0.00
Student Support										
13 Transportation	\$0	\$0	\$0	\$0	\$0					
14 Cafeteria	\$0	\$0	\$0	\$0	\$0					
15 Extra Curricular	\$0	\$0	\$0	\$0	\$0					
16 Supplies and Materials	\$0	\$0	\$0	\$0	\$0					
17 Textbooks	\$0	\$0	\$0	\$0	\$0					
18 Computers and LAN equipment (per IT Plan)	\$0	\$0	\$0	\$0	\$0					
19 Contracted Services	\$0	\$0	\$0	\$0	\$0					
20 Other	\$0	\$0	\$0	\$0	\$0					
SUBTOTAL STUDENT SUPPORT	\$0	\$0	\$0	\$0	\$0					
Operations and Maintenance of Facilities										
21 Insurance (Property/Liability)		\$0	\$0	\$0	\$0					
22 Rent	\$0	\$0	\$0	\$0	\$0					
23 Mortgage	\$0	\$0	\$0	\$0	\$0					
24 Utilities	\$0	\$0	\$0	\$0	\$0					
25 Maintenance	\$0	\$0	\$0	\$0	\$0					
26 Telephone/Communications	\$0	\$0	\$0	\$0	\$0					
27 Construction (computer laboratory)	\$0	\$0	\$0	\$0	\$0					
28 Renovation	\$0	\$0	\$0	\$0	\$0					
29 Other (auditing/legal)	\$0	\$0	\$0	\$0	\$0					
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0	\$0	\$33,000	\$0	\$0					
Administrative/Operations Support										
30 Equipment Lease/Maintenance				\$0	\$0					
31 Equipment Purchase (\$16.50 sq foot to furnish)				\$0	\$0					
32 Supplies and Materials				\$0	\$0					
33 Printing and Copying				\$0	\$0					
34 Postage and Shipping				\$0	\$0					
35 Other				\$0	\$0					
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT				\$0	\$0					
Management Company										
36 Fees	\$0	\$0	\$0	\$0	\$0					
37 Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0					
38 Curriculum	\$0	\$0	\$0	\$0	\$0					
39 Accounting and Payroll	\$0	\$0	\$0	\$0	\$0					
40 Other	\$0	\$0	\$0	\$0	\$0					
SUBTOTAL MANAGEMENT COMPANY	\$0	\$0	\$0	\$0	\$0					
FEDERAL EXPENDITURES	\$0	\$0	\$33,000	\$0	\$0					
REVENUE LESS EXPENDITURES										
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5					
REVENUE LESS EXPENDITURES	\$0	\$0	(\$33,000)	\$0	\$0					

Charter School Application Budget Worksheet									
Other Revenue									
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5				
1 Other Revenue (Greek Government)	\$0	\$48,861	\$97,722	\$195,444	\$244,305				
OTHER REVENUE	\$0	\$48,861	\$97,722	\$195,444	\$244,305				
Other Expenses									
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5				
Personnel Salaries / Other Employer Costs									
	FTE	FTE	FTE	FTE	FTE				
2 Teachers	0.00	1.00	2.00	4.00	5.00				
3 Principal/Administrative	\$0	\$0	\$0	\$0	\$0				
4 Nurse	\$0	\$0	\$0	\$0	\$0				
5 Clerical	\$0	\$0	\$0	\$0	\$0				
6 Custodial	\$0	\$0	\$0	\$0	\$0				
7 Substitutes	\$0	\$0	\$0	\$0	\$0				
8 Other	\$0	\$0	\$0	\$0	\$0				
9 Other Employer Costs (25.09 % of Salaries)	\$0	\$8,013	\$18,026	\$32,052	\$40,065				
10 Health Insurance	\$0	\$8,511	\$17,222	\$34,444	\$43,055				
11 Other Benefits	\$0	\$300	\$600	\$1,200	\$1,500				
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	\$48,861	\$97,722	\$195,444	\$244,305	5.00			
Student Support									
12 Transportation	\$0	\$0	\$0	\$0	\$0				
13 Cafeteria	\$0	\$0	\$0	\$0	\$0				
14 Extra Curricular	\$0	\$0	\$0	\$0	\$0				
15 Supplies and Materials	\$0	\$0	\$0	\$0	\$0				
16 Textbooks	\$0	\$0	\$0	\$0	\$0				
17 Computers	\$0	\$0	\$0	\$0	\$0				
18 Contracted Services	\$0	\$0	\$0	\$0	\$0				
19 Other	\$0	\$0	\$0	\$0	\$0				
SUBTOTAL STUDENT SUPPORT	\$0	\$0	\$0	\$0	\$0				
Operations and Maintenance of Facilities									
20 Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0				
21 Rent	\$0	\$0	\$0	\$0	\$0				
22 Mortgage	\$0	\$0	\$0	\$0	\$0				
23 Utilities	\$0	\$0	\$0	\$0	\$0				
24 Maintenance	\$0	\$0	\$0	\$0	\$0				
25 Telephone/Communications	\$0	\$0	\$0	\$0	\$0				
26 Construction	\$0	\$0	\$0	\$0	\$0				
27 Renovation	\$0	\$0	\$0	\$0	\$0				
28 Other	\$0	\$0	\$0	\$0	\$0				
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0	\$0	\$0	\$0	\$0				
Administrative/Operations Support									
29 Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0				
30 Equipment Purchase	\$0	\$0	\$0	\$0	\$0				
31 Supplies and Materials	\$0	\$0	\$0	\$0	\$0				
32 Printing and Copying	\$0	\$0	\$0	\$0	\$0				
33 Postage and Shipping	\$0	\$0	\$0	\$0	\$0				
34 Other	\$0	\$0	\$0	\$0	\$0				
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$0	\$0	\$0	\$0	\$0				
Management Company									
35 Fees	\$0	\$0	\$0	\$0	\$0				
36 Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0				
37 Curriculum	\$0	\$0	\$0	\$0	\$0				
38 Accounting and Payroll	\$0	\$0	\$0	\$0	\$0				
39 Other	\$0	\$0	\$0	\$0	\$0				
SUBTOTAL MANAGEMENT COMPANY	\$0	\$0	\$0	\$0	\$0				
OTHER EXPENDITURES	\$0	\$48,861	\$97,722	\$195,444	\$244,305				
REVENUE LESS EXPENDITURES	\$0	\$0	\$0	\$0	\$0				

Charter School Revenue Calculation - Estimate

Existing School - 480 Students

12/26/2009

1.) Grade Configuration:	K-5	2.) Student Total:	480
		Regular:	462
		Special:	18
3.) Districts:			
	1 Appoquinimink	103 Christina	0 Laurel
	91 Brandywine	33 Colonial	0 Milford
	0 Caesar Rodney	0 Delmar	252 Red Clay
	0 Cape Henlopen	0 Indian River	0 Seaford
	0 Capital	0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	360	5.) Meals served but not prepared by the school	
	Charter School Location New Castle		

Existing School - 480 Students

Student Total =	480		
Kindergarten Students =	102.67	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	288.64	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	78.72	Unit size regular students 4-6 =	20
Regular Students 7-12 =	0.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit Size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	8
ILC Students =	0.00	Unit size ILC students =	8.8
LD Students =	15.40	Unit size LD students =	8
OHI Students =	2.57	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

Existing School - 480 Students

FY 2011 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	28.35	\$37,250	\$1,056,038
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,281	\$51,281
Percentage 11 Month Supervisor =	0.19	\$54,466	\$10,349
Percentage Transportation Supervisor =	0.05	\$82,660	\$3,148
Principal =	1.00	\$84,956	\$84,956
Assistant Principal =	0.65	\$58,524	\$38,741
Percentage Psychologist =	0.19	\$43,199	\$8,196
Percentage Speech/Hearing =	0.20	\$44,684	\$8,937
Percentage Visiting Teacher =	0.11	\$43,689	\$4,796
Percentage Driver Education Teacher =	0.00	\$37,250	\$0
Nurse =	0.21	\$40,300	\$8,569
Academic Excellence Units =	1.62	\$37,280	\$71,820
Clerical Units =	2.00	\$29,266	\$58,510
Custodial Units =	1.00	\$23,591	\$23,591
Cafeteria Manager =	0.00	\$28,544	\$0
Cafeteria Worker =	3.50	\$10,177	\$35,620
Related Service Specialist =	0.01	\$43,688	\$438
Total Staffing =	40.38		
Total Staffing For Health Insurance =	35.68		
Total Salary Costs =			\$1,442,605
FY 2007 OIEC Rate =	25.05%		\$361,850
Health Insurance Per FTE =	\$8,611		\$317,596
Subtotal Personnel Revenue =			\$2,122,151

Other State Sources (based on Latest Available Values)

Existing School - 480 Students

Professional & Curriculum Development =		\$	9,880
Student Success Block Grant		\$	-
Division II Units (No Vocational Courses) =	28.35		
Division II - All Other Costs - Current Unit Value =	\$ 3,115	\$	88,310
Division II - Energy - Current Unit Value =	\$ 2,402	\$	68,097
Division III - Equalization - Unit Value =	\$ 6,469	\$	188,975
Academic Excellence Division III =		\$	12,480
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCI/Annual Maintenance =		\$	27,096
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	346,558

Subtotal Other Sources = \$736,166

Grand Total State Sources = \$2,858,317

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances. State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop-down menu.
 Click in next box and select county from drop-down menu.
 Enter the number of students in the next cells below by school district and district type and the estimated fund will calculate below.

1,263,423

Existing School 480 Students

Also enter the number of birth graduates

State Funding	Local Funding	Total Funding
\$2,858,317	\$1,530,111	\$4,388,429

UNITS 28.35

Enter Estimated # of 10th Graders Here 0

	#	Local Pupil Rate	Amount
28 Assortment			
Nonregular Students =	0.00	\$1,489.64	\$0
Regular Students 1-3 =	1.23	\$1,489.64	\$1,850.26
Regular Students 4-6 =	0.00	\$1,277.72	\$0
Regular Students 7-12 =	0.00	\$0,380.58	\$0
ED Students =	0.00	\$2,682.42	\$0
EMD Students =	0.00	\$1,700.82	\$0
HFPD Students =	0.00	\$4,259.05	\$0
LC Students =	0.00	\$2,971.43	\$0
LI Students =	0.00	\$3,194.29	\$0
CH Students =	0.00	\$4,259.05	\$0
CI Students =	0.00	\$2,865.43	\$0
PS Students =	0.00	\$5,824.96	\$0
SP Students =	0.00	\$4,259.05	\$0
TBI Students =	0.00	\$1,844.20	\$0
VI Students =	0.00	\$1,844.20	\$0
Total	1.23		\$1,850.26

	#	Local Pupil Rate	Amount
10 Charter Regular			
Nonregular Students =	0.00	\$1,489.64	\$0
Regular Students 1-3 =	0.00	\$1,489.64	\$0
Regular Students 4-6 =	0.00	\$1,277.72	\$0
Regular Students 7-12 =	0.00	\$0,380.58	\$0
AUT Students =	0.00	\$17,477.22	\$0
ED Students =	0.00	\$2,682.42	\$0
EMD Students =	0.00	\$1,700.82	\$0
HFPD Students =	0.00	\$4,259.05	\$0
LC Students =	0.00	\$2,971.43	\$0
LI Students =	0.00	\$3,194.29	\$0
CH Students =	0.00	\$4,259.05	\$0
CI Students =	0.00	\$2,865.43	\$0
PS Students =	0.00	\$5,824.96	\$0
SP Students =	0.00	\$4,259.05	\$0
TBI Students =	0.00	\$1,844.20	\$0
VI Students =	0.00	\$1,844.20	\$0
Total	0.00		\$0

	#	Local Pupil Rate	Amount
13 Charter			
Nonregular Students =	0.00	\$1,489.64	\$0
Regular Students 1-3 =	0.00	\$1,489.64	\$0
Regular Students 4-6 =	0.00	\$1,277.72	\$0
Regular Students 7-12 =	0.00	\$0,380.58	\$0
AUT Students =	0.00	\$17,477.22	\$0
ED Students =	0.00	\$2,682.42	\$0
EMD Students =	0.00	\$1,700.82	\$0
HFPD Students =	0.00	\$4,259.05	\$0
LC Students =	0.00	\$2,971.43	\$0
LI Students =	0.00	\$3,194.29	\$0
CH Students =	0.00	\$4,259.05	\$0
CI Students =	0.00	\$2,865.43	\$0
PS Students =	0.00	\$5,824.96	\$0
SP Students =	0.00	\$4,259.05	\$0
TBI Students =	0.00	\$1,844.20	\$0
VI Students =	0.00	\$1,844.20	\$0
Total	0.00		\$0

	#	Local Pupil Rate	Amount
23 Charter			
Nonregular Students =	0.00	\$1,489.64	\$0
Regular Students 1-3 =	0.00	\$1,489.64	\$0
Regular Students 4-6 =	0.00	\$1,277.72	\$0
Regular Students 7-12 =	0.00	\$0,380.58	\$0
AUT Students =	0.00	\$17,477.22	\$0
ED Students =	0.00	\$2,682.42	\$0
EMD Students =	0.00	\$1,700.82	\$0
HFPD Students =	0.00	\$4,259.05	\$0
LC Students =	0.00	\$2,971.43	\$0
LI Students =	0.00	\$3,194.29	\$0
CH Students =	0.00	\$4,259.05	\$0
CI Students =	0.00	\$2,865.43	\$0
PS Students =	0.00	\$5,824.96	\$0
SP Students =	0.00	\$4,259.05	\$0
TBI Students =	0.00	\$1,844.20	\$0
VI Students =	0.00	\$1,844.20	\$0
Total	0.00		\$0

24. Coburn	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
Kindergarten Students =	14.89	\$1,992.79	\$29,416	Kindergarten Students =	0.00	\$889.84	\$0	Kindergarten Students =	0.00	\$2,001.67	\$0	
Regular Students 1-3 =	22.83	\$1,992.79	\$23,812	Regular Students 1-3 =	0.00	\$979.26	\$0	Regular Students 1-3 =	0.00	\$2,001.67	\$0	
Regular Students 4-6 =	0.00	\$1,711.11	\$0	Regular Students 4-6 =	0.00	\$851.06	\$0	Regular Students 4-6 =	0.00	\$1,711.45	\$0	
Regular Students 7-12 =	0.00	\$3,582.51	\$0	Regular Students 7-12 =	0.00	\$4,259.89	\$0	Regular Students 7-12 =	0.00	\$3,570.25	\$0	
AUT Students =	0.00	\$0,692.54	\$0	AUT Students =	0.00	\$4,259.89	\$0	AUT Students =	0.00	\$3,582.51	\$0	
ES Students =	0.00	\$3,622.31	\$0	ES Students =	0.00	\$1,709.96	\$0	ES Students =	0.00	\$3,582.51	\$0	
EMD Students =	0.00	\$2,281.46	\$0	EMD Students =	0.00	\$1,135.97	\$0	EMD Students =	0.00	\$3,604.64	\$0	
FPD Students =	0.00	\$5,765.09	\$0	FPD Students =	0.00	\$2,636.93	\$0	FPD Students =	0.00	\$4,046.99	\$0	
LC Students =	0.00	\$4,277.77	\$0	LC Students =	0.00	\$1,981.35	\$0	LC Students =	0.00	\$4,253.63	\$0	
OH Students =	0.00	\$5,765.09	\$0	OH Students =	0.00	\$2,636.93	\$0	OH Students =	0.00	\$5,604.64	\$0	
PS Students =	0.00	\$4,765.09	\$0	PS Students =	0.00	\$2,636.93	\$0	PS Students =	0.00	\$4,662.80	\$0	
SP Students =	0.00	\$5,765.09	\$0	SP Students =	0.00	\$1,709.96	\$0	SP Students =	0.00	\$3,604.64	\$0	
TBI Students =	0.00	\$34,222.14	\$0	TBI Students =	0.00	\$17,038.57	\$0	TBI Students =	0.00	\$3,604.64	\$0	
TMD Students =	0.00	\$5,765.09	\$0	TMD Students =	0.00	\$2,636.93	\$0	TMD Students =	0.00	\$5,604.64	\$0	
VI Students =	0.00	\$4,277.77	\$0	VI Students =	0.00	\$2,128.85	\$0	VI Students =	0.00	\$4,563.83	\$0	
Total	13.37		\$44,443									

13. Middle	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$938.60	\$0	Kindergarten Students =	0.00	\$20.55	\$0	Kindergarten Students =	0.00	\$4,444.44	\$0	
Regular Students 1-3 =	0.00	\$938.60	\$0	Regular Students 1-3 =	0.00	\$209.00	\$0	Regular Students 1-3 =	0.00	\$4,444.44	\$0	
Regular Students 4-6 =	0.00	\$742.05	\$0	Regular Students 4-6 =	0.00	\$507.84	\$0	Regular Students 4-6 =	0.00	\$778.83	\$0	
Regular Students 7-12 =	0.00	\$919.27	\$0	Regular Students 7-12 =	0.00	\$4,038.10	\$0	Regular Students 7-12 =	0.00	\$778.83	\$0	
AUT Students =	0.00	\$3,919.27	\$0	AUT Students =	0.00	\$4,038.10	\$0	AUT Students =	0.00	\$3,994.25	\$0	
ES Students =	0.00	\$1,685.31	\$0	ES Students =	0.00	\$1,916.97	\$0	ES Students =	0.00	\$3,994.25	\$0	
EMD Students =	0.00	\$1,948.34	\$0	EMD Students =	0.00	\$1,077.12	\$0	EMD Students =	0.00	\$1,639.70	\$0	
FPD Students =	0.00	\$4,694.15	\$0	FPD Students =	0.00	\$2,692.79	\$0	FPD Students =	0.00	\$1,639.70	\$0	
LC Students =	0.00	\$1,685.31	\$0	LC Students =	0.00	\$1,749.89	\$0	LC Students =	0.00	\$2,594.50	\$0	
OH Students =	0.00	\$2,003.83	\$0	OH Students =	0.00	\$2,692.79	\$0	OH Students =	0.00	\$1,813.60	\$0	
PS Students =	0.00	\$2,003.83	\$0	PS Students =	0.00	\$2,692.79	\$0	PS Students =	0.00	\$1,813.60	\$0	
SP Students =	0.00	\$2,003.83	\$0	SP Students =	0.00	\$1,515.57	\$0	SP Students =	0.00	\$2,567.70	\$0	
TBI Students =	0.00	\$2,003.83	\$0	TBI Students =	0.00	\$2,692.79	\$0	TBI Students =	0.00	\$2,567.70	\$0	
TMD Students =	0.00	\$2,003.83	\$0	TMD Students =	0.00	\$2,692.79	\$0	TMD Students =	0.00	\$2,567.70	\$0	
VI Students =	0.00	\$1,995.83	\$0	VI Students =	0.00	\$2,692.79	\$0	VI Students =	0.00	\$2,567.70	\$0	
Total	0.00		\$0									

32.00000000	#	Local Pupil Rate	Amount	23.00000000	#	Local Pupil Rate	Amount	24.00000000	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$0.00	\$0.00	Kindergarten Students =	0.00	\$0.00	\$0.00	Kindergarten Students =	0.00	\$0.00	\$0.00
Regular Students 1-3 =	463.00	\$2,000.00	\$924.30	Regular Students 1-3 =	0.00	\$0.00	\$0.00	Regular Students 1-3 =	0.00	\$0.00	\$0.00
Regular Students 4-6 =	319.94	\$2,000.00	\$639.39	Regular Students 4-6 =	0.00	\$0.00	\$0.00	Regular Students 4-6 =	0.00	\$0.00	\$0.00
Regular Students 7-12 =	0.00	\$0.00	\$0.00	Regular Students 7-12 =	0.00	\$0.00	\$0.00	Regular Students 7-12 =	0.00	\$0.00	\$0.00
AUT Students =	0.00	\$0.00	\$0.00	AUT Students =	0.00	\$0.00	\$0.00	AUT Students =	0.00	\$0.00	\$0.00
DB Students =	0.00	\$0.00	\$0.00	DB Students =	0.00	\$0.00	\$0.00	DB Students =	0.00	\$0.00	\$0.00
ED Students =	0.00	\$0.00	\$0.00	ED Students =	0.00	\$0.00	\$0.00	ED Students =	0.00	\$0.00	\$0.00
EMD Students =	0.00	\$0.00	\$0.00	EMD Students =	0.00	\$0.00	\$0.00	EMD Students =	0.00	\$0.00	\$0.00
FFPD Students =	0.00	\$0.00	\$0.00	FFPD Students =	0.00	\$0.00	\$0.00	FFPD Students =	0.00	\$0.00	\$0.00
ILC Students =	0.00	\$0.00	\$0.00	ILC Students =	0.00	\$0.00	\$0.00	ILC Students =	0.00	\$0.00	\$0.00
LD Students =	0.00	\$0.00	\$0.00	LD Students =	0.00	\$0.00	\$0.00	LD Students =	0.00	\$0.00	\$0.00
OH Students =	0.00	\$0.00	\$0.00	OH Students =	0.00	\$0.00	\$0.00	OH Students =	0.00	\$0.00	\$0.00
PS Students =	0.00	\$0.00	\$0.00	PS Students =	0.00	\$0.00	\$0.00	PS Students =	0.00	\$0.00	\$0.00
SMO Students =	0.00	\$0.00	\$0.00	SMO Students =	0.00	\$0.00	\$0.00	SMO Students =	0.00	\$0.00	\$0.00
SP Students =	0.00	\$0.00	\$0.00	SP Students =	0.00	\$0.00	\$0.00	SP Students =	0.00	\$0.00	\$0.00
TR Students =	0.00	\$0.00	\$0.00	TR Students =	0.00	\$0.00	\$0.00	TR Students =	0.00	\$0.00	\$0.00
VI Students =	0.00	\$0.00	\$0.00	VI Students =	0.00	\$0.00	\$0.00	VI Students =	0.00	\$0.00	\$0.00
TOTAL	287.94	\$0,750.35	\$160,314								

33.00000000	#	Local Pupil Rate	Amount	34.00000000	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$0.00	\$0.00	Kindergarten Students =	0.00	\$0.00	\$0.00
Regular Students 1-3 =	0.00	\$0.00	\$0.00	Regular Students 1-3 =	0.00	\$0.00	\$0.00
Regular Students 4-6 =	0.00	\$0.00	\$0.00	Regular Students 4-6 =	0.00	\$0.00	\$0.00
Regular Students 7-12 =	0.00	\$0.00	\$0.00	Regular Students 7-12 =	0.00	\$0.00	\$0.00
AUT Students =	0.00	\$0.00	\$0.00	AUT Students =	0.00	\$0.00	\$0.00
DB Students =	0.00	\$0.00	\$0.00	DB Students =	0.00	\$0.00	\$0.00
ED Students =	0.00	\$0.00	\$0.00	ED Students =	0.00	\$0.00	\$0.00
EMD Students =	0.00	\$0.00	\$0.00	EMD Students =	0.00	\$0.00	\$0.00
FFPD Students =	0.00	\$0.00	\$0.00	FFPD Students =	0.00	\$0.00	\$0.00
ILC Students =	0.00	\$0.00	\$0.00	ILC Students =	0.00	\$0.00	\$0.00
LD Students =	0.00	\$0.00	\$0.00	LD Students =	0.00	\$0.00	\$0.00
OH Students =	0.00	\$0.00	\$0.00	OH Students =	0.00	\$0.00	\$0.00
PS Students =	0.00	\$0.00	\$0.00	PS Students =	0.00	\$0.00	\$0.00
SMO Students =	0.00	\$0.00	\$0.00	SMO Students =	0.00	\$0.00	\$0.00
SP Students =	0.00	\$0.00	\$0.00	SP Students =	0.00	\$0.00	\$0.00
TR Students =	0.00	\$0.00	\$0.00	TR Students =	0.00	\$0.00	\$0.00
VI Students =	0.00	\$0.00	\$0.00	VI Students =	0.00	\$0.00	\$0.00
TOTAL	0.00	\$0.00	\$0.00				

**FY 2011
State Funding**

Charter School Revenue Calculation - Estimate

Existing School 480 Students PLUS 6th Grade

12/26/2009

1.) Grade Configuration:	K-5	2.) Student Total:	636
		Regular:	608
		Special:	28
3.) Districts:			
5 Apquoianink	136	Christina	0
121 Brandywine	43	Colonial	0
0 Caesar Rodney	0	Delmar	331
0 Cape Henlopen	0	Indian River	0
0 Capital	0	Lake Forest	0
			0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	477	5.) Meals served but not prepared by the school	
	Charter School Location New Castle		

Existing School 480 Students PLUS 6th Grade

Student Total =	636		
Kindergarten Students =	102.67	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	283.64	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	193.72	Unit size regular students 4-6 =	20
Regular Students 7-12 =	28.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit Size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
BMD Students =	0.00	Unit size BMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.5
LD Students =	24.40	Unit size LD students =	8
CHI Students =	3.67	Unit size CHI students =	6
CI Students =	0.00	Unit size CI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

Existing School 480 Students PLUS 6th Grade

FY 2011 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	37.00	\$37,250	\$1,376,250
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,281	\$51,281
Percentage 11 Month Supervisor =	0.25	\$54,468	\$13,617
Percentage Transportation Supervisor =	0.07	\$62,980	\$4,407
Principal =	1.00	\$64,956	\$64,956
Assistant Principal =	1.00	\$56,524	\$56,524
Percentage Psychologist =	0.25	\$43,139	\$10,785
Percentage Speech/Hearing =	0.28	\$44,584	\$11,582
Percentage Visiting Teacher =	0.15	\$43,589	\$6,538
Percentage Driver Education Teacher =	0.00	\$37,250	\$0
Nurse =	0.28	\$40,300	\$11,188
Academic Excellence Units =	2.54	\$37,250	\$84,615
Clerical Units =	3.00	\$29,255	\$87,765
Custodial Units =	1.00	\$23,531	\$23,531
Cafeteria Manager =	0.00	\$28,644	\$0
Cafeteria Worker =	4.64	\$10,177	\$47,221
Related Service Specialist =	0.02	\$43,589	\$872
Total Staffing =	52.46		
Total Staffing For Health Insurance =	47.82		
Total Salary Costs =		\$1,963,137	
FY 2007 OEC Rate =	25.09%	\$487,461	
Health Insurance Per FTE =	\$8,611	\$411,758	
Subtotal Personnel Revenue =		\$2,742,354	

Other State Sources (based on Latest Available Values)

Existing School 480 Students PLUS 6th Grade

Professional & Curriculum Development =		\$	12,516
Student Success Block Grant		\$	-
Division II Units (No Vocational Courses) =	37.00		
Division II - All Other Costs - Current Unit Value =	\$ 3,115	\$	115,255
Division II - Energy - Current Unit Value =	\$ 2,402	\$	88,874
Division III - Equalization - Unit Value =	\$ 6,541	\$	242,013
Academic Excellence Division III =		\$	18,814
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCI/Annual Maintenance =		\$	35,889
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	468,189

Subtotal Other Sources = \$970,351

Grand Total State Sources = \$3,712,706

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances. State payments are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop down menu:
 Click in next box and select county from drop down menu:
 Enter the number of students in the next cells below by school district and student type and the estimated funds will calculate below.

1,269,228

Existing School PLUS 8th Grade

K-5
New Credits

Also enter the number of health graduates

State Funding	\$3,712,706	Local Funding	\$1,997,437	Total Funding	\$5,710,142
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UNITS 37.00

Enter Estimated # of 10th Graders Here 0

30. All-County/Inhabit	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,464.04	\$0
Regular Students 1-3 =	1.26	\$1,464.04	\$1,845.25
Regular Students 4-6 =	4.60	\$1,277.72	\$5,878.43
Regular Students 7-12 =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
AUT Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0
HFPD Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0
SMO Students =	0.00	\$0	\$0
TBI Students =	0.00	\$0	\$0
TMD Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0
Total	6.86		\$7,723.68

31. Roundtable	#	Local Pupil Rate	Amount
Kindergarten Students =	18.68	\$4,012.84	\$74,988.53
Regular Students 1-3 =	44.32	\$4,012.84	\$1,778,881.81
Regular Students 4-6 =	23.00	\$3,695.52	\$850,769.76
Regular Students 7-12 =	0.00	\$0	\$0
AUT Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0
HFPD Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0
SMO Students =	0.00	\$0	\$0
TBI Students =	0.00	\$0	\$0
TMD Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0
Total	141.71		\$609,267

32. Charter Regular	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$0	\$0
Regular Students 1-3 =	0.00	\$0	\$0
Regular Students 4-6 =	0.00	\$0	\$0
Regular Students 7-12 =	0.00	\$0	\$0
AUT Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0
HFPD Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0
SMO Students =	0.00	\$0	\$0
TBI Students =	0.00	\$0	\$0
TMD Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0
Total	0.00		\$0

33. Capital	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$0	\$0
Regular Students 1-3 =	0.00	\$0	\$0
Regular Students 4-6 =	0.00	\$0	\$0
Regular Students 7-12 =	0.00	\$0	\$0
AUT Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0
HFPD Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0
SMO Students =	0.00	\$0	\$0
TBI Students =	0.00	\$0	\$0
TMD Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0
Total	0.00		\$0

34. Capital	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$0	\$0
Regular Students 1-3 =	0.00	\$0	\$0
Regular Students 4-6 =	0.00	\$0	\$0
Regular Students 7-12 =	0.00	\$0	\$0
AUT Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0
HFPD Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0
SMO Students =	0.00	\$0	\$0
TBI Students =	0.00	\$0	\$0
TMD Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0
Total	0.00		\$0

35. Capital	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$0	\$0
Regular Students 1-3 =	0.00	\$0	\$0
Regular Students 4-6 =	0.00	\$0	\$0
Regular Students 7-12 =	0.00	\$0	\$0
AUT Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0
HFPD Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0
CI Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0
SMO Students =	0.00	\$0	\$0
TBI Students =	0.00	\$0	\$0
TMD Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0
Total	0.00		\$0

22.2 Students	#	Local Pupil Rate	Amount	22.3 Students	#	Local Pupil Rate	Amount	22.4 Students	#	Local Pupil Rate	Amount	22.5 Students	#	Local Pupil Rate	Amount
Kindergarten Students =	62.22	\$3,066.09	\$193,022	Kindergarten Students =	0.00	\$854.36	\$0	Kindergarten Students =	0.00	\$799.30	\$0	Kindergarten Students =	0.00	\$799.30	\$0
Regular Students 1-3 =	180.08	\$2,046.99	\$368,471	Regular Students 1-3 =	0.00	\$854.36	\$0	Regular Students 1-3 =	0.00	\$799.30	\$0	Regular Students 1-3 =	0.00	\$799.30	\$0
Regular Students 4-6 =	0.00	\$2,695.34	\$0	Regular Students 4-6 =	0.00	\$793.29	\$0	Regular Students 4-6 =	0.00	\$965.38	\$0	Regular Students 4-6 =	0.00	\$965.38	\$0
Regular Students 7-12 =	0.00	\$11,473.70	\$0	Regular Students 7-12 =	0.00	\$2,719.47	\$0	Regular Students 7-12 =	0.00	\$1,728.59	\$0	Regular Students 7-12 =	0.00	\$1,728.59	\$0
ADJ Students =	0.00	\$5,360.69	\$0	ADJ Students =	0.00	\$1,468.69	\$0	ADJ Students =	0.00	\$1,938.78	\$0	ADJ Students =	0.00	\$1,938.78	\$0
ED Students =	0.00	\$1,593.78	\$0	ED Students =	0.00	\$2,477.65	\$0	ED Students =	0.00	\$2,317.97	\$0	ED Students =	0.00	\$2,317.97	\$0
HHPP Students =	0.00	\$8,994.40	\$0	HHPP Students =	0.00	\$1,728.59	\$0	HHPP Students =	0.00	\$1,728.59	\$0	HHPP Students =	0.00	\$1,728.59	\$0
LLC Students =	0.00	\$6,736.35	\$0	LLC Students =	0.00	\$2,477.65	\$0	LLC Students =	0.00	\$2,477.65	\$0	LLC Students =	0.00	\$2,477.65	\$0
LD Students =	11.42	\$7,934.49	\$90,832	LD Students =	0.00	\$2,477.65	\$0	LD Students =	0.00	\$2,477.65	\$0	LD Students =	0.00	\$2,477.65	\$0
OH Students =	0.00	\$4,984.40	\$0	OH Students =	0.00	\$1,468.69	\$0	OH Students =	0.00	\$1,468.69	\$0	OH Students =	0.00	\$1,468.69	\$0
CI Students =	0.00	\$3,984.40	\$0	CI Students =	0.00	\$1,468.69	\$0	CI Students =	0.00	\$1,468.69	\$0	CI Students =	0.00	\$1,468.69	\$0
PS Students =	0.00	\$3,984.40	\$0	PS Students =	0.00	\$1,468.69	\$0	PS Students =	0.00	\$1,468.69	\$0	PS Students =	0.00	\$1,468.69	\$0
SMO Students =	0.00	\$3,984.40	\$0	SMO Students =	0.00	\$1,468.69	\$0	SMO Students =	0.00	\$1,468.69	\$0	SMO Students =	0.00	\$1,468.69	\$0
SP Students =	0.00	\$3,984.40	\$0	SP Students =	0.00	\$1,468.69	\$0	SP Students =	0.00	\$1,468.69	\$0	SP Students =	0.00	\$1,468.69	\$0
TBR Students =	0.00	\$3,984.40	\$0	TBR Students =	0.00	\$1,468.69	\$0	TBR Students =	0.00	\$1,468.69	\$0	TBR Students =	0.00	\$1,468.69	\$0
TMO Students =	0.00	\$3,984.40	\$0	TMO Students =	0.00	\$1,468.69	\$0	TMO Students =	0.00	\$1,468.69	\$0	TMO Students =	0.00	\$1,468.69	\$0
VI Students =	0.00	\$6,736.35	\$0	VI Students =	0.00	\$1,938.78	\$0	VI Students =	0.00	\$1,938.78	\$0	VI Students =	0.00	\$1,938.78	\$0
Totals	330.53		\$3,487,639												

22.6 Students	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,492.42	\$0
Regular Students 1-3 =	0.00	\$1,218.41	\$0
Regular Students 4-6 =	0.00	\$1,258.41	\$0
Regular Students 7-12 =	0.00	\$6,492.03	\$0
ADJ Students =	0.00	\$6,492.03	\$0
ED Students =	0.00	\$2,598.91	\$0
HHPP Students =	0.00	\$1,751.21	\$0
LLC Students =	0.00	\$4,328.02	\$0
LD Students =	0.00	\$3,248.72	\$0
OH Students =	0.00	\$4,328.02	\$0
CI Students =	0.00	\$2,868.81	\$0
PS Students =	0.00	\$4,328.02	\$0
SMO Students =	0.00	\$4,328.02	\$0
SP Students =	0.00	\$4,328.02	\$0
TBR Students =	0.00	\$4,328.02	\$0
TMO Students =	0.00	\$4,328.02	\$0
VI Students =	0.00	\$3,248.72	\$0
Totals	0.00		\$0

**FY 2011
State Funding**

Charter School Revenue Calculation - Estimate

**Existing School 502 Students
12/26/2009**

1.) Grade Configuration:	K-5	2.) Student Total:	502
		Regular:	483
		Special:	19
3.) Districts:			
	1 Appoquinimink	107 Christina	0 Laurel
	95 Brandywine	35 Colonial	0 Millford
	0 Caesar Rodney	0 Delmar	263 Red Clay
	0 Cape Henlopen	0 Indian River	0 Seaford
	0 Capital	0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	377	5.) Meals served but not prepared by the school	
	Charter School Location New Castle		

Existing School 502 Students

Student Total =	502		
Kindergarten Students =	107.38	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	286.64	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	79.19	Unit size regular students 4-6 =	20
Regular Students 7-12 =	0.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit Size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	16.11	Unit size LD students =	8
OHI Students =	2.69	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

Existing School 502 Students

FY 2011 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	29.64	\$37,250	\$1,104,090
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,281	\$51,281
Percentage 11 Month Supervisor =	0.20	\$54,468	\$10,893
Percentage Transportation Supervisor =	0.05	\$62,960	\$3,148
Principal =	1.00	\$64,956	\$64,956
Assistant Principal =	0.65	\$56,524	\$36,741
Percentage Psychologist =	0.20	\$43,139	\$8,628
Percentage Speech/Hearing =	0.21	\$44,594	\$9,363
Percentage Visiting Teacher =	0.12	\$43,589	\$5,231
Percentage Driver Education Teacher =	0.00	\$37,250	\$0
Nurse =	0.22	\$40,300	\$8,969
Academic Excellence Units =	2.01	\$37,250	\$74,873
Clerical Units =	2.00	\$29,255	\$58,510
Custodial Units =	1.00	\$23,631	\$23,631
Cafeteria Manager =	0.00	\$28,644	\$0
Cafeteria Worker =	3.66	\$10,177	\$37,248
Related Service Specialist =	0.02	\$43,589	\$872
Total Staffing =	41.99		
Total Staffing For Health Insurance =	38.32		

Total Salary Costs =		\$1,496,322
FY 2007 OEC Rate = 26.09%		\$375,829
Health Insurance Per FTE = \$8,611		\$329,983

Subtotal Personnel Revenue = \$2,204,244

Other State Sources (based on Latest Available Values)

Existing School 502 Students

Professional & Curriculum Development =		\$	10,089
Student Success Block Grant		\$	-
Division II Units (No Vocational Courses) =	29.64		
Division II - All Other Costs - Current Unit Value =	\$ 3,115	\$	92,329
Division II - Energy - Current Unit Value =	\$ 2,402	\$	71,195
Division III - Equalization - Unit Value =	\$ 6,489	\$	192,347
Academic Excellence Division III =		\$	13,044
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCI/Annual Maintenance =		\$	28,328
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	362,441

Subtotal Other Sources = \$769,772

Grand Total State Sources = \$2,974,016

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any outstanding circumstances.

State earnings are detailed on the New Charter State Templates Tab below.

Please enter the following information:

Click in red box and select grade configuration from drop down menu: **K-5** Existing School **602** Students
 Click in red box and select county from drop down menu: **New Castle**
 Enter the number of students in District cells below by school type and student type and the estimated funds will calculate below.

Also enter the number of birth graders

State Funding	Local Funding	Total Funding
\$2,974,016	\$1,600,241	\$4,574,258

UNITS 29.64

Enter Estimated # of 10th Graders Here **0**

Category	#	Local Pupil Rate	Amount	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
26 Absentee/Inmate								
Kindergarten Students =	0.00	\$1,465.64	\$0.00	\$1,465.64	0.00	\$1,501.58	\$0.00	
Regular Students 1-3 =	1.34	\$1,465.64	\$1,964.96	\$1,465.64	0.00	\$1,501.58	\$0.00	
Regular Students 4-6 =	0.00	\$1,271.72	\$0.00	\$1,271.72	0.00	\$1,303.37	\$0.00	
Regular Students 7-12 =	0.00	\$1,271.72	\$0.00	\$1,271.72	0.00	\$1,303.37	\$0.00	
AUT Students =	0.00	\$5,316.58	\$0.00	\$5,316.58	0.00	\$5,386.37	\$0.00	
DB Students =	0.00	\$3,385.83	\$0.00	\$3,385.83	0.00	\$3,468.87	\$0.00	
ED Students =	0.00	\$2,653.43	\$0.00	\$2,653.43	0.00	\$2,736.76	\$0.00	
EMD Students =	0.00	\$1,769.62	\$0.00	\$1,769.62	0.00	\$1,857.33	\$0.00	
EMD Students =	0.00	\$1,769.62	\$0.00	\$1,769.62	0.00	\$1,857.33	\$0.00	
ILC Students =	0.00	\$4,253.95	\$0.00	\$4,253.95	0.00	\$4,344.58	\$0.00	
LC Students =	0.00	\$2,897.43	\$0.00	\$2,897.43	0.00	\$2,990.41	\$0.00	
OH Students =	0.00	\$4,194.29	\$0.00	\$4,194.29	0.00	\$4,294.58	\$0.00	
OH Students =	0.00	\$4,250.05	\$0.00	\$4,250.05	0.00	\$4,344.58	\$0.00	
PS Students =	0.00	\$2,652.43	\$0.00	\$2,652.43	0.00	\$2,736.76	\$0.00	
SMD Students =	0.00	\$4,293.03	\$0.00	\$4,293.03	0.00	\$4,388.09	\$0.00	
SP Students =	0.00	\$4,293.03	\$0.00	\$4,293.03	0.00	\$4,388.09	\$0.00	
TR Students =	0.00	\$4,293.03	\$0.00	\$4,293.03	0.00	\$4,388.09	\$0.00	
TR Students =	0.00	\$4,293.03	\$0.00	\$4,293.03	0.00	\$4,388.09	\$0.00	
VI Students =	0.00	\$3,184.29	\$0.00	\$3,184.29	0.00	\$3,284.58	\$0.00	
Totals	1.34		\$1,971.00		\$1,971.00	0.00		\$0.00

Category	#	Local Pupil Rate	Amount	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
31 Birth/Adoption								
Kindergarten Students =	17.49	\$4,017.44	\$70,108.43	\$4,017.44	17.49	\$4,141.81	\$72,185.46	
Regular Students 1-3 =	26.89	\$4,017.44	\$107,728.32	\$4,017.44	26.89	\$4,141.81	\$111,226.46	
Regular Students 4-6 =	24.16	\$3,485.32	\$84,063.52	\$3,485.32	24.16	\$3,586.75	\$86,477.74	
Regular Students 7-12 =	0.00	\$1,477.62	\$0.00	\$1,477.62	0.00	\$1,524.77	\$0.00	
AUT Students =	0.00	\$17,477.62	\$0.00	\$17,477.62	0.00	\$17,843.77	\$0.00	
DB Students =	0.00	\$9,841.05	\$0.00	\$9,841.05	0.00	\$10,117.81	\$0.00	
ED Students =	0.00	\$4,860.70	\$0.00	\$4,860.70	0.00	\$5,034.58	\$0.00	
EMD Students =	0.00	\$1,651.75	\$0.00	\$1,651.75	0.00	\$1,730.41	\$0.00	
EMD Students =	0.00	\$1,651.75	\$0.00	\$1,651.75	0.00	\$1,730.41	\$0.00	
ILC Students =	0.00	\$8,128.13	\$0.00	\$8,128.13	0.00	\$8,314.58	\$0.00	
LC Students =	0.00	\$1,951.75	\$0.00	\$1,951.75	0.00	\$2,034.58	\$0.00	
OH Students =	0.00	\$1,951.75	\$0.00	\$1,951.75	0.00	\$2,034.58	\$0.00	
OH Students =	0.00	\$1,951.75	\$0.00	\$1,951.75	0.00	\$2,034.58	\$0.00	
PS Students =	0.00	\$3,901.69	\$0.00	\$3,901.69	0.00	\$4,004.58	\$0.00	
SMD Students =	0.00	\$11,651.75	\$0.00	\$11,651.75	0.00	\$11,944.58	\$0.00	
SP Students =	0.00	\$11,651.75	\$0.00	\$11,651.75	0.00	\$11,944.58	\$0.00	
TR Students =	0.00	\$11,651.75	\$0.00	\$11,651.75	0.00	\$11,944.58	\$0.00	
TR Students =	0.00	\$11,651.75	\$0.00	\$11,651.75	0.00	\$11,944.58	\$0.00	
VI Students =	0.00	\$6,735.61	\$0.00	\$6,735.61	0.00	\$6,934.58	\$0.00	
Totals	68.50		\$205,972.00		\$205,972.00	107.38		\$398,480.00

Category	#	Local Pupil Rate	Amount	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
35 Contribution								
Kindergarten Students =	0.00	\$3,320.00	\$0.00	\$3,320.00	0.00	\$3,441.81	\$0.00	
Regular Students 1-3 =	0.00	\$3,320.00	\$0.00	\$3,320.00	0.00	\$3,441.81	\$0.00	
Regular Students 4-6 =	0.00	\$2,111.87	\$0.00	\$2,111.87	0.00	\$2,188.75	\$0.00	
Regular Students 7-12 =	0.00	\$4,052.83	\$0.00	\$4,052.83	0.00	\$4,174.77	\$0.00	
AUT Students =	0.00	\$1,623.93	\$0.00	\$1,623.93	0.00	\$1,674.51	\$0.00	
DB Students =	0.00	\$1,682.62	\$0.00	\$1,682.62	0.00	\$1,733.21	\$0.00	
ED Students =	0.00	\$2,705.55	\$0.00	\$2,705.55	0.00	\$2,796.55	\$0.00	
EMD Students =	0.00	\$1,682.62	\$0.00	\$1,682.62	0.00	\$1,733.21	\$0.00	
EMD Students =	0.00	\$1,682.62	\$0.00	\$1,682.62	0.00	\$1,733.21	\$0.00	
ILC Students =	0.00	\$2,705.55	\$0.00	\$2,705.55	0.00	\$2,796.55	\$0.00	
LC Students =	0.00	\$1,682.62	\$0.00	\$1,682.62	0.00	\$1,733.21	\$0.00	
OH Students =	0.00	\$2,705.55	\$0.00	\$2,705.55	0.00	\$2,796.55	\$0.00	
OH Students =	0.00	\$2,705.55	\$0.00	\$2,705.55	0.00	\$2,796.55	\$0.00	
PS Students =	0.00	\$1,682.62	\$0.00	\$1,682.62	0.00	\$1,733.21	\$0.00	
SMD Students =	0.00	\$15,238.32	\$0.00	\$15,238.32	0.00	\$15,592.51	\$0.00	
SP Students =	0.00	\$15,238.32	\$0.00	\$15,238.32	0.00	\$15,592.51	\$0.00	
TR Students =	0.00	\$2,705.55	\$0.00	\$2,705.55	0.00	\$2,796.55	\$0.00	
TR Students =	0.00	\$2,705.55	\$0.00	\$2,705.55	0.00	\$2,796.55	\$0.00	
VI Students =	0.00	\$2,052.82	\$0.00	\$2,052.82	0.00	\$2,117.88	\$0.00	
Totals	0.00		\$0.00		\$0.00	0.00		\$0.00

23. Red Cliff	#	Local Pupil Rate	Amount	23. State/Dist	#	Local Pupil Rate	Amount	24. Boynton	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$3,018.00	\$0.00	Kindergarten Students =	0.00	\$654.38	\$0.00	Kindergarten Students =	0.00	\$769.30	\$0.00
Regular Students 1-3 =	103.03	\$3,018.00	\$312,494	Regular Students 1-3 =	0.00	\$654.38	\$0.00	Regular Students 1-3 =	0.00	\$769.30	\$0.00
Regular Students 4-6 =	153.78	\$2,655.34	\$407,328	Regular Students 4-6 =	0.00	\$743.29	\$0.00	Regular Students 4-6 =	0.00	\$895.39	\$0.00
Regular Students 7-12 =	37.06	\$2,655.34	\$101,268	Regular Students 7-12 =	0.00	\$743.29	\$0.00	Regular Students 7-12 =	0.00	\$895.39	\$0.00
AUT Students =	0.00	\$13,782.70	\$0.00	AUT Students =	0.00	\$3,718.47	\$0.00	AUT Students =	0.00	\$3,479.09	\$0.00
ES Students =	0.00	\$3,300.00	\$0.00	ES Students =	0.00	\$1,468.69	\$0.00	ES Students =	0.00	\$1,360.78	\$0.00
EMD Students =	0.00	\$5,323.79	\$0.00	EMD Students =	0.00	\$911.08	\$0.00	EMD Students =	0.00	\$827.19	\$0.00
PE Students =	0.00	\$5,289.52	\$0.00	PE Students =	0.00	\$2,477.65	\$0.00	PE Students =	0.00	\$2,317.97	\$0.00
LO Students =	0.00	\$5,289.52	\$0.00	LO Students =	0.00	\$1,723.29	\$0.00	LO Students =	0.00	\$1,617.19	\$0.00
OH Students =	0.00	\$5,289.52	\$0.00	OH Students =	0.00	\$2,477.65	\$0.00	OH Students =	0.00	\$2,317.97	\$0.00
PI Students =	0.00	\$3,064.46	\$0.00	PI Students =	0.00	\$2,477.65	\$0.00	PI Students =	0.00	\$2,317.97	\$0.00
PS Students =	0.00	\$3,064.46	\$0.00	PS Students =	0.00	\$1,468.69	\$0.00	PS Students =	0.00	\$1,360.78	\$0.00
SP Students =	0.00	\$3,064.46	\$0.00	SP Students =	0.00	\$1,468.69	\$0.00	SP Students =	0.00	\$1,360.78	\$0.00
TBI Students =	0.00	\$3,064.46	\$0.00	TBI Students =	0.00	\$1,468.69	\$0.00	TBI Students =	0.00	\$1,360.78	\$0.00
TMD Students =	0.00	\$3,064.46	\$0.00	TMD Students =	0.00	\$2,477.65	\$0.00	TMD Students =	0.00	\$2,317.97	\$0.00
VI Students =	0.00	\$3,064.46	\$0.00	VI Students =	0.00	\$2,477.65	\$0.00	VI Students =	0.00	\$2,317.97	\$0.00
Total	233.89	\$62,738.35	\$623,341		0.00	\$1,856.22	\$0.00		0.00	\$1,759.46	\$0.00

25. Woodbridge	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,492.42	\$0.00
Regular Students 1-3 =	0.00	\$1,492.42	\$0.00
Regular Students 4-6 =	0.00	\$1,298.41	\$0.00
Regular Students 7-12 =	0.00	\$1,298.41	\$0.00
AUT Students =	0.00	\$2,091.00	\$0.00
ES Students =	0.00	\$2,091.00	\$0.00
EMD Students =	0.00	\$2,091.00	\$0.00
PE Students =	0.00	\$1,731.21	\$0.00
LO Students =	0.00	\$1,731.21	\$0.00
OH Students =	0.00	\$1,731.21	\$0.00
PI Students =	0.00	\$1,731.21	\$0.00
PS Students =	0.00	\$1,731.21	\$0.00
SP Students =	0.00	\$1,731.21	\$0.00
TBI Students =	0.00	\$1,731.21	\$0.00
TMD Students =	0.00	\$1,731.21	\$0.00
VI Students =	0.00	\$1,731.21	\$0.00
Total	0.00	\$0.00	\$0.00

**FY 2011
State Funding**

**Charter School Revenue Calculation - Estimate
Existing School 502 Students PLUS 6th & 7th Grade
12/28/2009**

1.) Grade Configuration:	K-7	2.) Student Total:	814
		Regular:	773
		Special:	41
3.) Districts:			
	9 Appoquinimink	173 Christina	0 Laurel
	153 Brandywine	57 Colonial	0 Milford
	0 Caesar Rodney	0 Delmar	421 Red Clay
	0 Cape Henlopen	0 Indian River	0 Seaford
	0 Capital	0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	611	5.) Meals served but not prepared by the school	
	Charter School Location New Castle		

Existing School 502 Students PLUS 6th & 7th Grade

Student Total =	814		
Kindergarten Students =	107.38	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	295.64	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	225.18	Unit size regular students 4-6 =	20
Regular Students 7-12 =	144.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.8
LD Students =	38.11	Unit size LD students =	8
OHI Students =	4.88	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

FY 2011 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

Existing School 502 Students PLUS 6th & 7th Grade

# of Div I Units Generated =	47.00	\$37,260	\$1,750,750
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,291	\$51,291
Percentage 11 Month Supervisor =	0.31	\$54,466	\$16,984
Percentage Transportation Supervisor =	0.09	\$62,980	\$5,866
Principal =	1.00	\$64,656	\$64,656
Assistant Principal =	1.00	\$56,524	\$56,524
Percentage Psychologist =	0.31	\$43,139	\$13,373
Percentage Speech/Hearing =	0.34	\$44,684	\$15,158
Percentage Visiting Teacher =	0.18	\$43,689	\$8,262
Percentage Driver Education Teacher =	0.00	\$37,250	\$0
Nurse =	1.05	\$40,300	\$42,476
Academic Excellence Units =	3.28	\$37,250	\$121,436
Clerical Units =	4.00	\$29,286	\$117,020
Custodial Units =	1.00	\$23,531	\$23,531
Cafeteria Manager =	0.00	\$26,544	\$0
Cafeteria Worker =	5.94	\$10,177	\$60,451
Related Service Specialist =	0.03	\$43,589	\$1,308
Total Staffing =	88.52		
Total Staffing For Health Insurance =	80.58		

Total Salary Costs =		\$2,948,087
FY 2007 OEC Rate =	25.09%	\$599,398
Health Insurance Per FTE =	\$8,611	\$521,589

Subtotal Personnel Revenue = \$3,460,173

Other State Sources (based on Latest Available Values)

Existing School 502 Students PLUS 6th & 7th Grade

Professional & Curriculum Development =		\$	15,876
Student Success Block Grant		\$	-
Division II Units (No Vocational Courses) =	47.00		
Division II - All Other Costs - Current Unit Value =	\$ 3,115	\$	146,405
Division II - Energy - Current Unit Value =	\$ 2,402	\$	112,894
Division III - Equalization - Unit Value =	\$ 6,570	\$	308,784
Academic Excellence Division III =		\$	21,418
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCI/Annual Maintenance =		\$	45,834
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	587,704

Subtotal Other Sources = \$1,238,015

Grand Total State Sources = \$4,689,188

New Charter Schooling School 692 Students PLUS 6th & 7th Grade

Disclaimer: This following estimates will vary from actuals and do not account for any extenuating circumstances.
 -State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade or location from drop down menu: K-7 Existing school 592 Students PLUS 6th & 7th Grades
 Click in next box and select county from drop down menu: New Orleans

Enter the number of students in the red cells below by school district and student type and the estimated lunch will calculate below.

Also enter the number of 6th graders

State Funding	Local Funding	Total Funding
\$4,699,188	\$2,536,456	\$7,235,644

UNITS 47.00

Enter Estimated # of 10th Graders Here 0

20 Assessments	#	Local Pupil Rate	Amount	20 Assessments	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$4,480.84	\$0	Kindergarten Students =	0.00	\$4,480.84	\$0
Regular Students 1-3 =	4.00	\$1,495.54	\$5,982.16	Regular Students 1-3 =	4.00	\$1,495.54	\$5,982.16
Regular Students 4-6 =	4.00	\$1,277.72	\$5,110.88	Regular Students 4-6 =	4.00	\$1,277.72	\$5,110.88
Regular Students 7-12 =	0.00	\$0	\$0	Regular Students 7-12 =	0.00	\$0	\$0
DB Students =	0.00	\$0	\$0	DB Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0	ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0	EMD Students =	0.00	\$0	\$0
HHPP Students =	0.00	\$0	\$0	HHPP Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0	ILC Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0	LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0	OH Students =	0.00	\$0	\$0
PS Students =	0.00	\$0	\$0	PS Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0	SP Students =	0.00	\$0	\$0
TBI Students =	0.00	\$0	\$0	TBI Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$0	\$0
Totals	8.00	\$3,184.28	\$11,093.04	Totals	8.00	\$3,184.28	\$11,093.04

20 Assessments	#	Local Pupil Rate	Amount	20 Assessments	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$4,480.84	\$0	Kindergarten Students =	0.00	\$4,480.84	\$0
Regular Students 1-3 =	4.00	\$1,495.54	\$5,982.16	Regular Students 1-3 =	4.00	\$1,495.54	\$5,982.16
Regular Students 4-6 =	4.00	\$1,277.72	\$5,110.88	Regular Students 4-6 =	4.00	\$1,277.72	\$5,110.88
Regular Students 7-12 =	0.00	\$0	\$0	Regular Students 7-12 =	0.00	\$0	\$0
DB Students =	0.00	\$0	\$0	DB Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0	ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0	EMD Students =	0.00	\$0	\$0
HHPP Students =	0.00	\$0	\$0	HHPP Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0	ILC Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0	LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0	OH Students =	0.00	\$0	\$0
PS Students =	0.00	\$0	\$0	PS Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0	SP Students =	0.00	\$0	\$0
TBI Students =	0.00	\$0	\$0	TBI Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$0	\$0
Totals	8.00	\$3,184.28	\$11,093.04	Totals	8.00	\$3,184.28	\$11,093.04

3E Red City	#	Amount	Local Pupil Rate	22 Special	#	Local Pupil Rate	Amount	23 Special	#	Local Pupil Rate	Amount	24 Special	#	Local Pupil Rate	Amount
Kindergarten Students =	55.03	\$170,484	\$3,094.09	Kindergarten Students =	0.00	\$554.86	\$0	Kindergarten Students =	0.00	\$788.30	\$0	Kindergarten Students =	0.00	\$788.30	\$0
Regular Students 1-3 =	19,378	\$597,233	\$3,084.09	Regular Students 1-3 =	0.00	\$554.86	\$0	Regular Students 1-3 =	0.00	\$788.30	\$0	Regular Students 1-3 =	0.00	\$788.30	\$0
Regular Students 4-6 =	19,658	\$593,468	\$2,995.34	Regular Students 4-6 =	0.00	\$743.28	\$0	Regular Students 4-6 =	0.00	\$983.39	\$0	Regular Students 4-6 =	0.00	\$983.39	\$0
Regular Students 7-12 =	7,300	\$194,780	\$2,668.34	Regular Students 7-12 =	0.00	\$743.28	\$0	Regular Students 7-12 =	0.00	\$983.39	\$0	Regular Students 7-12 =	0.00	\$983.39	\$0
AUT Students =	0.00	\$0	\$13,470.70	AUT Students =	0.00	\$7,854.97	\$0	AUT Students =	0.00	\$3,472.98	\$0	AUT Students =	0.00	\$3,472.98	\$0
DB Students =	0.00	\$0	\$1,782.70	DB Students =	0.00	\$3,786.97	\$0	DB Students =	0.00	\$4,470.98	\$0	DB Students =	0.00	\$4,470.98	\$0
EMG Students =	0.00	\$0	\$1,782.70	EMG Students =	0.00	\$4,470.97	\$0	EMG Students =	0.00	\$4,470.98	\$0	EMG Students =	0.00	\$4,470.98	\$0
EMG Students =	0.00	\$0	\$3,565.40	EMG Students =	0.00	\$8,941.94	\$0	EMG Students =	0.00	\$8,941.94	\$0	EMG Students =	0.00	\$8,941.94	\$0
HFPD Students =	0.00	\$0	\$0	HFPD Students =	0.00	\$0	\$0	HFPD Students =	0.00	\$0	\$0	HFPD Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0	ILC Students =	0.00	\$0	\$0	ILC Students =	0.00	\$0	\$0	ILC Students =	0.00	\$0	\$0
LD Students =	19,171	\$579,335	\$3,028.23	LD Students =	0.00	\$1,728.58	\$0	LD Students =	0.00	\$1,728.58	\$0	LD Students =	0.00	\$1,728.58	\$0
OH Students =	2,009	\$17,969	\$8,794.35	OH Students =	0.00	\$1,854.23	\$0	OH Students =	0.00	\$1,854.23	\$0	OH Students =	0.00	\$1,854.23	\$0
OI Students =	0.00	\$0	\$0	OI Students =	0.00	\$2,477.45	\$0	OI Students =	0.00	\$2,477.45	\$0	OI Students =	0.00	\$2,477.45	\$0
PS Students =	0.00	\$0	\$0	PS Students =	0.00	\$1,685.58	\$0	PS Students =	0.00	\$1,685.58	\$0	PS Students =	0.00	\$1,685.58	\$0
SMD Students =	0.00	\$0	\$0	SMD Students =	0.00	\$2,477.65	\$0	SMD Students =	0.00	\$2,477.65	\$0	SMD Students =	0.00	\$2,477.65	\$0
SP Students =	0.00	\$0	\$0	SP Students =	0.00	\$14,859.87	\$0	SP Students =	0.00	\$14,859.87	\$0	SP Students =	0.00	\$14,859.87	\$0
TMJ Students =	0.00	\$0	\$0	TMJ Students =	0.00	\$2,477.65	\$0	TMJ Students =	0.00	\$2,477.65	\$0	TMJ Students =	0.00	\$2,477.65	\$0
VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$1,854.23	\$0	VI Students =	0.00	\$1,854.23	\$0	VI Students =	0.00	\$1,854.23	\$0
Total	23,145	\$1,363,232			0.00				0.00				0.00		

3E Woodbridge	#	Amount	Local Pupil Rate	25 Special	#	Local Pupil Rate	Amount	26 Special	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$0	\$1,492.42	Kindergarten Students =	0.00	\$554.86	\$0	Kindergarten Students =	0.00	\$788.30	\$0
Regular Students 1-3 =	0.00	\$0	\$1,492.42	Regular Students 1-3 =	0.00	\$554.86	\$0	Regular Students 1-3 =	0.00	\$788.30	\$0
Regular Students 4-6 =	0.00	\$0	\$1,284.41	Regular Students 4-6 =	0.00	\$743.28	\$0	Regular Students 4-6 =	0.00	\$983.39	\$0
Regular Students 7-12 =	0.00	\$0	\$0	Regular Students 7-12 =	0.00	\$743.28	\$0	Regular Students 7-12 =	0.00	\$983.39	\$0
AUT Students =	0.00	\$0	\$0	AUT Students =	0.00	\$7,854.97	\$0	AUT Students =	0.00	\$3,472.98	\$0
DB Students =	0.00	\$0	\$0	DB Students =	0.00	\$3,786.97	\$0	DB Students =	0.00	\$4,470.98	\$0
EMG Students =	0.00	\$0	\$0	EMG Students =	0.00	\$4,470.97	\$0	EMG Students =	0.00	\$4,470.98	\$0
EMG Students =	0.00	\$0	\$0	EMG Students =	0.00	\$8,941.94	\$0	EMG Students =	0.00	\$8,941.94	\$0
HFPD Students =	0.00	\$0	\$0	HFPD Students =	0.00	\$0	\$0	HFPD Students =	0.00	\$0	\$0
ILC Students =	0.00	\$0	\$0	ILC Students =	0.00	\$0	\$0	ILC Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0	LD Students =	0.00	\$1,728.58	\$0	LD Students =	0.00	\$1,728.58	\$0
OH Students =	0.00	\$0	\$0	OH Students =	0.00	\$1,854.23	\$0	OH Students =	0.00	\$1,854.23	\$0
OI Students =	0.00	\$0	\$0	OI Students =	0.00	\$2,477.45	\$0	OI Students =	0.00	\$2,477.45	\$0
PS Students =	0.00	\$0	\$0	PS Students =	0.00	\$1,685.58	\$0	PS Students =	0.00	\$1,685.58	\$0
SMD Students =	0.00	\$0	\$0	SMD Students =	0.00	\$2,477.65	\$0	SMD Students =	0.00	\$2,477.65	\$0
SP Students =	0.00	\$0	\$0	SP Students =	0.00	\$14,859.87	\$0	SP Students =	0.00	\$14,859.87	\$0
TMJ Students =	0.00	\$0	\$0	TMJ Students =	0.00	\$2,477.65	\$0	TMJ Students =	0.00	\$2,477.65	\$0
VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$1,854.23	\$0	VI Students =	0.00	\$1,854.23	\$0
Total	0.00	\$0			0.00				0.00		

FY 2011
State Funding

Charter School Revenue Calculation - Estimate
Existing School 502 Students PLUS 6th thru 8th grade
12/26/2009

1.) Grade Configuration:	K-8	2.) Student Total:	970
		Regular:	917
		Special:	53
3.) Districts:			
	14 Appoquinimink	207 Christina	0 Laurel
	185 Brandywine	67 Colonial	0 Milford
	0 Caesar Rodney	0 Delmar	496 Red Clay
	0 Cape Henlopen	0 Indian River	0 Seaford
	0 Capital	0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	728	5.) Meals served but not prepared by the school	
	Charter School Location New Castle		

Existing School 502 Students PLUS 6th thru 8th grade

Student Total =	970		
Kindergarten Students =	107.38	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	296.64	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	226.19	Unit size regular students 4-6 =	20
Regular Students 7-12 =	268.00	Unit size regular students 7-12 =	20
ALT Students =	0.00	Unit Size ALT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	45.11	Unit size LD students =	8
OHI Students =	7.68	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	8
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	8
TMD Students =	0.00	Unit size TMD students =	8
VI Students =	0.00	Unit size VI students =	8

Existing School 502 Students PLUS 6th thru 8th grade

FY 2011 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	55.80	\$37,250	\$2,078,650
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,261	\$51,261
Percentage 11 Month Supervisor =	0.57	\$54,466	\$20,182
Percentage Transportation Supervisor =	0.10	\$82,960	\$8,296
Principal =	1.00	\$84,956	\$84,956
Assistant Principal =	2.00	\$56,524	\$113,048
Percentage Psychologist =	0.37	\$43,139	\$15,961
Percentage Speech/Hearing =	0.40	\$44,584	\$17,834
Percentage Visiting Teacher =	0.22	\$43,589	\$9,580
Percentage Driver Education Teacher =	0.00	\$37,250	\$0
Nurse =	1.12	\$40,300	\$45,136
Academic Excellence Units =	3.88	\$37,250	\$144,630
Clerical Units =	5.00	\$26,255	\$131,275
Custodial Units =	1.00	\$23,531	\$23,531
Cafeteria Manager =	0.00	\$28,544	\$0
Cafeteria Worker =	7.08	\$10,177	\$72,053
Related Service Specialist =	0.04	\$43,589	\$1,744
Total Staffing =	79.38		
Total Staffing For Health Insurance =	72.30		

Total Salary Costs =		\$2,810,837
FY 2007 OEC Rate = 25.09%		\$705,264
Health Insurance Per FTE = \$3,911		\$522,575

Subtotal Personnel Revenue = \$4,138,776

Other State Sources (based on Latest Available Values)

Existing School 502 Students PLUS 8th thru 8th grade

Professional & Curriculum Development =		\$	18,936
Student Success Block Grant		\$	-
Division II Units (No Vocational Courses) =	55.80		
Division II - All Other Costs - Current Unit Value = \$	3,115	\$	173,817
Division II - Energy - Current Unit Value = \$	2,402	\$	134,032
Division III - Equalization - Unit Value = \$	6,800	\$	368,285
Academic Excellence Division III =		\$	25,608
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCI Annual Maintenance =		\$	54,737
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	700,335

Subtotal Other Sources = \$1,475,750

Grand Total State Sources = \$5,814,527

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extraordinary circumstances.
 State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:
 Click in next box and select grade configuration from drop down menu:
 Click in next box and select county from drop down menu:
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Existing School 662 Students plus 6th thru 8th Grades

Are you entering the number of 10th graders?

State Funding	\$5,614,527	Local Funding	\$3,015,661	Total Funding	\$8,630,188
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UNITS **56.80**

Enter Estimated # of 10th Graders Here **0**

21. Assessed/Unassessed	#	Local Pupil Rate	Amount	22. Standardize	#	Local Pupil Rate	Amount	23. Civilian	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,498.84	\$0	Kindergarten Students =	17.40	\$4,017.84	\$70,113	Kindergarten Students =	0.00	\$1,001.58	\$0
Regular Students 1-3 =	1.34	\$1,498.84	\$2,008	Regular Students 1-3 =	46.00	\$4,017.84	\$186,823	Regular Students 1-3 =	0.00	\$1,001.58	\$0
Regular Students 4-6 =	4.00	\$1,297.72	\$5,191	Regular Students 4-6 =	52.16	\$3,485.52	\$182,228	Regular Students 4-6 =	0.00	\$1,001.58	\$0
Regular Students 7-12 =	0.00	\$1,297.72	\$0	AUT Students =	0.00	\$17,477.52	\$0	AUT Students =	0.00	\$1,001.58	\$0
ED Students =	0.00	\$9,281.56	\$0	ED Students =	0.00	\$17,477.52	\$0	ED Students =	0.00	\$2,782.75	\$0
EMD Students =	0.00	\$2,855.43	\$0	EMD Students =	0.00	\$9,891.05	\$0	EMD Students =	0.00	\$2,782.75	\$0
H-PPD Students =	0.00	\$1,703.62	\$0	H-PPD Students =	0.00	\$4,650.70	\$0	H-PPD Students =	0.00	\$1,867.63	\$0
ILC Students =	0.00	\$4,259.05	\$0	ILC Students =	0.00	\$11,851.75	\$0	ILC Students =	0.00	\$4,944.59	\$0
OH Students =	1.00	\$2,971.43	\$2,971	OH Students =	0.00	\$5,753.81	\$0	OH Students =	0.00	\$3,280.41	\$0
CI Students =	0.00	\$3,194.29	\$0	CI Students =	11.37	\$11,651.75	\$131,391	CI Students =	0.00	\$4,944.59	\$0
SP Students =	0.00	\$4,259.05	\$0	SP Students =	2.34	\$11,651.75	\$27,281	SP Students =	0.00	\$4,944.59	\$0
TBI Students =	0.00	\$2,971.43	\$0	TBI Students =	0.00	\$1,867.63	\$0	TBI Students =	0.00	\$2,782.75	\$0
VI Students =	0.00	\$4,259.05	\$0	VI Students =	0.00	\$11,651.75	\$0	VI Students =	0.00	\$4,944.59	\$0
Totals	74.34	\$3,194.29	\$28,788	VI Students =	0.00	\$5,753.81	\$0	VI Students =	0.00	\$5,483.41	\$0

17. Civilian	#	Local Pupil Rate	Amount	18. English	#	Local Pupil Rate	Amount	19. Civilian	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$2,854.23	\$0	Kindergarten Students =	0.00	\$833.20	\$0	Kindergarten Students =	0.00	\$1,446.51	\$0
Regular Students 1-3 =	0.00	\$2,854.23	\$0	Regular Students 1-3 =	0.00	\$833.20	\$0	Regular Students 1-3 =	0.00	\$2,854.23	\$0
Regular Students 4-6 =	0.00	\$2,309.18	\$0	Regular Students 4-6 =	0.00	\$811.97	\$0	Regular Students 4-6 =	0.00	\$2,854.23	\$0
Regular Students 7-12 =	0.00	\$2,309.18	\$0	Regular Students 7-12 =	0.00	\$811.97	\$0	Regular Students 7-12 =	0.00	\$2,854.23	\$0
AUT Students =	0.00	\$11,545.00	\$0	AUT Students =	0.00	\$4,059.83	\$0	AUT Students =	0.00	\$12,543.77	\$0
ED Students =	0.00	\$11,545.00	\$0	ED Students =	0.00	\$1,003.63	\$0	ED Students =	0.00	\$3,017.51	\$0
EMD Students =	0.00	\$4,618.50	\$0	EMD Students =	0.00	\$1,003.63	\$0	EMD Students =	0.00	\$3,017.51	\$0
H-PPD Students =	0.00	\$2,987.27	\$0	H-PPD Students =	0.00	\$2,700.55	\$0	H-PPD Students =	0.00	\$3,017.51	\$0
ILC Students =	0.00	\$5,370.19	\$0	ILC Students =	0.00	\$1,003.63	\$0	ILC Students =	0.00	\$3,017.51	\$0
OH Students =	0.00	\$2,987.27	\$0	OH Students =	0.00	\$2,700.55	\$0	OH Students =	0.00	\$3,017.51	\$0
CI Students =	0.00	\$7,957.27	\$0	CI Students =	0.00	\$2,700.55	\$0	CI Students =	0.00	\$3,017.51	\$0
SP Students =	0.00	\$4,618.50	\$0	SP Students =	0.00	\$1,003.63	\$0	SP Students =	0.00	\$3,017.51	\$0
TBI Students =	0.00	\$2,987.27	\$0	TBI Students =	0.00	\$2,700.55	\$0	TBI Students =	0.00	\$3,017.51	\$0
VI Students =	0.00	\$4,618.50	\$0	VI Students =	0.00	\$2,700.55	\$0	VI Students =	0.00	\$3,017.51	\$0
Totals	0.00	\$5,772.85	\$0	VI Students =	0.00	\$2,028.52	\$0	VI Students =	0.00	\$3,017.51	\$0

Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
34 Colonial	\$1,068.70	0.00	37.55 Mill III	\$480.64	0.00	23.14 Mill III	\$2,001.97
Kindergarten Students =	\$0.00	0.00	Kindergarten Students =	\$0.00	0.00	Kindergarten Students =	\$0.00
Regular Students 1-3 =	\$1,068.70	0.00	Regular Students 1-3 =	\$973.29	0.00	Regular Students 1-3 =	\$2,001.97
Regular Students 4-6 =	\$1,711.11	0.00	Regular Students 4-6 =	\$973.29	0.00	Regular Students 4-6 =	\$1,741.45
Regular Students 7-12 =	\$1,711.11	0.00	Regular Students 7-12 =	\$973.29	0.00	Regular Students 7-12 =	\$1,741.45
DB Students =	\$0.00	0.00	AUT Students =	\$0.00	0.00	AUT Students =	\$0.00
ED Students =	\$0.00	0.00	ED Students =	\$0.00	0.00	ED Students =	\$0.00
EMD Students =	\$0.00	0.00	EMD Students =	\$0.00	0.00	EMD Students =	\$0.00
LC Students =	\$0.00	0.00	LC Students =	\$0.00	0.00	LC Students =	\$0.00
CH Students =	\$0.00	0.00	CH Students =	\$0.00	0.00	CH Students =	\$0.00
PS Students =	\$0.00	0.00	PS Students =	\$0.00	0.00	PS Students =	\$0.00
SP Students =	\$0.00	0.00	SP Students =	\$0.00	0.00	SP Students =	\$0.00
TEI Students =	\$0.00	0.00	TEI Students =	\$0.00	0.00	TEI Students =	\$0.00
VI Students =	\$0.00	0.00	VI Students =	\$0.00	0.00	VI Students =	\$0.00
Totals	\$4,559.52	0.00	Totals	\$1,426.67	0.00	Totals	\$5,983.42

Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
18 Lake Forest	\$488.00	0.00	18.14 Mill III	\$228.00	0.00	12.14 Mill III	\$448.19
Kindergarten Students =	\$0.00	0.00	Kindergarten Students =	\$0.00	0.00	Kindergarten Students =	\$0.00
Regular Students 1-3 =	\$488.00	0.00	Regular Students 1-3 =	\$228.00	0.00	Regular Students 1-3 =	\$448.19
Regular Students 4-6 =	\$782.85	0.00	Regular Students 4-6 =	\$807.84	0.00	Regular Students 4-6 =	\$807.84
Regular Students 7-12 =	\$1,919.27	0.00	Regular Students 7-12 =	\$807.84	0.00	Regular Students 7-12 =	\$773.85
DB Students =	\$0.00	0.00	AUT Students =	\$0.00	0.00	AUT Students =	\$0.00
ED Students =	\$0.00	0.00	ED Students =	\$0.00	0.00	ED Students =	\$0.00
EMD Students =	\$0.00	0.00	EMD Students =	\$0.00	0.00	EMD Students =	\$0.00
LC Students =	\$0.00	0.00	LC Students =	\$0.00	0.00	LC Students =	\$0.00
CH Students =	\$0.00	0.00	CH Students =	\$0.00	0.00	CH Students =	\$0.00
PS Students =	\$0.00	0.00	PS Students =	\$0.00	0.00	PS Students =	\$0.00
SP Students =	\$0.00	0.00	SP Students =	\$0.00	0.00	SP Students =	\$0.00
TEI Students =	\$0.00	0.00	TEI Students =	\$0.00	0.00	TEI Students =	\$0.00
VI Students =	\$0.00	0.00	VI Students =	\$0.00	0.00	VI Students =	\$0.00
Totals	\$3,778.12	0.00	Totals	\$1,035.84	0.00	Totals	\$1,222.04

32. Prod. Chrg	#	Local Pupil Rate	Amount	33. Special	#	Local Pupil Rate	Amount	34. Student	#	Local Pupil Rate	Amount
Kindergarten Students =	0503	\$3,985.09	\$170,684	Kindergarten Students =	0.00	\$854.35	\$0	Kindergarten Students =	0.00	\$789.50	\$0
Regular Students 1-3 =	415.05	\$2,965.34	\$1,229,588	Regular Students 1-3 =	0.00	\$743.20	\$0	Regular Students 1-3 =	0.00	\$895.39	\$0
Regular Students 4-6 =	443.09	\$2,654.34	\$1,168,664	Regular Students 4-6 =	0.00	\$743.20	\$0	Regular Students 4-6 =	0.00	\$895.39	\$0
Regular Students 7-12 =	0.00	\$11,470.70	\$0	Regular Students 7-12 =	0.00	\$743.20	\$0	Regular Students 7-12 =	0.00	\$895.39	\$0
AUT Students =	0.00	\$0	\$0	AUT Students =	0.00	\$3,718.47	\$0	AUT Students =	0.00	\$3,478.68	\$0
ED Students =	0.00	\$5,393.68	\$0	ED Students =	0.00	\$1,488.89	\$0	ED Students =	0.00	\$1,390.78	\$0
EMD Students =	0.00	\$3,693.78	\$0	EMD Students =	0.00	\$891.08	\$0	EMD Students =	0.00	\$827.19	\$0
HPPD Students =	0.00	\$8,984.48	\$0	HPPD Students =	0.00	\$2,477.65	\$0	HPPD Students =	0.00	\$2,317.87	\$0
I.L.C. Students =	0.00	\$9,286.23	\$0	I.L.C. Students =	0.00	\$1,726.59	\$0	I.L.C. Students =	0.00	\$1,637.46	\$0
LD Students =	2674	\$9,738.35	\$129,688	LD Students =	0.00	\$1,689.23	\$0	LD Students =	0.00	\$1,738.83	\$0
OH Students =	3.00	\$3,684.48	\$10,853	OH Students =	0.00	\$2,477.65	\$0	OH Students =	0.00	\$2,317.87	\$0
PA Students =	0.00	\$5,360.48	\$0	PA Students =	0.00	\$1,485.58	\$0	PA Students =	0.00	\$1,390.78	\$0
SP Students =	0.00	\$8,584.48	\$0	SP Students =	0.00	\$2,477.65	\$0	SP Students =	0.00	\$2,317.87	\$0
TH Students =	0.00	\$3,693.78	\$0	TH Students =	0.00	\$1,689.23	\$0	TH Students =	0.00	\$1,637.46	\$0
VI Students =	0.00	\$8,984.48	\$0	VI Students =	0.00	\$2,477.65	\$0	VI Students =	0.00	\$2,317.87	\$0
Totals	4883.08	\$6,718.35	\$1,627,824		0.00	\$1,689.23	\$0		0.00	\$1,738.83	\$0

35. Misc Student	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,492.42	\$0
Regular Students 1-3 =	0.00	\$1,492.42	\$0
Regular Students 4-6 =	0.00	\$1,288.41	\$0
Regular Students 7-12 =	0.00	\$6,492.03	\$0
AUT Students =	0.00	\$6,492.03	\$0
ED Students =	0.00	\$2,339.91	\$0
EMD Students =	0.00	\$4,314.01	\$0
HPPD Students =	0.00	\$3,018.55	\$0
I.L.C. Students =	0.00	\$3,246.02	\$0
LD Students =	0.00	\$4,324.02	\$0
OH Students =	0.00	\$4,324.02	\$0
PA Students =	0.00	\$4,324.02	\$0
SP Students =	0.00	\$2,656.81	\$0
TH Students =	0.00	\$2,656.81	\$0
VI Students =	0.00	\$2,656.81	\$0
Totals	0.00	\$43,246.02	\$0

FY 2011
State Funding

Charter School Revenue Calculation - Estimate
Existing School 502 Students PLUS 6th thru 9th Grade
12/29/2009

1.) Grade Configuration:	K-8	2.) Student Total:	1,138
		Regular:	1,076
		Special:	62
3.) Districts:			
	18 Appoquinimink	242 Christina	0 Laurel
	216 Brandywine	79 Colonial	0 Milford
	0 Caesar Rodney	0 Delmar	582 Red Clay
	0 Cape Henlopen	0 Indian River	0 Seaford
	0 Capital	0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	854	5.) Meals served but not prepared by the school	
	Charter School Location New Castle		

Existing School 502 Students PLUS 6th thru 9th Grade

Student Total =	1138		
Kindergarten Students =	107.38	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	286.84	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	225.19	Unit size regular students 4-6 =	20
Regular Students 7-12 =	447.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit Size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	54.11	Unit size LD students =	8
OHI Students =	7.68	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	6

Existing School 502 Students PLUS 6th thru 9th Grade

FY 2011 Estimated Cost per Position
New Applicants: as per latest state/charter average salary information
Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	64.87	\$37,250	\$2,416,408
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,291	\$51,291
Percentage 11 Month Supervisor =	0.43	\$54,466	\$23,420
Percentage Transportation Supervisor =	0.12	\$62,960	\$7,555
Principal =	1.00	\$54,956	\$54,956
Assistant Principal =	2.00	\$56,624	\$113,048
Percentage Psychologist =	0.43	\$43,136	\$18,550
Percentage Speech/Hearing =	0.48	\$44,584	\$20,509
Percentage Visiting Teacher =	0.25	\$43,566	\$11,333
Percentage Driver Education Teacher =	0.00	\$37,250	\$0
Nurse =	1.18	\$40,300	\$47,796
Academic Excellence Units =	4.55	\$37,250	\$169,488
Clerical Units =	6.00	\$29,255	\$175,530
Custodial Units =	1.00	\$23,531	\$23,531
Cafeteria Manager =	0.00	\$28,544	\$0
Cafeteria Worker =	8.31	\$10,177	\$84,671
Related Service Specialist =	0.04	\$43,589	\$1,744
Total Staffing =	61.66		
Total Staffing For Health Insurance =	83.35		

Total Salary Costs =		\$3,229,718
FY 2007 OEC Rate =	25.09%	\$810,836
Health Insurance Per FTE =	\$8,611	\$717,682

Subtotal Personnel Revenue = \$4,757,747

Other State Sources (based on Latest Available Values)

Existing School 502 Students PLUS 6th thru 9th Grade

Professional & Curriculum Development =		\$	21,807
Student Success Block Grant		\$	-
Division II Units (No Vocational Courses) =	64.87		
Division II - All Other Costs - Current Unit Value = \$	3,115	\$	202,070
Division II - Energy - Current Unit Value = \$	2,402	\$	155,818
Division III - Equalization - Unit Value = \$	6,612	\$	428,938
Academic Excellence Division III =		\$	30,086
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCI/Annual Maintenance =		\$	64,217
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	821,630

Subtotal Other Sources = \$1,724,566

Grand Total State Sources = \$6,482,313

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extraordinary circumstances. -State earnings are detailed on the New Charter State Templates Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop down menu: K-8 New Charter
 Click in next box and select county from drop down menu:
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Also enter the number of health students:

State Funding	Local Funding	Total Funding
\$6,482,313	\$3,504,823	\$9,987,136

UNITS 64.87

Enter Estimated # of 10th Graders Here 0

29 Appalachian	#	Local Pupil Rate	Amount	31 Broadtop	#	Local Pupil Rate	Amount	10 Central Piedmont	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,498.64	\$0	Kindergarten Students =	17.45	\$4,017.84	\$70,109	Kindergarten Students =	0.00	\$0	\$0
Regular Students 1-3 =	134	\$1,498.64	\$1,997	Regular Students 1-3 =	46.94	\$4,017.84	\$188,783	Regular Students 1-3 =	0.00	\$0	\$0
Regular Students 4-6 =	1240	\$2,277.72	\$2,814,468	Regular Students 4-6 =	52.95	\$3,495.52	\$182,428	Regular Students 4-6 =	0.00	\$0	\$0
Regular Students 7-12 =	1680	\$3,593.52	\$6,037,002	Regular Students 7-12 =	46.00	\$3,495.52	\$158,781	Regular Students 7-12 =	0.00	\$0	\$0
ADP Students =	0.00	\$0	\$0	ADP Students =	0.00	\$0	\$0	ADP Students =	0.00	\$0	\$0
ED Students =	0.00	\$2,656.43	\$0	ED Students =	0.00	\$1,777.82	\$0	ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$1,702.62	\$0	EMD Students =	0.00	\$4,391.05	\$0	EMD Students =	0.00	\$0	\$0
EMPD Students =	0.00	\$2,871.43	\$0	EMPD Students =	0.00	\$1,651.75	\$0	EMPD Students =	0.00	\$0	\$0
LC Students =	0.00	\$3,984.28	\$0	LC Students =	0.00	\$4,320.13	\$0	LC Students =	0.00	\$0	\$0
OH Students =	0.00	\$4,289.05	\$0	OH Students =	2.34	\$11,651.76	\$27,261	OH Students =	0.00	\$0	\$0
PS Students =	0.00	\$4,289.05	\$0	PS Students =	0.00	\$11,651.76	\$0	PS Students =	0.00	\$0	\$0
SP Students =	0.00	\$4,289.05	\$0	SP Students =	0.00	\$4,591.05	\$0	SP Students =	0.00	\$0	\$0
TRU Students =	0.00	\$3,564.20	\$0	TRU Students =	0.00	\$11,651.76	\$0	TRU Students =	0.00	\$0	\$0
TMD Students =	0.00	\$4,289.05	\$0	TMD Students =	0.00	\$99,910.48	\$0	TMD Students =	0.00	\$0	\$0
VI Students =	0.00	\$3,184.28	\$0	VI Students =	0.00	\$11,651.76	\$0	VI Students =	0.00	\$0	\$0
Totals	1634		\$13,036	Totals	110.39		\$413,939	Totals	0.00		\$0

12 Core Piedmont	#	Local Pupil Rate	Amount	33 Charlotte-Mecklenburg	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$2,884.25	\$0	Kindergarten Students =	17.45	\$1,411.81	\$24,618
Regular Students 1-3 =	0.00	\$2,884.25	\$0	Regular Students 1-3 =	71.14	\$2,884.25	\$205,136
Regular Students 4-6 =	0.00	\$2,300.18	\$0	Regular Students 4-6 =	46.42	\$2,300.18	\$106,765
Regular Students 7-12 =	0.00	\$11,845.90	\$0	Regular Students 7-12 =	65.00	\$2,300.18	\$149,445
ADP Students =	0.00	\$0	\$0	ADP Students =	0.00	\$0	\$0
ED Students =	0.00	\$4,618.50	\$0	ED Students =	0.00	\$12,543.77	\$0
EMD Students =	0.00	\$3,878.91	\$0	EMD Students =	0.00	\$5,141.51	\$0
EMPD Students =	0.00	\$7,897.27	\$0	EMPD Students =	0.00	\$3,807.51	\$0
LC Students =	0.00	\$5,270.19	\$0	LC Students =	0.00	\$5,854.31	\$0
OH Students =	0.00	\$7,772.90	\$0	OH Students =	0.00	\$5,854.31	\$0
PS Students =	0.00	\$7,897.27	\$0	PS Students =	0.00	\$8,302.61	\$0
SP Students =	0.00	\$4,811.33	\$0	SP Students =	0.00	\$5,017.51	\$0
TRU Students =	0.00	\$46,183.00	\$0	TRU Students =	0.00	\$8,302.61	\$0
TMD Students =	0.00	\$7,897.27	\$0	TMD Students =	0.00	\$8,302.61	\$0
VI Students =	0.00	\$5,172.95	\$0	VI Students =	0.00	\$8,302.61	\$0
Totals	0.00		\$0	Totals	243.34		\$473,090

34 Enrolling	#	Local Pupil Rate	Amount	31 Unenroll	#	Local Pupil Rate	Amount	33 Unenroll	#	Local Pupil Rate	Amount
Kindergarten Students =	1748	\$1,968.78	\$3,439	Kindergarten Students =	0.00	\$493.84	\$0	Kindergarten Students =	0.00	\$2,011.67	\$0
Regular Students 1-3 =	1742	\$1,968.79	\$3,429	Regular Students 1-3 =	0.00	\$970.33	\$0	Regular Students 1-3 =	0.00	\$2,011.67	\$0
Regular Students 4-6 =	1742	\$1,968.79	\$3,429	Regular Students 4-6 =	0.00	\$970.33	\$0	Regular Students 4-6 =	0.00	\$2,011.67	\$0
Regular Students 7-12 =	3309	\$1,968.79	\$6,524	Regular Students 7-12 =	0.00	\$970.33	\$0	Regular Students 7-12 =	0.00	\$2,011.67	\$0
AUT Students =	0.00	\$0	\$0	AUT Students =	0.00	\$0	\$0	AUT Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0	ED Students =	0.00	\$0	\$0	ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0	EMD Students =	0.00	\$0	\$0	EMD Students =	0.00	\$0	\$0
H-PPD Students =	0.00	\$0	\$0	H-PPD Students =	0.00	\$0	\$0	H-PPD Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0	LD Students =	0.00	\$0	\$0	LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0	OH Students =	0.00	\$0	\$0	OH Students =	0.00	\$0	\$0
CH Students =	0.00	\$0	\$0	CH Students =	0.00	\$0	\$0	CH Students =	0.00	\$0	\$0
PH Students =	0.00	\$0	\$0	PH Students =	0.00	\$0	\$0	PH Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0	SP Students =	0.00	\$0	\$0	SP Students =	0.00	\$0	\$0
TEI Students =	0.00	\$0	\$0	TEI Students =	0.00	\$0	\$0	TEI Students =	0.00	\$0	\$0
TMD Students =	0.00	\$0	\$0	TMD Students =	0.00	\$0	\$0	TMD Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$0	\$0
Total	1748	\$4,277.77	\$13,797		0.00	\$5,128.85	\$0		0.00	\$4,263.83	\$0

35 Enrolling	#	Local Pupil Rate	Amount	31 Unenroll	#	Local Pupil Rate	Amount	33 Unenroll	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$0	\$0	Kindergarten Students =	0.00	\$0	\$0	Kindergarten Students =	0.00	\$0	\$0
Regular Students 1-3 =	0.00	\$0	\$0	Regular Students 1-3 =	0.00	\$0	\$0	Regular Students 1-3 =	0.00	\$0	\$0
Regular Students 4-6 =	0.00	\$0	\$0	Regular Students 4-6 =	0.00	\$0	\$0	Regular Students 4-6 =	0.00	\$0	\$0
Regular Students 7-12 =	0.00	\$0	\$0	Regular Students 7-12 =	0.00	\$0	\$0	Regular Students 7-12 =	0.00	\$0	\$0
AUT Students =	0.00	\$0	\$0	AUT Students =	0.00	\$0	\$0	AUT Students =	0.00	\$0	\$0
ED Students =	0.00	\$0	\$0	ED Students =	0.00	\$0	\$0	ED Students =	0.00	\$0	\$0
EMD Students =	0.00	\$0	\$0	EMD Students =	0.00	\$0	\$0	EMD Students =	0.00	\$0	\$0
H-PPD Students =	0.00	\$0	\$0	H-PPD Students =	0.00	\$0	\$0	H-PPD Students =	0.00	\$0	\$0
LD Students =	0.00	\$0	\$0	LD Students =	0.00	\$0	\$0	LD Students =	0.00	\$0	\$0
OH Students =	0.00	\$0	\$0	OH Students =	0.00	\$0	\$0	OH Students =	0.00	\$0	\$0
CH Students =	0.00	\$0	\$0	CH Students =	0.00	\$0	\$0	CH Students =	0.00	\$0	\$0
PH Students =	0.00	\$0	\$0	PH Students =	0.00	\$0	\$0	PH Students =	0.00	\$0	\$0
SP Students =	0.00	\$0	\$0	SP Students =	0.00	\$0	\$0	SP Students =	0.00	\$0	\$0
TEI Students =	0.00	\$0	\$0	TEI Students =	0.00	\$0	\$0	TEI Students =	0.00	\$0	\$0
TMD Students =	0.00	\$0	\$0	TMD Students =	0.00	\$0	\$0	TMD Students =	0.00	\$0	\$0
VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$0	\$0
Total	0.00	\$0	\$0		0.00	\$0	\$0		0.00	\$0	\$0

24. Dist. Chrg	#	Amount	24. Stafford	#	Amount	25. Envision	#	Amount
Kindergarten Students =	89.03	\$170,494	Kindergarten Students =	0.00	\$0	Kindergarten Students =	0.00	\$0
Regular Students 1-3 =	863.79	\$2,068.09	Regular Students 1-3 =	0.00	\$0	Regular Students 1-3 =	0.00	\$0
Regular Students 4-6 =	110.88	\$2,885.24	Regular Students 4-6 =	0.00	\$0	Regular Students 4-6 =	0.00	\$0
Regular Students 7-12 =	28,009	\$80,766	Regular Students 7-12 =	0.00	\$0	Regular Students 7-12 =	0.00	\$0
ADJ Students =	0.00	\$0	ADJ Students =	0.00	\$0	ADJ Students =	0.00	\$0
CI Students =	0.00	\$0	CI Students =	0.00	\$0	CI Students =	0.00	\$0
ED Students =	0.00	\$0	ED Students =	0.00	\$0	ED Students =	0.00	\$0
EMD Students =	0.00	\$0	EMD Students =	0.00	\$0	EMD Students =	0.00	\$0
HHFD Students =	0.00	\$0	HHFD Students =	0.00	\$0	HHFD Students =	0.00	\$0
ILC Students =	0.00	\$0	ILC Students =	0.00	\$0	ILC Students =	0.00	\$0
LD Students =	2,571	\$179,281	LD Students =	0.00	\$0	LD Students =	0.00	\$0
OH Students =	3.00	\$9,864.46	OH Students =	0.00	\$0	OH Students =	0.00	\$0
PS Students =	0.00	\$0	PS Students =	0.00	\$0	PS Students =	0.00	\$0
SP Students =	0.00	\$0	SP Students =	0.00	\$0	SP Students =	0.00	\$0
TR Students =	0.00	\$0	TR Students =	0.00	\$0	TR Students =	0.00	\$0
TMD Students =	0.00	\$0	TMD Students =	0.00	\$0	TMD Students =	0.00	\$0
VI Students =	0.00	\$0	VI Students =	0.00	\$0	VI Students =	0.00	\$0
Total	29,008	\$1,774,038		0.00	\$0		0.00	\$0

24. Dist. Chrg	#	Amount	24. Stafford	#	Amount	25. Envision	#	Amount
Kindergarten Students =	0.00	\$0	Kindergarten Students =	0.00	\$0	Kindergarten Students =	0.00	\$0
Regular Students 1-3 =	0.00	\$0	Regular Students 1-3 =	0.00	\$0	Regular Students 1-3 =	0.00	\$0
Regular Students 4-6 =	0.00	\$0	Regular Students 4-6 =	0.00	\$0	Regular Students 4-6 =	0.00	\$0
Regular Students 7-12 =	0.00	\$0	Regular Students 7-12 =	0.00	\$0	Regular Students 7-12 =	0.00	\$0
ADJ Students =	0.00	\$0	ADJ Students =	0.00	\$0	ADJ Students =	0.00	\$0
CI Students =	0.00	\$0	CI Students =	0.00	\$0	CI Students =	0.00	\$0
ED Students =	0.00	\$0	ED Students =	0.00	\$0	ED Students =	0.00	\$0
EMD Students =	0.00	\$0	EMD Students =	0.00	\$0	EMD Students =	0.00	\$0
HHFD Students =	0.00	\$0	HHFD Students =	0.00	\$0	HHFD Students =	0.00	\$0
ILC Students =	0.00	\$0	ILC Students =	0.00	\$0	ILC Students =	0.00	\$0
LD Students =	0.00	\$0	LD Students =	0.00	\$0	LD Students =	0.00	\$0
OH Students =	0.00	\$0	OH Students =	0.00	\$0	OH Students =	0.00	\$0
PS Students =	0.00	\$0	PS Students =	0.00	\$0	PS Students =	0.00	\$0
SP Students =	0.00	\$0	SP Students =	0.00	\$0	SP Students =	0.00	\$0
TR Students =	0.00	\$0	TR Students =	0.00	\$0	TR Students =	0.00	\$0
TMD Students =	0.00	\$0	TMD Students =	0.00	\$0	TMD Students =	0.00	\$0
VI Students =	0.00	\$0	VI Students =	0.00	\$0	VI Students =	0.00	\$0
Total	0.00	\$0		0.00	\$0		0.00	\$0

Revenue for Odyssey School

State	Start-up Year 1	K-6 Year 2	K-7 Year 3	K-8 Year 4	K-9 Year 5
Total Revenue	\$ -	\$ 3,712,706	\$ 5,614,527	\$ 5,614,527	\$ 6,482,313
Minus Revenue from grade K-5	\$ -	\$ 2,858,317	\$ 2,974,016	\$ 2,974,016	\$ 2,974,016

Local	Total Revenue	Minus Revenue from grade K-5
Total Revenue	\$ -	\$ 1,997,437
Minus Revenue from grade K-5	\$ -	\$ 1,530,111

Total	Total Revenue	Minus Revenue from grade K-5
Total Revenue	\$ -	\$ 5,710,142
Minus Revenue from grade K-5	\$ -	\$ 4,388,429

**Odyssey Charter School
Technology Plan**

Part I – Applicant Cover Sheet

District or School Name:	Odyssey Charter School
Mailing Address:	201 Bayard Avenue Wilmington, DE 19805
Primary Contact:	David Atherton
Phone Number:	703-581-7435
E-Mail:	<u>Adather123@aol.com</u>
Date Submitted:	December 30, 2009
District Superintendent or Head of School:	Anthony Skoutelas
Signature:	

For DOE use only:

Date received: _____

Date Evaluated: _____

Approved: _____ Needs Revisions: _____

Date of Final Approval: _____

Part II – Overview of the Plan

The Odyssey Charter Middle and High Schools are established to prepare Grade 6-12 students for a lifelong enthusiasm for learning, a keen awareness of world citizenship, and an ability to think independently and creatively through participation in a focused foreign language program. The curriculum integrates the learning of Greek as a second language, along with English, to teach a rigorous curriculum of reading, writing, math, science, and social studies.

Children are taught critical subject matter, such as math, in a classical language, Greek, for a portion of the day which reinforces the learning as taught in English. The skills learned through this dual language instruction method will build key reasoning techniques and enable our students to meet and exceed expectations in all required content and performance standards for the State of Delaware.

The Federal Communications Commission (FCC) has established the importance of planning for technology by requiring that requests for E-rate discounts must be based on an approved technology plan. Every three years the FCC will require a new technology plan for approval in order to insure that the technology plan is kept current. In addition, the plan will be reviewed and revised as necessary each year before Odyssey Charter School files any Form 470, and at any other time as needed. Odyssey Charter School will revise the plan and submit it for reapproval. Plans may be submitted for reapproval at any time during the three-year cycle, but an approved plan must always be in place so Odyssey Charter School can begin receiving discounted services sought under that plan.

It is somewhat unusual for an individual school to develop a technology plan. A charter school may have its technology plan approved through the same institution that granted its charter, if that agency is a USAC-Certified Technology Plan Approver. Given that Odyssey Charter School is a charter school outside the traditional school district structure; Odyssey Charter School will seek approval for its site-based technology plan from its authorizer, the Delaware Department of Education. Odyssey Charter School completed its IT Plan final in December of 2009, and submitted the plan to the Department of Education at that time. After approval by the Department of Education, the plan will be submitted to the Federal Communications Commission to obtain the eligible discounts in time to defray applicable costs in the 2011-2012 school year.

Information technology plays an indispensable role in modern post-industrial societies, and integrating IT technology into Odyssey Charter School will prepare students for their special leadership role in a world that is increasing demanding and uncertain. In the 21st century educational and business environment, every experience that students of the Odyssey Charter School have, after graduation, will be judged on their ability to manipulate and present data using information technology. The Odyssey Charter School has a very practical, effective and direct approach to Information Technology, which is to use it to support student achievement in a strong but traditional academic setting that encourages active learning. Students will learn basic internet use, including search engines, and the use of word processing, spreadsheet, and presentation applications. Students will also use reading software to improve reading performance.

However, without good networking and hardware, students will be inhibited in their ability use the internet and applications. This plan brings 21st century technology to the traditional curriculum, by increasing network speed and availability, by introducing SMART Boards, LCD projectors, and LCD TVs into the classroom, and by introducing software to distribute and grade homework and post grades.

Part III – Core Elements of the Plan

A. Goals and Strategies for Using Technology to Improve Education

By formulating this Information Technology Plan, Odyssey Charter School is taking a major step in preparing its students to deal with the academic environment and workplace of the 21st century. One of the major effects of Information Technology is to level the playing field, whether it is in the business or academic environment. Odyssey Charter School will leverage the level playing field for maximum effect in educating the young men and women of Delaware in traditional academic subjects, using the active learning that IT provides. Odyssey Charter School will also access the sources available through the DOE and state to support implementation of their plan and maximize resources.

Odyssey Charter School is a charter school planning to expand into a new facility and as such has the advantage of being able to develop a new and innovative technology plan without the albatross of failed or outdated past plans. However, budget restrictions will limit the amount of equipment and staff that Odyssey Charter School can apply to learning technology, forcing a pricing function into the planning process.

Goals - To realize the benefits of technology, Odyssey Charter School must integrate technology into the curriculum to support the delivery of instruction. An effective Odyssey Charter School technology plan will be based on the shared collective vision of educators, parents and community members who have technological and subject matter expertise. It ensures that technology strengthens existing curricula and supports meaningful, engaged learning for all students. It also specifies how the technology will be paid for and how its use will be supported. The technology plan will improve student learning, and improve academic skills necessary for success in their college oriented education. Our technology plan goals are:

1. Increase student engagement through technology enhanced teaching and learning.
2. Provide students with the technological infrastructure that allows them to maximize learning opportunities equal to that of their peers across the nation and globe.
3. Provide staff with the technology and tools to effectively manage student data to support high achievement.
4. Provide teachers with tools and training to effectively integrate technology into the instructional program.
5. Increase communication between school and families and school and the community.

Strategies - The Odyssey Charter School strategy for using information technologies will include the integration of technology into school services to support and extend services; assure an efficiently and effectively managed organization, directly support the curriculum,

and increase student engagement via the encouragement of active learning. The matching strategies for the goals above are as follows:

1. Increase student engagement through technology enhanced teaching and learning

Student engagement will be increased using computer technologies such as newer computers in the classroom, search engines, Microsoft applications, cable television, LCD Projectors, and Smart Boards.

- Newer computers in the classroom, as outlined in the following sections, increase reliable delivery of instruction and reduce downtime and student frustration. This will increase student engagement in the learning process.
- Learning to properly use search engines will engage students by opening to them the wealth of knowledge available on the internet. It also increases efficiency and effectiveness in doing homework and prepares the students for more advanced learning.
- Microsoft application will increase homework quality and enable student productivity, as well as preparing them for software packages they will use in college and in the workplace.
- Cable television will engage students by enabling real-time viewing of world events, and immediate delivery of instructional material available in On Demand programming and other cable channels.
- The amount of technology used in primary and middle schools has grown astronomically in the last two school years. Two major pieces of hardware that are appearing in classrooms are LCD projectors and SMART Boards. Implementing the proper use of these technologies with a networked classroom computer enables teachers to engage students like never before.
- LCD projectors enable teachers to use various applications such as PowerPoint to present information to students, and students to share their presentations with the entire class. Another popular use of the projectors is the ability to show instructional videos via united streaming. This online video resource eliminates the need for a VCR or DVD player. Information via the Internet can also be shared with the entire class, since the projector displays a screen image large enough for the entire class to view it.
- SMART Boards were well described in Wikipedia in August 2007 as follows - "Interactive whiteboards are used in many schools as replacements for traditional whiteboards or flipcharts. They provide ways to show students any thing which can be presented on a computer's desktop (educational software, web sites, and others). In addition, interactive whiteboards allow teachers to record their instruction and post the material for review by students at a later time. This can be a very effective instructional strategy for students who benefit from repetition, who need to see the material presented again, for students who are absent from school, for struggling learners, and for review for examinations. Brief instructional blocks can be recorded for review by students—they will see the

exact presentation that occurred in the classroom with the teacher's audio input. This can help transform learning and instruction."

2. Provide Students with Technological Infrastructure

The basic Odyssey Charter School IT System framework will be as follows:

- Microsoft software will be used as opposed to Apple or open source. The reason for this is simplicity and functionality. While open source software has lower cost and is similar to Microsoft products (such as Open Office vs. Microsoft Office), students will benefit from the better functionality of Microsoft products, and therefore easily be able to function in any computing environment. Current Odyssey Charter School equipment uses Microsoft products, and it would be time consuming to convert them.
- The school will have a small server farm (2 servers) for each facility which will power the school's IT system. This will provide for a server for the state antivirus program, Lightspeed. The school will also explore cloud computing for future needs as a cost saving initiative.
- The IT system will do automatic backups which will be stored securely, using a tape backup capability. This will allow Odyssey Charter School to achieve continuous operations.
- There will be no personnel permanently assigned to maintaining the IT system. Contractors will provide IT support.
- Internet access will be provided by a local cable company, who will also provide cable television service for the school. Phone service will be via TALKSWICH Voice over Internet Protocol (VOIP).
- The school community will explore, as cost permits, use the IT system to assign and grade homework, test when appropriate, and distribute grades.
- Each classroom will have internet connectivity.
- Odyssey Charter School will buy and utilize, as the budget permits, technologies such as LCD projectors, SMART Boards and online video.

3. Provide staff with the technology and tools to effectively manage student data to support high achievement

The school, in 2014, may embark on a journey to redesign the website, as cost permits, to assign and grade homework, test when appropriate, distribute grades, post schedules, job postings, and events, and make announcements. This may become a several year effort to improve the website to achieve full functionality. The goal of this effort is to create a website similar that of Delaware Technical College scaled however to the budget and needs of Odyssey Charter School. The website will also collect student data to measure individual and group achievement and help fulfill the data requirements of the Delaware Department of Education.

4. Provide teachers with tools and training to effectively integrate technology

Technology should not be used to teach the same old curriculum. Instead, it should be used to emphasize higher order thinking skills, complex problem solving, and cognitive research. Using technology effectively requires a shift from teaching to active learning. The Odyssey Charter School IT system can aid in active learning, not only as an aid to delivering basic curriculum, but in enabling students to learn basic computer skills such as using Microsoft applications and using search engines to complete academic tasks.

Specific telecommunications and information technologies (such as access to the Internet and software support to curriculum) will be needed to help Odyssey Charter School reach those goals. The amount of technology used in primary and middle schools has grown astronomically in the last two school years. Two major pieces of hardware that are appearing in classrooms are LCD projectors and SMART Boards, as discussed in Strategy 1. Implementing the proper use of these technologies with a networked classroom computer enables teachers to engage students like never before.

In addition, instructional technology will be explored for future application as the school budget permits. Odyssey Charter School will examine how to integrate technology into the curriculum and develop the skills to truly create a strong instructional technology program that supports their curriculum, helps them use data to improve student performance and increases student engagement.

The provision for teacher training is discussed in section B. below.

5. Increase communication between school and families and school and the community

Towards goal number 5 and supporting all other goals, Odyssey Charter School will establish a Technology Planning Committee. The Technology Planning Committee will develop measurements towards achievement of these goals. Members are to be determined from the School Board, staff, teacher, and parent communities.

A staff IT committee will also be formed to communicate staff IT concerns to the Technology Planning Committee. In addition, the improvements to the school website, which will begin in 2014, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up student grades, help with homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as included on the school website.

B. Professional Development Strategy for School Staff

Odyssey Charter School plans to develop proficiency in technology through professional development and collegial support. Training on the relatively simple system described above will be handled as follows:

- In the weeks before the start of the new school year, new and current teachers will attend instructional technology seminars. These seminars will focus on familiarizing the teachers with:
 - The goals and strategies of the Odyssey Charter School IT system.
 - The hardware and software used in the system. Staff will receive training in the use of LCD Projectors and Smart Boards.
 - The IT support strategy. Teachers would be given information about who to contact for various IT problems and basic troubleshooting.
 - Seminar participants will give feedback to the Technology Planning Committee for changes and improvements that would help teachers teach. The first seminar before Odyssey Charter School initially opens at the new location will be critical in the execution of the Odyssey Charter School IT strategy and feedback will be implemented in real time.
- Introductory and regular follow up assemblies for students and teachers, outlining the system capabilities discussed above, addressing the operational characteristics of the equipment on hand and providing collective training.
- Formal and informal sessions as needed by the support contractor.
-
- Establishment of a Staff IT Committee that will review progress and make recommendations directly from the IT system users to the Technology Planning Committee.

C. Assessment of Services, Hardware, and Software Needed

The major IT event in the current plan is the expansion of Odyssey Charter School from the current facilities to additional future facilities. Innovative Schools conducted an assessment of the IT capabilities needed for a new facility in December, 2010. Recommended attributes are as follows:

- Local Area Network room
- Rack
- TALKSWITCH VOIP
- 3 Ethernet Switching Units including wiring
- Fire/Safety Units with battery backup
- Sufficient electrical service
- 2 servers
- Cable TV boxes. Local Cable Company will provide upon installation
- Backup power for the servers
- Security and PA system. The TALKSWITCH telephone system will provide the functionality for the security and also the PA system via the speakerphone function.

Note that attributes noted previously are included in the above budget, including the multipurpose room (see installation costs in cable, telephone, and internet access). Odyssey Charter School personnel may request services that require technology needs not covered by the Technology Assessment above. These technology needs and the locations for which they will be needed will require adjustments in the Technology Assessment.

In addition, the funding shown above may change based on contributions of equipment, money, and time from the community. The competitive bid process may result in changes to the plan if the vendors recommend a different approach. Please also note that the above table shows funds for a 3 year period while those below show funds for a 1 year period, so they will not add together to the total of the above table.

D. Budget to Support the Technology Plan

The chart in Section C above explains the entire three year plan. The two charts below divide this information into ERate eligible and ERate ineligible categories, and the annual funding plan for each category. These charts also relate each budget item back to the goal and strategy number to show how the plan is seamlessly integrated.

1. ERate Eligible Services

Odyssey Charter School intends to apply to the FCC for an ERate discount for the following eligible annual services for each of the years covered by this technology plan.

Annual Cost of Items Eligible for ERate Discount							
Equipment	NCLB Goal	Number	Price per y/item	Total	One Time Cost	Maint	Year 1 Grand Total
		\$ 1	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ 8,000
		\$ 1	\$ 1,617	\$ 1,617	\$ 400	\$ -	\$ 2,017
		\$ 24	\$ 117	\$ 2,808	\$ 2,400	\$ -	\$ 5,208
		\$ 1	\$ 3,333	\$ 3,333	\$ 500	\$ -	\$ 3,833
		\$ 1	\$ 3,333	\$ 3,333	\$ 500	\$ -	\$ 3,833
		\$ 1	\$ 3,333	\$ 3,333	\$ 500	\$ -	\$ 3,833
				\$ 22,424	\$ 4,300		\$ 26,724
				\$ 16,818	\$ 3,225		\$ 20,043
				\$ 17,918	\$ 600		\$ 18,518
				\$ 13,439	\$ 450		\$ 13,889
				\$ 17,918	\$ 600		\$ 18,518
				\$ 13,439	\$ 450		\$ 13,889

Odyssey Charter School will fund the remaining cost after ERate discounts from the operations budget. Odyssey Charter School is prepared to document that funds are available at the time Odyssey Charter School files Form 470 and 471 for the requested services.

2. ERate Ineligible Expenses

Much of the equipment needed by Odyssey Charter School is not E-rate eligible. Odyssey Charter School will have sufficient funds to acquire and support the non-

discounted portions of the e-rate requests for using telecommunications and information technology as follows.

Equipment	Cost of Items not Eligible for E-rate Discount by Year					
	NCLB Goal	number	Price	Total	Installation Price	Total
Server/UPS	2	2	\$ 2,500	\$ 5,000	\$ 1,000	\$ 2,400
Tape Backup DLT 320	2	2	\$ 2,750	\$ 5,500	\$ 350	\$ 700
Fixed PCs	1	30	\$ 500	\$ 15,000	\$ 100	\$ 3,000
SMART Boards	4	6	\$ 1,500	\$ 9,000	\$ 300	\$ 2,400
LCD projectors	4	3	\$ 2,000	\$ 6,000	\$ 400	\$ 1,200
LCD TVs	4	6	\$ 1,000	\$ 6,000	\$ 300	\$ 600
Update Windows Server	2	2	\$ 2,000	\$ 4,000	\$ 200	\$ 400
Self Training	4	6	\$ 2,000	\$ 2,000	\$ -	\$ -
RF System IT Based	2	1	\$ 2,500	\$ 2,500	\$ 1,000	\$ 1,000
Surveillance System IT/B	2	1	\$ 2,500	\$ 2,500	\$ 1,000	\$ 1,000
Computer maintenance			\$ 2,000	\$ 2,000	\$ -	\$ -
Funded 2011-2012				\$ 59,463		\$ 12,500
2011-2012 grant total				\$ 72,063		
Tablets		3	\$ 700	\$ 2,100	\$ 100	\$ 300
Fixed PCs		30	\$ 500	\$ 15,000	\$ 100	\$ 3,000
SMART Boards		6	\$ 1,500	\$ 9,000	\$ 300	\$ 2,400
LCD projectors		3	\$ 2,000	\$ 6,000	\$ 400	\$ 1,200
LCD TVs		6	\$ 1,000	\$ 6,000	\$ 300	\$ 600
Self Training		6	\$ 2,000	\$ 2,000	\$ -	\$ -
Computer Maintenance			\$ 2,000	\$ 2,000	\$ -	\$ -
Funded 2012-2013				\$ 35,500		\$ 500
2012-2013 grant total				\$ 60,500		
Fixed PCs		1	\$ 500	\$ 500	\$ -	\$ 500
SMART Boards		4	\$ 500	\$ 2,000	\$ -	\$ 2,000
Projectors		2	\$ 1,000	\$ 2,000	\$ -	\$ 2,000
Self Training		1	\$ 1,000	\$ 1,000	\$ -	\$ -
Computer Maintenance			\$ 1,500	\$ 1,500	\$ -	\$ -
Funded 2014-2015				\$ 5,500		\$ -
2014-2015 grant total				\$ 5,500		
TOTAL				\$ 125,063		\$ 15,500

Sources of funding include the Odyssey Charter School operating budget. Odyssey Charter School is prepared to document that funds are available at the time Odyssey Charter School files Form 470 and 471 for the requested services. There are no unfunded items over the three year period.

E. Evaluation Plan to Monitor Progress and Goal Attainment

As mentioned in Goals section, the IT system must support the following goals:

1. Increase student engagement through technology enhanced teaching and learning.
2. Provide students with the technological infrastructure that allows them to maximize learning opportunities equal to that of their peers across the nation and globe.
3. Provide staff with the technology and tools to effectively manage student data to support high achievement.
4. Provide teachers with tools and training to effectively integrate technology into the instructional program.
5. Increase communication between school and families and school and the community.

The IT Planning Committee will decide on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust IT strategy accordingly. Specific measurements could include:

Goal 1

- Each 7th and 8th grade student will be able to prepare and give a PowerPoint presentation using an LCD Projector.
- Each student will demonstrate the ability to use a search engine to research homework assignments.
- Each student will demonstrate proficiency in using the Odyssey Charter School website to obtain homework assignments and grades.

Goal 2

- Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above

Goal 3

- At the end of 2014, assess progress towards improvements in the school's website to perform functions described above

Goal 4

- Each staff member will demonstrate proficiency with the software and hardware used at Odyssey Charter School by review of their classroom performance during their annual review.
- Each Staff member will demonstrate that they are using the LCD projectors and Smart Boards on a regular basis.
- School staff will demonstrate that the training events outlined above occurred and that staff were given and took advantage of the limited IT training budget.

Goal 5

- At the end of each year, assess the progress that the Technology Planning Committee and the Staff Information Technology Committee is making in addressing parent and teacher concerns regarding Information Technology. This will be gauged by the number of parent, staff, and student complaints regarding information technology use.
- At the end of 2013, review progress towards achieving the planned improvements to the school website. By the end of 2014, a specific plan for the website and some implementation of functionality regarding grades, homework, and scheduling should occur.

Part IV – NCLB Requirements

The following elements are addressed in the technology plan:

- 1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.**

Odyssey Charter School will use Federal ERate funds to Enable Classroom connectivity, buy TALKSWITCH VOIP Equipment, buy Phones, and pay for Cable TV, Telephone Costs, and Internet Access. This will support student academic achievement by enabling connectivity to sources of instruction and sources of information for homework and in class exercises, thereby raising the quality of instruction and student productivity.

- 2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards.**

Our technology plan goals are:

- *Increase student engagement through technology enhanced teaching and learning.*
 - *Provide students with the technological infrastructure that allows them to maximize learning opportunities equal to that of their peers across the nation and globe.*
 - *Provide staff with the technology and tools to effectively manage student data to support high achievement.*
 - *Provide teachers with tools and training to effectively integrate technology into the instructional program.*
 - *Increase communication between school and families and school and the community.*
- 3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.**

The Information Technology plan will increase the students access to educational technology as follows:

- *Every classroom will have 5 personal computers with internet access*
- *Every classroom will have a SMART Board*
- *Every other classroom will have an LCD Projector*
- *Every Classroom will have an LCD TV with cable TV Service*
- *Every classroom will have internet search and Microsoft Applications*
- *Every staff member, parent and student, and community member, will have access to an improved website to assign and do homework, track student progress, provide schedules, post events, and test students, as well as collect data. Federal ERate funds will enable this effort by providing Classroom connectivity, TALKSWITCH VOIP Equipment, Phones, Cable TV access, Telephone Costs, and Internet Access.*

4. A description of how the applicant will:

- a. Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards.**

Odyssey Charter School supports a basic academic curriculum that will be supported by Information Technology advances. The affect of advances in Information Technology on the operation of the school will become more apparent in 2014 as the school Website is improved to include assignment of homework, grading, scheduling, communication with parents, and collection of achievement data for state and federal purposes. In the meantime, the objective of the plan is to build a sufficient Information Technology capability to support the 5 goals outlined above.

- b. Provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.**

Odyssey Charter School plans to develop proficiency in technology through professional development and collegial support. In the weeks before the start of the new school year, new and current teachers will attend instructional technology seminars. These seminars will focus on familiarizing the teachers with:

- *The goals and strategies of the Odyssey Charter School IT system.*
- *The hardware and software used in the system. Staff will receive training in the use of LCD Projectors and Smart Boards.*

- *The IT support strategy (Innovative Schools Development Corporation and the Technology Planning Committee). Teachers would be given information about who to contact for various IT problems and basic troubleshooting.*
- *Seminar participants will give feedback to the Technology Planning Committee for changes and improvements that would help teachers teach. The first seminar before Odyssey Charter School initially opens will be critical in the execution of the Odyssey Charter School IT strategy and feedback will be implemented in real time.*
- *Introductory and regular follow up assembles for students and teachers, outlining the system capabilities discussed above, addressing the operational characteristics of the equipment on hand and providing collective training.*
- *Formal and informal sessions as needed by the support contractor (Innovative Schools). These should occur at least monthly.*
- *Establishment of a Staff IT Committee that will review progress and make recommendations directly from the IT system users to the Technology Planning Committee.*

5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.

The following chart describes in summary the entire 3 year IT Plan for Odyssey Charter School:

IT Costs

2012-2014

Item	Number	Price	Installation		Replacemen
			Total	Price	Total
Server	1	8,000			
Windows Server 2008	1	1,617		400	
Switch	24	117	2,808		
Router	1	3,333		500	
Printer	1	3,333		500	
UPS	1	3,333		500	
Network Storage			22,424	4,300	
Network Storage			16,818	3,225	
Network Storage			17,918	600	
Network Storage			13,439	450	
Network Storage			17,918	600	
Network Storage			13,439	450	
TOTAL			\$259,035	\$35,600	\$0
GRAND TOTAL			\$294,635		

This chart describes the items that are eligible for ERATE discount:

Equipment	NCLB Goal	Number	Price per yr/item	Total	One Time Cost	Maint	Year 1 Grand Total
		\$ 1	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ 8,000
		\$ 1	\$ 1,617	\$ 1,617	\$ 400	\$ -	\$ 2,017
		\$ 24	\$ 117	\$ 2,808	\$ 2,400	\$ -	\$ 5,208
		\$ 1	\$ 3,333	\$ 3,333	\$ 500	\$ -	\$ 3,833
		\$ 1	\$ 3,333	\$ 3,333	\$ 500	\$ -	\$ 3,833
		\$ 1	\$ 3,333	\$ 3,333	\$ 500	\$ -	\$ 3,833
				\$ 22,424	\$ 4,300		\$ 26,724
				\$ 16,818	\$ 3,225		\$ 20,043
				\$ 17,918	\$ 600		\$ 18,518
				\$ 13,439	\$ 450		\$ 13,889
				\$ 17,918	\$ 600		\$ 18,518
				\$ 13,439	\$ 450		\$ 13,889

This chart describes items that are not eligible for ERate discount:

Equipment	Cost of Items not Eligible for ERate Discount by Year			Installation		
	Goal	number	Price	Total	Price	Total
Server w/UPS	2	2	\$ 2,500	\$ 5,000	\$ 1,000	\$ 2,000
Tape Backup DLT 320	2	2	\$ 2,725	\$ 5,450	\$ 350	\$ 700
Fixed PCs	1	35	\$ 500	\$ 16,500	\$ 100	\$ 3,500
SMART Boards	4	6	\$ 1,500	\$ 9,000	\$ 400	\$ 2,400
LED projectors	4	3	\$ 2,000	\$ 6,000	\$ 400	\$ 1,200
LED TVs	4	6	\$ 1,000	\$ 6,000	\$ 100	\$ 600
Plate Windows Server	2	2	\$ 1,700	\$ 1,400	\$ 200	\$ 400
Staff Training	4	15	\$ 2,000	\$ 2,000	\$	\$
Call System IT Based	2	1	\$ 2,500	\$ 2,500	\$ 1,000	\$ 1,000
Surveillance System IT B	2	1	\$ 2,500	\$ 2,500	\$ 300	\$ 300
Computer maintenance		1	\$ 3,113	\$ 3,113	\$	\$
Period 2011-2012				\$ 59,463		\$ 12,600
2011-2012 grand total				\$ 2,463		
Laptops	1	3	\$ 1,700	\$ 2,100	\$ 500	\$ 1,500
Fixed PCs	1	30	\$ 500	\$ 15,000	\$ 100	\$ 3,000
SMART Boards	1	6	\$ 1,500	\$ 9,000	\$ 400	\$ 2,400
LED projectors	3	2	\$ 2,000	\$ 6,000	\$ 400	\$ 1,200
LED TVs	4	6	\$ 1,000	\$ 6,000	\$ 100	\$ 600
Staff Training	2	15	\$ 2,000	\$ 2,000	\$	\$
Computer Maintenance	4	1	\$ 2,153	\$ 2,153	\$	\$
Period 2012-2013				\$ 2,483		\$ 500
2012-2013 grand total						
Fixed PCs	1	30	\$ 500	\$ 15,000	\$ 100	\$ 3,000
SMART Boards	1	6	\$ 1,500	\$ 9,000	\$ 400	\$ 2,400
LED projectors	1	2	\$ 2,000	\$ 6,000	\$ 400	\$ 1,200
LED TVs	4	6	\$ 1,000	\$ 6,000	\$ 100	\$ 600
Call software	2	1	\$ 2,500	\$ 2,500	\$ 1,000	\$ 1,000
Staff Training	2	15	\$ 2,000	\$ 2,000	\$	\$
Computer Maintenance	2	1	\$ 2,500	\$ 2,500	\$ 300	\$ 300
Period 2013-2014				\$ 2,582		\$ 500
2013-2014 grand total				\$ 2,582		\$ 500
2011-2014 grand total				\$ 77,532		\$ 23,500

All aspects of this plan are interoperable because they are all based on the use of Microsoft software, standard internet protocols, and a requirement for compatibility being in every Request for Proposal.

- 6. A description of how the applicant will coordinate activities, carried out with funds provided under this subpart with technology-related activities, carried out with funds available from other federal, state, and local sources.**

In order to carry out all activities, Odyssey Charter School will establish a Technology Planning Committee. The Technology Planning Committee will carry out and coordinate all Information Technology Activities, to include execution of the plan laid out in this document. Members will be appointed from the Odyssey Board, and the staff and parent community.

- 7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.**

Odyssey Charter School will integrate the technology imbedded in the information technology Plan in a timely fashion. Personal computers will be available in each classroom will be used to learn internet search capabilities and use reading software to improve performance. LCD Television, enabled by cable service, will also be almost immediately available in order to deliver instructional material available in On Demand and scheduled instructional channels. LCD Projectors (available in 2011) and Smart Boards (also available in 2011) will be used to deliver presentations, instruction and video, with the Smart Boards enabling repetition that is so important for the 6th to 8th grade students. In addition, the improvements to the school website, which will begin in 2014, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up student grades, help with homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.

- 8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.**

The Odyssey Charter Middle and High Schools are established to prepare Grade 6-12 students for a lifelong enthusiasm for learning, a keen awareness of world citizenship, and an ability to think independently and creatively through participation in a focused foreign language program. The curriculum integrates the learning of Greek as a second language, along with English, to teach a rigorous curriculum of reading, writing, math, science, and social studies.

Children are taught critical subject matter, such as math, in a classical language, Greek, for a portion of the day which reinforces the learning as taught in English. The skills learned through this dual language instruction method will build key reasoning techniques and enable our students to meet and exceed expectations in all required content and performance standards for the State of Delaware. Odyssey will evaluate how to use IT to deliver this curriculum more effectively using language laboratories or software.

Odyssey Charter School is a local community based academic organization serving K through 12th grade students, so specialized rigorous courses or distance learning does not apply.

9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

The Odyssey Charter School Technology Planning Committee will include parent members in order to get input from everyone who has a stake in the school. In addition, the improvements to the school website, which will begin in 2014, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up student grades, help with homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

Not Applicable

11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

As mentioned in Goals section, the IT system must support the following goals:

1. *Increase student engagement through technology enhanced teaching and learning.*
2. *Provide students with the technological infrastructure that allows them to maximize learning opportunities equal to that of their peers across the nation and globe.*
3. *Provide staff with the technology and tools to effectively manage student data to support high achievement.*
4. *Provide teachers with tools and training to effectively integrate technology into the instructional program.*
5. *Increase communication between school and families and school and the community.*

The IT Planning Committee will decide on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust IT strategy accordingly. This measurement of progress will provide the process and accountability measures that Odyssey Charter School will use to evaluate how effective we were in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet achievement standards. Specific measurements could include:

Goal 1

- *Each 7th and 8th grade student will be able to prepare and give a PowerPoint presentation using an LCD Projector.*
- *Each student will demonstrate the ability to use a search engine to research homework assignments.*

- *Each student will demonstrate proficiency in using the Odyssey Charter School website to obtain homework assignments and grade*

Goal 2

- *Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above*

Goal 3

- *At the end of 2014, assess progress towards improvements in the school's website to perform functions described above*

Goal 4

- *Each staff member will demonstrate proficiency with the software and hardware used at Odyssey Charter School.*
- *Each Staff member will demonstrate that they are using the LCD projectors and Smart Boards on a regular basis.*
- *School staff will demonstrate that the training events outlined above occurred and that staff were given and took advantage of the limited IT training budget.*

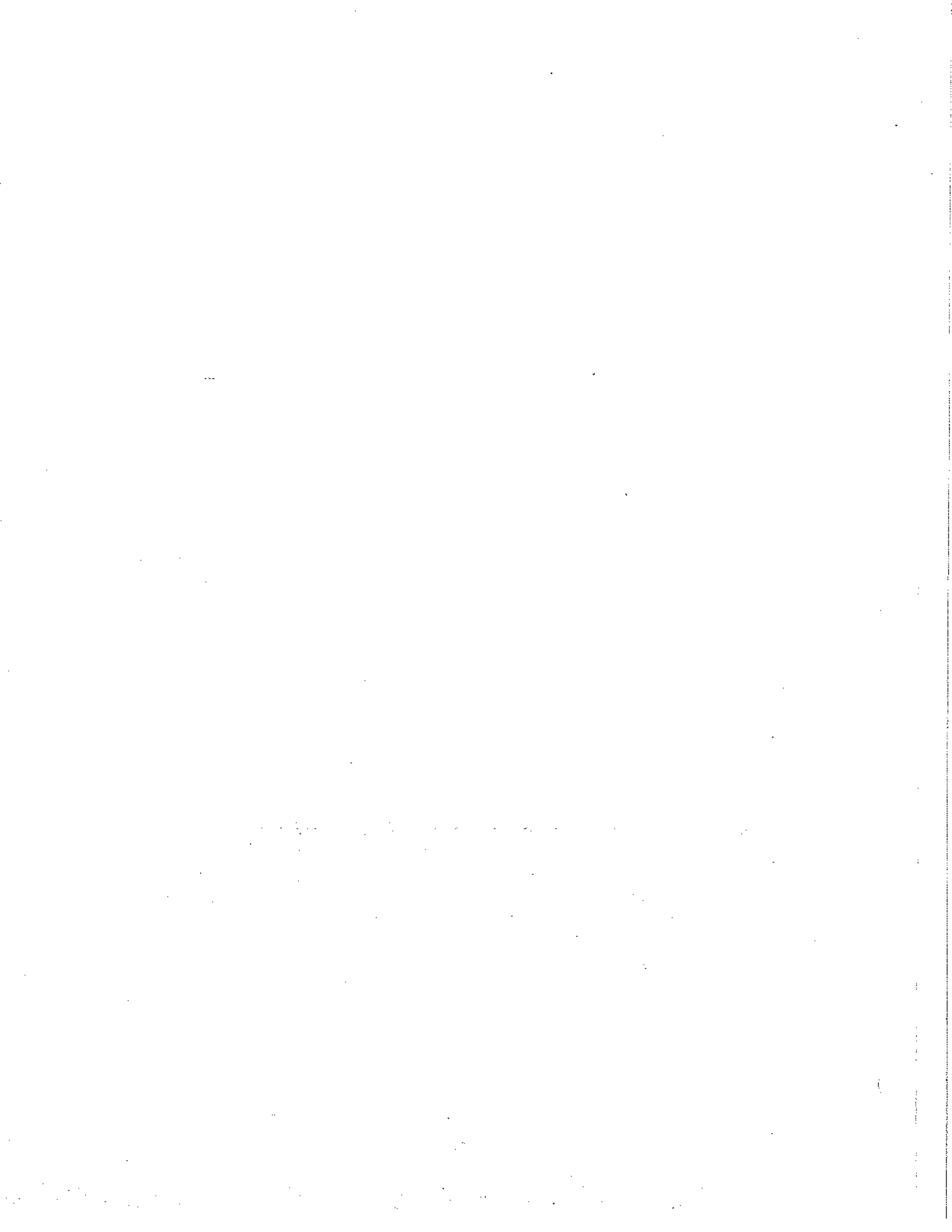
Goal 5

- *At the end of each year, assess the progress that the Technology Planning Committee and the Staff Information Technology Committee is making in addressing parent and teacher concerns regarding Information Technology.*
- *At the end of 2014, review progress towards achieving the planned improvements to the school website*

12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

Supporting items include the following:

A contractor will provide, supporting Information Technology and Consulting Services to support IT planning, LAN services, and integration of curriculum into instructional technology. Innovative Schools will provide installation of updated server software and information technology equipment. Microsoft applications will be used as the standard school software. Innovative Schools or another contractor will provide the improvements to the school website, which may begin in 2014 and will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up student grades, help with homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.



ODYSSEY CHARTER SCHOOL

ADMINISTRATIVE PROCEDURES MANUAL

December 2009

All procedures will be updated by Board prior to school opening.

ADMINISTRATIVE PROCEDURES MANUAL

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I. School/Personnel Policies and Practices

A. General

A.1. Emergency Procedures/School Closings

The Board accepts the responsibility to employ every reasonable means at its disposal to protect pupils and staff from situations which may pose real or potential threats to their health or safety. In the exercise of this responsibility, it further recognizes that situations may arise which require closing the school in whole or in part.

Therefore, it is the policy of the Board that the Headmaster of the School or his/her designee monitor those conditions which would or could jeopardize the safety and well-being of pupils and staff. The Headmaster is authorized to use his/her judgment with regard to closing the school and to establish those procedures which will do so in an efficient manner. The Headmaster shall notify parents, staff, students and others of school closings.

Annually, parents of all students shall be informed of the School's emergency school closing procedure. Parents should be notified that the general intent of the School is to offer a regular program of instruction on every school day, and that the Headmaster determines whether the school should be closed based on his/her perspective of what is in the best interest of all children.

With regard to School staff, the Headmaster shall determine staff members' responsibilities in reporting to work based upon the school's work hour policy.

A.2. Fire Drills

It shall be the policy of the School to conduct at least one fire drill each month the School is in operation. During severe weather, fire drills may be postponed when approved by Fire Department officials. A record shall be kept in the school office of the date and hour of each fire drill that is held.

All fire drills should simulate actual fire conditions and safe building evacuation procedures are to be followed. No one is to return to the building until the Headmaster or designee indicates it is safe to return.

In the event of a fire, the Headmaster or designee shall immediately report such fire to the fire department.

A.3. Bomb Threat

The following procedure will be followed when a threat of bomb damage has been made to the school. On receipt of a bomb threat by phone, letter, orally, or other means, the following steps will be taken:

1. The Headmaster or his/her assistant will call the State Police and request them to have a detective in an unmarked car come to school and see the Headmaster concerning the bomb threat.
2. The Headmaster or his/her assistant will notify the Fire Department.
3. The State Police working with the Headmaster should assume the responsibility for the search, follow-up and investigation.
4. If evacuation of the building(s), dismissal of classes, etc., is in order, the Headmaster, after careful evaluation, will make the decision.

A.3.1. Telephone Bomb Threat

When a telephone bomb threat is received, it is very important that as much information as possible be obtained from the caller. Every effort possible should be made to engage him in conversation as to the following:

1. The time element involved; i.e., today? Now? This afternoon? Before three o'clock? etc.
2. The location of the bomb - basement, locker, portable, floor, wing, shop, etc.
3. The type of device - type of explosive, dynamite, nitroglycerine, alarm clock timing, fuse detonated, cigarette burning timer, candle, etc.

Each or any of these subjects concerning the bomb may be of particular pride or interest to the caller and may initiate a conversation that will result in his giving information that would be vital in the prevention of a disaster.

The person receiving the call should make special written note of the following and turn this information over to the investigating officer:

1. The exact time and date the threat was received.
2. The message received, as accurately as possible.
3. Was there any threat implied as to race, religion or nationality?
4. An approximation of age of the caller.
5. Were there any background noises that you could identify - juke box, radio, type of music, background talk or conversation, whispered encouragement or advice, etc.?
6. Did caller have any distinguishable accent or drawl, or was good English used?
7. Did caller sound calm, hysterical, or factual?

A.3.2. Evaluation and Action

At this point the officer responsible will make a careful evaluation of all pertinent information.

A.3.3. Bomb Threat Search Procedures

In the event there is reason to suspect that a bomb has been placed in a school, the State Police will organize "search teams" and assign them to various areas of the building to be searched.

In the event of discovery of a suspect bomb, the following steps will be taken:

1. Do not in any way touch or attempt to move the suspect package.
2. Contact the State Police immediately in order that he may take the following steps:
 - a. Clear the danger area of all occupants.
 - b. Establish an organized guard around the outside area to prohibit others from entering.
 - c. Notify Hospital to be on stand-by in the event of need for medical aid.
 - d. Arrange for shutting all power, gas, and fuel lines off leading into the danger area.
 - e. Arrange for the removal of all flammable materials from the surrounding area.
 - f. Notify the local fire department and rescue squad.
 - g. Notify the stand-by agencies so that a competent explosives expert can be brought in.
 - h. When possible, obtain mattresses to be used as protection against flying fragments.
 - i. Check with custodian to have available fire extinguishing and fire-fighting equipment.
 - j. Arrange with the local authorities for the use of portable X-ray equipment.
 - k. Avoid moving any article or articles which may in any way be connected with the bomb or which may act as a triggering mechanism.

A.3.4. Comments

In respect to some of the above information, the following general comments should be made:

Persons to be evacuated from the area should be moved to a minimum of three hundred feet from the point of possible explosion. Prior experience in other areas of the United States has indicated that an exploding bomb may cause damage to property and serious or fatal injuries to persons within an area of at least three hundred feet. It should be noted that there is also the danger of flying objects and shrapnel-like particles which make no arbitrary distance a safe one. For this reason, all unofficial or unnecessary personnel should withdraw from the scene completely.

In reference to power, gas, and fuel lines leading to a danger area, these should be shut off as soon as practical. By so doing, we would possibly prevent a second explosion of flammable materials which would further add to any disaster. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

If an actual bomb explosion does occur, the Police Department will maintain a guard around the area to prevent re-entry by any unauthorized person. It should be stated that, at this point, inspection and evaluation of the debris and standing structure would be conducted by appropriately trained personnel. Primarily their inspection would be

necessary to insure the safety of all persons having business in the bombed area. Fire marshals, building inspectors, etc., would inspect the building regarding supporting walls, damaged overhead structures, broken gas lines, live power lines, etc. Their inspection should precede any police or security investigation and would be designed to prevent any further injury.

A.4. Prohibition of the Use of Tobacco Products

The use of tobacco products on School premises is contrary to the educational goals, image and interests of the School and to the maintenance of a healthy and safe school and work environment. Substantial medical research has established that the use of tobacco is a hazard to the health and welfare of the users and, secondarily, to the health and welfare of those exposed to smoke.

For these reasons, all persons (students, employees, independent contractors, school visitors and members of the general public) are prohibited from using any tobacco products in or on School premises or property, including athletic fields, unless a specified area is designated by school administration. Possession of lighted smoking materials shall be considered "use" within this policy.

Under Delaware state law, students under the age of 18 are prohibited from possessing cigarettes or any other tobacco product.

Violators of this policy will be subject to applicable Delaware Statute(s), and disciplinary procedures of the School.

A.5. Drug Free Workplace

The School believes that illegal drugs and the abuse of alcohol have no place in the school environment. Furthermore, Congress passed the Drug-Free Workplace Act of 1988, requiring the certification of federal grantees of a drug-free workplace; and the Drug-Free Schools and Communities Act Amendments of 1989 requiring institutions to certify adoption and implementation of programs to prevent unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

For these reasons, the School adopts the following regulations:

1. The unauthorized and/or unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol is strictly prohibited in all facilities and on all property of the School, in all places where its employees work, and at any of the School's activities. As a condition of employment, all employees shall abide by this prohibition and notify the School of any criminal drug or alcohol statute conviction for a violation of this policy as provided by paragraph (2) below.
2. All employees shall notify the School Headmaster Master or his/her designee in writing of any criminal drug or alcohol statute conviction for a violation of this policy no later than five days after such conviction.

3. Within thirty days of receiving notice of any employee convicted as described in section (2) above, the School will:
 - a. Take appropriate action against such an employee, up to and including termination of employment; or
 - b. Require such employee to participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, State, or local health, law enforcement, or other appropriate agency.

Such action may be taken by the School prior to conviction.

4. The School shall give each employee a copy of the statement set out in sections (1), (2), and (3) above, and post it prominently throughout the areas where employees work.
5. The School shall make a good faith effort to continue to maintain a drug-free environment through the implementation of this policy, and ensure that all new employees are informed of the policy.

A.6. Affirmative Action Plan

It is the policy of the School that no person shall, on the basis of race, color, creed, sex, national origin, age or disability, be subjected to any discrimination prohibited by the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment Act, as amended; American with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; Title IX of the Educational Amendments of 1972; and other applicable laws, regulations, and Executive Orders. This policy applies to recruitment, employment, and subsequent placement, training, promotion, compensation, continuation, probation, discharge, and other terms and conditions of employment over which the School has jurisdiction.

The School will further equal employment opportunities for members of minority groups and for females through implementation of the Affirmative Action Policy. Under this policy, the School actively seeks qualified minority and female applicants for open positions in order to attain its goal of fair representation of minorities and females in all branches and divisions and in all job classifications.

A.7. Cultural Diversity

The School will develop and implement a program which will assure that the School is uniformly addressing diversity in all of its activities. The concept of diversity stresses respect for all human differences. Diversity is an asset that provides a balance of different viewpoints, perspectives, and strengths.

The School's program will increase knowledge and understanding of diversity issues. Greater innovation and creativity in curricular matters, decision making, and problem solving will be possible in this socially diverse environment. Diversity will encompass all aspects of School functions, including the curriculum, employee relations and student interaction.

Gender, racial, ethnic, cultural, religious, and other differences enrich the educational and social environment where individuals teach, learn, and work. Differences among our students and employees present the School with opportunities to cultivate mutual understanding and respect.

In demonstrating its commitment to diversity, the School will support the pluralistic community it serves, which complements its philosophy and mission.

A.8. Nondiscrimination with Respect to Disability

It is the policy of the School that no person shall be subjected to discrimination on the basis of disability as prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws, regulations and Executive Orders. This policy applies to access and utilization of facilities, services, and programs; and to employment, including but not limited to recruitment, selection, training, promotion, compensation, continuation, probation, and discharge, if the person is qualified and able to perform the essential functions of the job with or without reasonable accommodation.

A.9. Harassment

All faculty, staff, and students have a right to work and/or attend a school in an environment free of discrimination, including freedom from sexual harassment. Therefore, it is the policy of the School that no member of the school community may sexually harass another. Any employee or student will be subject to disciplinary action including, but not limited to, dismissal for violation of this policy.

A.9.1. Sexual Harassment of Students

The School maintains an environment free from any sexual harassment or sexual intimidation toward and between pupils. The School will not tolerate sexual harassment in any form and will promptly investigate and administer appropriate action to eliminate it, up to and including full discipline of offenders.

Sexual harassment includes, but is not limited to, any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or interferes with the recipient's academic performance. Sexual harassment includes any form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material and subtle or express pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of escalated harassment, sarcasm, intimidation, or unwarranted comments to or through peers.

Any pupil who believes that they have been subjected to or witnessed sexual harassment or any parents/guardians who believe their child has been subjected to or witnessed sexual harassment should report the incident(s) to the Headmaster Master. All contacts

will be treated fairly and promptly. To the fullest extent possible, the Academy will keep all complaints and the terms of their resolution confidential. Information will not be released by the School unless required by law or if necessary for the purpose of taking corrective action. The School forbids retaliation against anyone who has reported any incidents of harassment. If a pupil or parent/guardian is not comfortable with contacting the Headmaster Master, the concern may be presented to a counselor, school social worker or to a teacher with the understanding that incidents must be reported to a school administrator for prompt review and action, in accordance with established procedures. A copy of such procedures can be obtained from the School Office.

A.9.2. Sexual Harassment of Employees

The School maintains a working and learning environment free from any sexual harassment or sexual intimidation toward and between employees. The School will not tolerate sexual harassment in any form and will promptly investigate and administer appropriate action against offenders to eliminate it through discipline, up to and including termination of employment. Any person who believes she/he has been harassed or has witnessed harassment should promptly file a complaint in accordance with established procedures. A copy of such procedures can be obtained from the School Office. To the fullest extent possible, the School will keep all complaints and the terms of their resolution confidential. Information will not be released by the School unless required by law or if necessary for the purpose of taking corrective action. The School forbids retaliation against anyone who has reported any incidents of harassment.

Sexual harassment includes, but is not limited to:

- A. Unwelcome or unwanted sexual advances. Examples include patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact which is considered unacceptable by another individual.
- B. Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment or status at the School.
- C. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesy; telling "dirty jokes" that are clearly unwanted and considered offensive by others; or any other tasteless, sexually oriented comments, innuendos or actions that offend others.

B. Work Hours

The normal workweek for full-time School employees is 8:00 a.m. to 4:00 p.m. Monday through Friday. The Headmaster is authorized to establish working periods and to designate work assignments in the best interests of the School.

In addition to teaching assignments, faculty members may be required to serve on various committees, attend meetings essential to the effective operation of the School, assist and perform other appropriate assignments.

C. Performance Appraisals

Evaluation of an employee's performance shall be for, but not limited to, the following purposes:

1. To provide teachers with information and support for continuous improvement;
2. To motivate members of the staff to participate in the formulation and evaluation of instructional programs;
3. To provide an atmosphere of cooperation and two-way communication between administrators and teachers which will support and foster effective evaluation processes;
4. To provide information for decisions on in-service training and staff development programs; and
5. To provide a formal documented record for making judgments about personnel promotion, reassignment, tenure and termination. The School will follow the Delaware Performance Appraisal System II (DPASII) procedures as outlined by the State Department of Education Procedures to appraise teachers/specialists. Procedures for implementing the Delaware Performance Appraisal System II are found in Department of Education Doc. No. 95[-01/90/07/13, 8/16/90] (Most recent Department of Education Release).

D. Student Interns and Student Teachers

The School has an obligation to aid in the training of prospective professionals. The School, subject to the discretion and approval of the Board of Directors, may accept placement of student teachers and interns from certified institutions.

Funds received from institutions as remuneration for the supervision of student teachers or interns shall go directly to the supervising staff member. The supervising staff member has the responsibility for directing, monitoring and evaluating the performance and activities of the student teacher or intern in accordance with the requirements of the program.

E. All Staff – Conflict of Interests

Staff members of the School shall not have an interest directly or indirectly in any agreement in which they can gain financially. If an issue arises in which a conflict of interest exists, the staff member shall withdraw from participation in the discussion and resolution of the issue.

E.1. Sale of Instructional Materials or Services

No administrator or employee connected with the School may act as an agent or solicitor for personal gain for the sale of school books, supplies, equipment and services, or

promote such sales to individuals or the school district or receive any fee or reward for such sales.

E.2. Tutoring

Teachers are not permitted to tutor or counsel students under their supervision for private pay.

F. Staff Development

The School is dedicated to providing a systematic, yet flexible, program of learning experiences for its staff. This commitment to an ongoing learning process is based on the following premises:

- The effectiveness of the School as an educational system is highly dependent on the quality of its staff.
- The staff, a clearly recognizable prized asset, is a resource that must be kept current, supported, and involved in professional growth.
- The School Headmaster Master plays a vital role in assisting staff members in their professional growth.
- As a team, staff members, faculty and administrators need to identify and implement methods to meet both long and short range goals.
- Staff development requires that commitments be made and responsibilities be accepted to meet those broader needs of the School.

The School's program should allow for sufficient time to provide opportunities for staff to become informed about current theory and concepts, and to determine their value and practical application. The School recognizes the importance of, and therefore provides for, staff involvement in the planning, implementation, and assessment of its staff development program. In keeping with this policy, the administration shall present a staff development plan to the school board on an annual basis.

G. Conference Attendance

Staffs members may be permitted to attend conferences or meetings which are beneficial to the school at the expense of the School, provided such attendance is previously approved by the Headmaster Master or designee. Expenses should be submitted to the Business Office on an itemized statement in accordance with School guidelines.

II. Conditions of Employment:

A. Certification

Requirements for certification are established by the Delaware Department of Education, which has reciprocity with 26 other states and the District of Columbia. Candidates for academic positions must have a Bachelor's Degree in education in the appropriate subject area. Teachers new to Delaware public schools must also achieve a passing score on all three sections of the Pre-Professional Skills Test (PPST). This requirement must be satisfied by the end of the second fiscal year of employment.

B. Duties and Responsibilities of Instructional Personnel

Teachers shall be under the general supervision of the School's Headmaster, and shall perform those duties required by law, by contract, and by the policies of the Board.

B.1. Teachers shall familiarize themselves with the policies and regulations of the school board. The Headmaster of the School shall observe and enforce such policies and regulations. A copy of the board policy shall be maintained in the school office.

B.2. Teachers shall devote themselves faithfully and exclusively to the performance of their duties while on school grounds during school hours.

C. Contract

All certified personnel must enter into a joint contract with the Board to receive salary payments as specified.

D. Resignation

All instructional personnel shall give notice of their intention to resign at least four weeks in advance, exclusive of school term vacation periods. Exception to this policy may be made only with the approval of the Board. Delaware is an "at will" employment state and as such, resignation notice requirements of employees are not to be construed with any obligation of dismissal or termination notice by the employer.

E. Hiring Procedures

The School is dependent upon the quality of its staff in meeting its mission and objectives. In that regard, the School is committed to hiring the best qualified individuals through equitable, consistent, and efficient personnel practices. The board and Headmaster shall develop administrative procedures regarding employment practices.

E.1. Recruitment

The School shall recruit in institutions and throughout an appropriate geographical area in order to obtain qualified, talented candidates, who reflect the diverse school population.

E.2. Selection Process

The selection process shall be under the direction and coordination of the school board and Headmaster and shall include appropriate input by administrators, professional and support staff, students, parents and community.

The selection of employees shall be based on job-related qualifications, consistent with the established role description for the job. The School shall not discriminate on the basis of race, gender, religion, national origin, or other factors extraneous to the designated role. Personnel information will be managed confidentially and professionally, and shared only with those individuals who have a right-to-know as defined in administrative procedures.

III. Employment Benefits and Leaves

A. Benefits

A.1. Health Insurance

A variety of health insurance plans are available to the employee and dependents as offered through the state of Delaware and any supplements define through the board contract.

A.2. Life Insurance

Life insurance is provided as offered through the state of Delaware and any supplements define through the board contract.

A.3. Dental Insurance

A dental plan is available to the employee and dependents as offered through the state of Delaware and any supplements define through the board contract.

A.4. Disability Insurance

Any employee who becomes totally disabled receives benefits as offered through the state of Delaware and any supplements define through the board contract.

A.5. Vision Care

Eye examination and glasses are available as offered through the state of Delaware and any supplements define through the board contract.

A.6. Tuition Reimbursement

Tuition reimbursement benefits are provided as offered and defined through the board contract.

A.7. Liability Insurance

Faculty members are covered as offered and defined through the board contract.

A.8. Summer Courses

Delaware teachers may enroll tuition free, in summer school programs in the colleges of education at the University of Delaware and Delaware State University.

B. Leave Policies

B.1. General Policy Statement

The School recognizes that there will be times when an employee must be granted a leave of absence for purposes other than vacation, for reasons not anticipated or covered by present Delaware Law. Leave of absences decisions not provided for by state law will be made at the discretion of the Odyssey board with specific provisions around continuity of service on a case-by-case basis.

B.2. Leaves and Absences Provided Under Delaware Law

The following leaves and absences, provided by the State of Delaware for all state employees, shall be administered at the School in accordance with the Delaware Code and the rules and regulations of the Department of Education:

B.2.1. Sick Leave

B.2.2. Work Related Injury or Disease (Worker's Compensation Leave)

B.2.3. Sick Leave and Absences for Other Reasons

B.2.3.1. Death in the Immediate Family

B.2.3.2. Critical Illness in Immediate Family

B.2.3.3. Death of a Near Relative

B.2.3.4. Religious Holidays

B.2.3.5. Personal Leave

B.2.4. Sabbatical Leave

B.2.5. Military Leave

B.2.6. Jury Duty

B.2.7. Olympic Competition

B.2.8. Public Office

B.2.9. Birth of a child or Adoption Leave

B.3. Leave of Absences Under Family Medical Leave

Family Medical Leave Act provides up to twelve (12) weeks of unpaid job protected leave to eligible employees for family/medical reasons.

B.3.1. Eligibility Requirements:

- One year service
- 1250 hours over previous 12 month period
- Physician's proof statement
- 30 days advance notice

(The below are not provided for by DE law and therefore do not need to be elaborated on beyond what is stated under B1 above)

B.4. Vacation

Employees are entitled to vacation leave as provided through the board contract.

(Please note and as mentioned earlier, Delaware is an "at will" employment state and as such, termination of employment procedures are not appropriate and often lead to litigation. If the application committee needs something in this section, use the language below...)

Delaware is an "at will" employment state and as such, Odyssey administers the severance or termination of employees on a case-by-case basis within the guidelines of the law.

V. Employee Grievance Procedures

A. General Provisions

A.1. This procedure is to provide all employees equitable solutions for alleged violations, misinterpretations or inequitable applications of School policies or practices relative to provisions of Federal anti-discrimination legislation within a specified period of time.

A.2. The Board recognizes that each employee has the right to clear and accepted channels of communication through which a grievance may be presented, reviewed, and equitably resolved within a specified period of time.

A.3. Each employee is entitled to "due process" by having his/her grievance reviewed by higher authority without fear of reprisal or recrimination as a result of having presented a grievance or having been a party in interest in the grievance procedure.

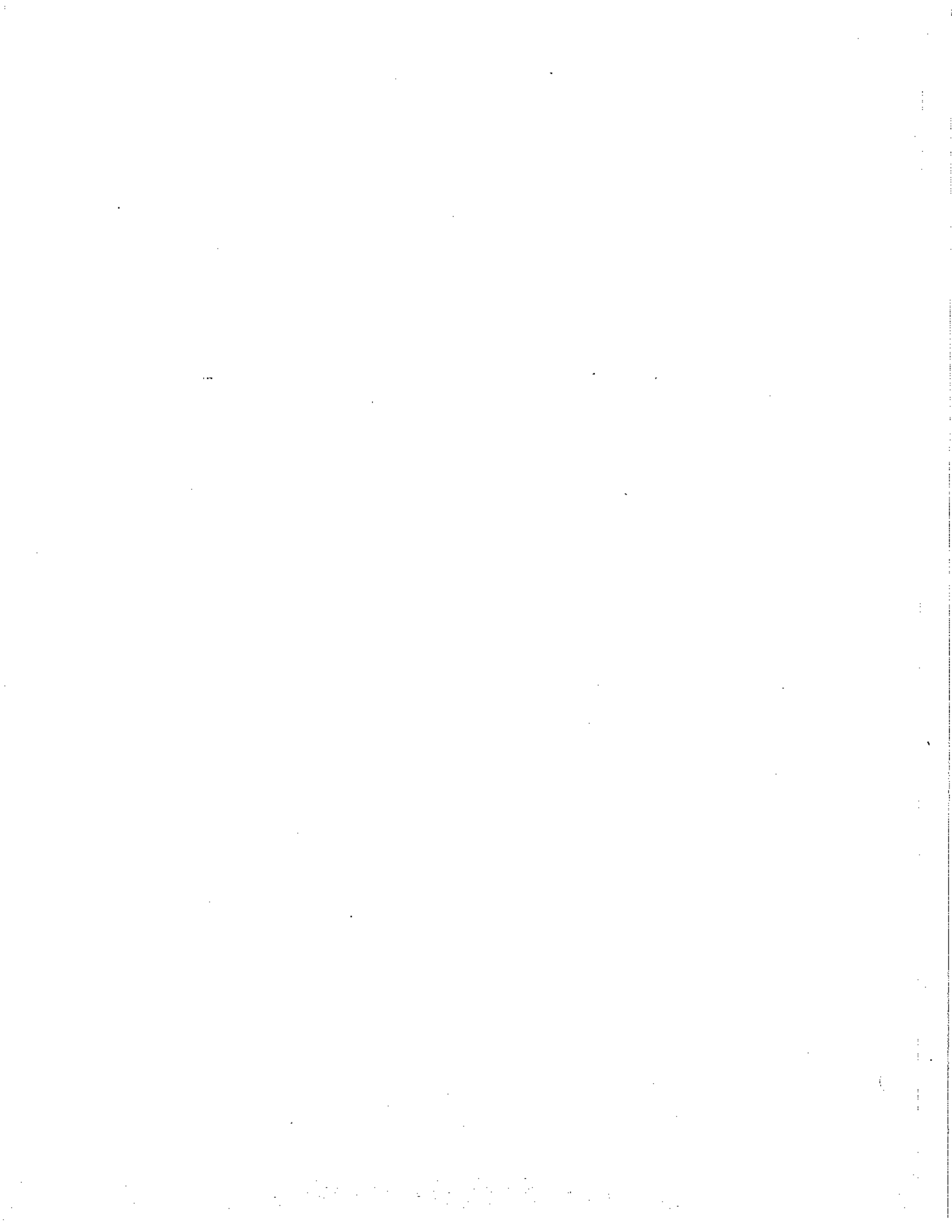
A.4. Each employee has the right to self-representation or is entitled to be accompanied or represented by, legal counsel if the grievant so desires.

A.5. The grievance procedure shall be kept confidential and all documents, communication and records relating thereto will be maintained in a separate grievance file.

A.6. If a meeting to process a grievance is scheduled by the Board during the normal working day, the employee and all district participants will suffer no loss in pay.

A.7. The number of days specified in this procedure may be extended by mutual agreement between the Board or its representative and the grievant.

A.8. Nothing in this procedure shall be construed to limit the right of the Board or the grievant to appeal to an appropriate court of law.



Odyssey Charter School Crisis Response Plan

July 4, 2006

Revised December 2009

**We wish to thank the staff at the Positive Outcomes Charter School and the
Department of Education for their help in developing this Plan.**

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I. Purpose and Mission

A. Purpose

The purpose of the Response Plan is to coordinate and implement a school wide response to the hazards of natural and technological disasters, criminal acts, or other traumatic incidents to mitigate the impact of the crisis by preparing students and staff. This plan is an integral component of comprehensive school safety. The most important purpose of this plan is the health, safety and welfare of the staff and students.

B. Authority

This plan is under the authority of Odyssey Charter School (OCS) to provide a safe learning environment for all students and staff.

C. Situations

- 1) The Crisis Response Plan will be activated upon declaration of the headmaster in the event of:
 - a) Weather conditions that pose a threat to the safety of students or staff.
 - Flood
 - Hurricane
 - Thunderstorm/Lightning
 - Tornado
 - Snow/Ice Storm
 - Severe Heat/Cold
 - Earthquake
 - b) Criminal act committed in the school during normal operating hours or at a school-sponsored event.
 - Intruder
 - Terrorism
 - Weapons in school
 - Assault
 - Bomb threat
 - Suicide/homicide
 - c) Criminal act committed in the area of the school that endangers students or staff.

- Terrorism
 - Assault
 - Bomb threat
 - Suicide/homicide
 - Robbery/Felony
- d) Fire
- e) Systems Failure
- Building structural failure
 - Electrical failure
 - Heating systems failure
 - Loss of building
 - Loss of transportation
 - Roof failure/leak
 - Sewage system failure
- f) Medical emergencies that impact a large number of students or staff.
- g) Any event, taking place in school or directly affecting a student or staff member, that may cause a traumatic reaction in a significant number of students or staff.

D. Overview

Odyssey Charter School (OCS) has developed procedures for dealing with existing and potential student and school crises. The Crisis Response Plan includes Intervention Procedures, Crisis Response Procedures, and Critical Incident Procedures.

Intervention Procedures provide a systematic process for identifying, referring, and assessing students who may be suicidal or represent a potential threat to others. The OCS Crisis Response Team will be developed to provide immediate intervention with referred students. Team members need to have been trained to assess the seriousness of the situation and respond according to specific guidelines. The team gathers information from other sources, chooses a team member to interview the referred student, develops a plan, directs the student and family to appropriate help, and provides follow-up. Additionally, OCS needs to regularly provide professional development to faculty and staff about recognizing students in crisis and about referral procedures.

Crisis Response Procedures guide staff in responding to more frequently occurring crises such as deaths of students or teachers and other traumatic events, which can affect the school community for days. These procedures are intended

to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses. The crisis team uses crisis response procedures to help the director to:

- Gather information;
- Establish communication with the family;
- Disseminate accurate information to faculty and students;
- Intervene directly with students most likely to be affected;
- Increase the available supportive counseling for students and staff; and
- Guide students in helpful ways to remember the deceased.

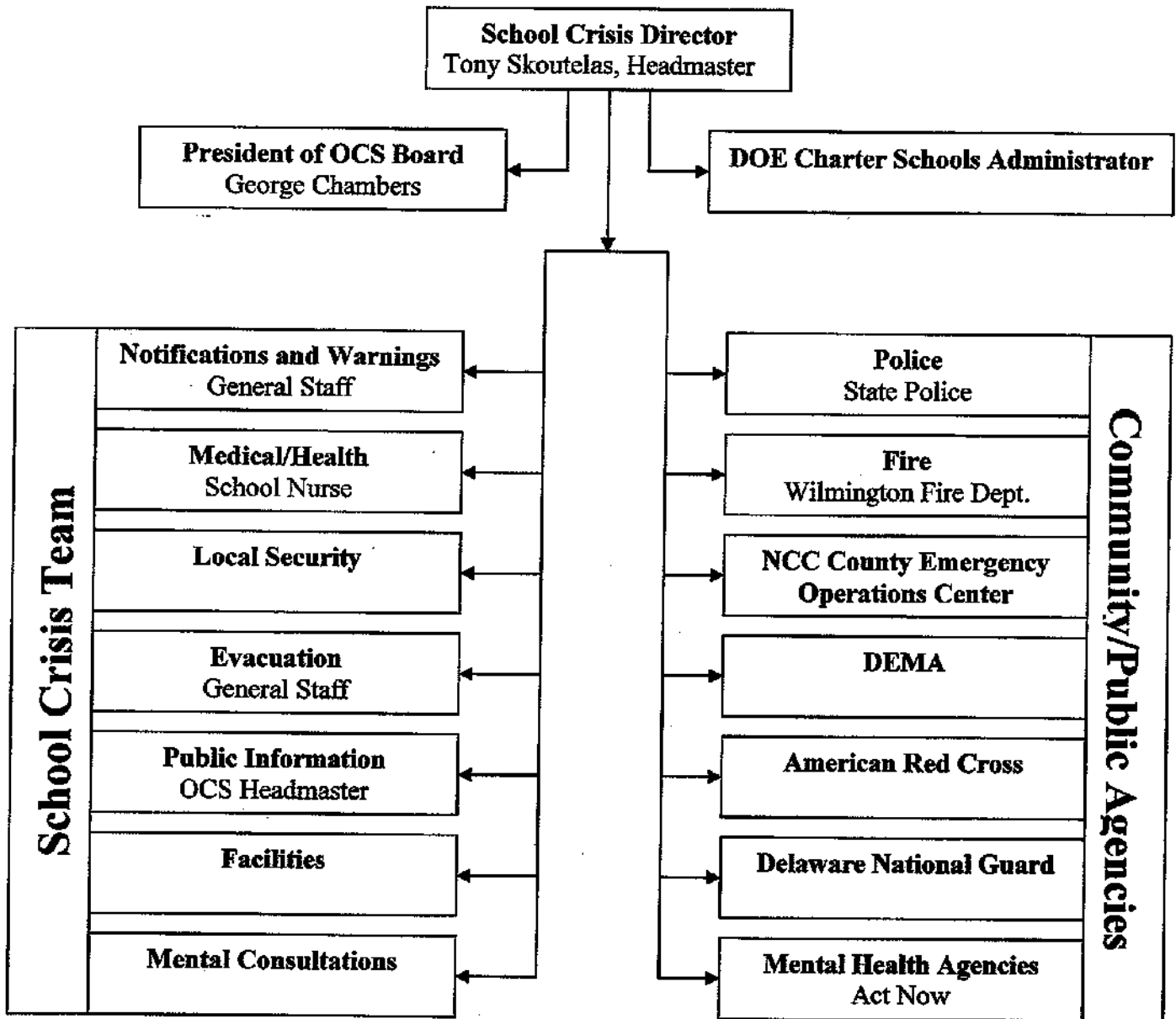
Critical Incident Procedures help school personnel handle potentially dangerous events such as an armed intruder in a school and other life-threatening events.

E. Assumptions

1. The OCS Headmaster will serve as lead emergency coordinator.
2. The OCS anticipates that it will be the sole agency responsible for the declaration and activation of the Crisis Response Plan.
3. The Headmaster will accept all services provided by New Castle County Emergency Response services.
4. The New Castle County Police Department and Delaware State Police will be integral in any Crisis Response.
5. All community organizations will respond to the Headmaster when the Crisis Response Plan is implemented.

II. Emergency Functions

A. Organization-OCS Crisis Response Team



B. Responsibilities

1) Role of the Headmaster-

- Assume direction and control of an emergency on school property, inside the school, or at a school-sponsored event.
- Assign emergency responsibilities to crisis management team
- Identify resources
- List locations and needed supplies of Emergency Operations Center and alternate
- List school responsibilities during each phase of emergency: prevention, response, and recovery.
- Is the person who makes decision and under what conditions the school will shut down

2) Role of the OCS Board President-

- Acts as second in command in the event that the Headmaster is unavailable or incapacitated.
- Acts as chief public information officer
- Verifies all information with Headmaster before releasing to the public.
- Coordinates with local media to disseminate emergency information.
- Outlines systems addressing rumor controls.

3) Role of DOE Charter School Administrator-

- Acts as chief liaison between the school and the Delaware Department of Education.

4) Role of Medical/Health Supervisor-

- Acts as chief advisor in all medical and health related emergencies.
- Coordinates medical services during emergencies
- Keeps inventory of medical supplies
- Identifies facilities suitable for use as emergency clinics
- Develops a system to provide emergency care at emergency shelters
- Develops a system to ensure the proper medication of students during a crisis

5) Role of Local Security-

- Ensures locking of doors, and general local safety.
- Develops alert system for notifications during an emergency.
- Develops school response checklists.

6) Role of Facilities Committee-

- Evaluates safety of the building
- Ensures the repair of building following a crisis.
- Organizes engineering services during emergency
- Supervises system repair and restoration of essential services
- Conducts damage assessment and reporting
- Maintains inventory of emergency supplies

7) Role of Mental Consultations Office-

- Assists in all mental crisis situations.
- Help coordinate grief or crisis counseling
- Advise the school in mental health planning.
- Coordinates all mental health services during emergency.

8) Role of the Police- May mobilize and utilize their resources to mitigate the consequences of an emergency.

9) Role of Fire Services- May mobilize and utilize their resources to mitigate the consequences of an emergency.

10) Role of New Castle County Emergency Operations Center- May mobilize and utilize their resources to mitigate the consequences of an emergency.

11) Role of DEMA- May mobilize and utilize their resources to mitigate the consequences of an emergency.

12) Role of the American Red Cross- May mobilize and utilize their resources to mitigate the consequences of an emergency.

13) Role of the Delaware National Guard- May mobilize and utilize their resources to mitigate the consequences of an emergency.

14) Role of Mental Health Agencies- May mobilize and utilize their resources to mitigate the consequences of an emergency.

III. Concept of Operations

A. Summary of plan

- a. The Headmaster –or in his/her absence, the designee- will implement the plan in the event of a crisis.
- b. School personnel will be trained in reaction to implementation of the plan
- c. The school will make every effort to ensure the safety of students and staff in all emergencies.

B. Prevention

- a. The school will regularly provide in-service instruction on prevention and response to emergency procedures
- b. Staff will maintain a proactive stance in dealing with any and all activities that may prove to be hazardous and dangerous to the student body.
- c. The school will regularly monitor and supervise students that appear to be volatile or potentially explosive

C. Response

- a. The school will respond immediately to any situation that is potentially dangerous
- b. The school will discipline any student that creates a potentially dangerous situation

IV. Direction and Control

A. General-

The OCS Headmaster–or in his/her absence, the designee- will assume direction and control of an emergency. He/She will direct coordination from the school during non-life threatening conditions or from the Emergency Operations Center (To Be Determined).

B. Coordination

The Headmaster will coordinate all assistance from outside agencies.

C. Facilities

Communication and Warning systems- Describe how the school would still function in crisis. Due to the small nature of our school, the school will be able to maintain communication in a crisis. Warnings will only be an issue if silence is a necessity.

D. Public Information

The OCS Headmaster will act as the chief media spokesperson. In the absence of the Headmaster, the OCS Board President will serve as the chief media spokesperson.

V. Procedures for Each Emergency Function

A. Coordination

- Assign emergency responsibilities to crisis team.
- Identify resources.
- List locations and needed supplies of Emergency Operations Center and alternate.
- List school responsibilities during each phase of emergency: prevention, response, and recovery.
- Establish phone tree to notify crisis team and staff if crisis takes place after normal operating hours.
- Identifies who makes decision and under what conditions for school shutdown.

B. Notification and Warning

- Designate who is responsible for emergency warning systems.
- Outline warning and notification systems used during emergencies.
- Develop plan for notifying special needs staff and students.
- List provisions for communication equipment

C. Medical/Health

- Coordinate medical services during emergency.
- Keep inventory of medical supplies.
- Remove all student medications during an emergency.
- Identify facilities suitable for use as emergency clinics
- Develop system to provide emergency care at emergency shelters.

- Coordinate mental health services during emergency.

D. Security

- List mutual aid agreements with law enforcement officials.
- Describe alert system used to mobilize security personnel during crisis.

E. Evacuation/Shelter

- Identify who is responsible for issuing evacuation order.
- Coordinate transportation.
- Coordinate with community regarding shelters, evacuation routes, reception centers, and movement control.
- Identify number of people requiring shelter.
- Make provisions for special needs staff and students.
- Identify telephone number for evacuees to receive information.
- Identify provisions for evacuees to reenter area.

F. Public Information

- Verify all information with coordinator before releasing to public.
- Coordinate with local media to disseminate emergency information.
- Outline systems addressing rumor control.

G. Facilities

- Create map of emergency equipment and hazards in building.
- Designate who is responsible for organizing engineering services during an emergency.
- Provide system for repair and restoration of essential services
- Provide system of damage assessment and reporting.
- Maintain inventory of emergency supplies.

H. Administrative

- Develop system for protecting vital records.
- List authority for emergency appropriations and expenditures.

I. Education and Training

- Establish employee and student education and awareness programs.

- Identify training needs or/for staff and students.
- Identify agencies that provide crisis training.
- Disseminate place to staff.

J. Exercises

- Schedule drills.
- Disseminate schedule to staff, students, and parents.
- Establish procedures for conducting and evaluating drills.

K. Plan Maintenance

- Establish procedures and schedules for updating plan.

VI. Communications

Overview

Communication is a critical part of crisis management. School staff members and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement and other emergency services is necessary for effective response. School Board members must be kept informed. The press must be informed and kept updated. Additionally, groups that are a part of the school community (PTO, advisory councils, etc.) and can assist with getting accurate information into the community are important. This chapter focuses on communication – within the school, with parents and the community, and with the media.

When a Crisis Has Occurred

Notifying faculty and staff of an event or crisis and keeping them informed as additional information becomes available and as plans for management of the situation evolve is critical. Some practices, which school administrators have found to be helpful, include the following:

The Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of a crisis event when they are not at school. A very carefully crafted statement, specifying what is and is not yet known, should be drafted before the telephone tree is activated.

The Morning Faculty Meeting

An early, brief faculty meeting provides the opportunity to give accurate, updated information about the crisis event/situation itself and to review with staff procedures for the day, including the availability of intervention resources.

The End-of-Day Faculty Meeting

A brief end-of-day meeting provides the opportunity to review day one, update information, and plan for day two. Misinformation or rumors can be addressed before staff members go home or into the community where they are likely to be asked about the situation.

School Communication

Dealing with Rumors

Establishing reliable communications networks is critical for dealing effectively with a potentially detrimental phenomenon always present in crises: rumors. People are going to talk about an emergency and, when accurate information is not available, rumors begin. Without facts, people begin to speculate and the speculations soon come to be thought of as "facts." Left unchecked, rumors can become more difficult to deal with than the crisis event. They may create a negative perception of the school's ability to manage an emergency or, even worse, a belief that the school cannot provide for the safety and well being of the children. The most effective strategy for combating rumors is to provide facts as soon as possible. Some strategies that may be helpful include the following:

1. Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, and teaching assistants. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know (or don't know and are speculating about) will be passed on. A faculty/staff meeting should be held before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
2. Clerical staff that answers the telephone at the school must know which information can be shared and which information cannot be shared. They must be kept informed of inaccurate information, which is circulating so they can help "correct" misinformation. Designating a few persons to answer calls helps control the circulating of misinformation.
3. Use of key communicators in the community will also combat rumors. A telephone tree or a briefing held especially for identified community representatives directly associated with the school will help spread accurate information.
4. The media can also help control rumors; ask them to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
5. After the immediately crisis has passed, public meetings may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may also be helpful in restoring the community's confidence in the school's ability to manage crises and to provide a safe environment.

Using Technology for Communication

Technology can be a very effective tool for communication during a crisis. Some common tools that may be used include the following:

- 1. Telephone** - Although the telephone is the most commonly used communications tool in schools, most schools do not have enough lines and, worse, service is typically lost when electricity is lost. In preparing for crises it is recommended that:
 - Schools should have at least one line with an unpublished number.
 - The telephone company should be consulted in pre-planning; there may be unused lines in the school's control panel which can be activated if needed.
 - Use standard jacks and mark them clearly so emergency service personnel can find them; the school floor plan, which is part of the school's "emergency toolkit", should have the location of jacks marked clearly.
- 2. Intercom systems** - Most schools have such a system; systems that include teacher-initiated communications with the office and use a handset rather than a wall-mounted speaker are most useful in an emergency. Instructions for use of the intercom system should be posted near the controls in the office area. Additionally, students should be taught to use the intercom system – the teacher may have a medical emergency or be otherwise unable to operate the system
- 3. Bullhorns and megaphones** - Battery-powered bullhorns or megaphones can be very effective tools for communication in an emergency and should be a part of the school's "emergency toolbox." If one is not available (or out of batteries!) at the school, law enforcement vehicles are sometimes equipped with speakers – another good reason to include law enforcement in the pre-planning process.
- 4. Walkie-talkies** - routinely used in many schools, walkie-talkies provide a reliable method of communication between rooms and buildings at a single site. All staff need to know how to operate the walkie-talkie (even those who don't routinely carry them).
- 5. Computer telecommunications** - a relatively new tool, the potential capability of existing computers to be used for communication both within the school and to other sites needs to be assessed as part of the pre-planning process. E-mail or electronic bulletin boards may be a useful tool for updating information for staff, central office, other schools in the affected area, and possibly for other community agencies.
- 6. Fax machines** - The fax machine is a potentially valuable tool for both sending and receiving information in an emergency. In the case of off-campus accidents, for example, lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and medical authorizations can be faxed, signed, and returned in emergencies.
- 7. Cellular telephones** - increasingly available and affordable, the role of cellular telephones as a communications tool needs to be carefully assessed. They may be the only tool working when electric service is out and are a particularly useful link to staff members who may be en route to or from the site of an accident or other emergency.

They are increasingly being used to link the multiple vehicles transporting students and staff on off-campus trips.

8. **Alarm systems** - Bells or buzzers may be sounded in different ways to signal different types of emergencies – for example, fire, tornado, or special alert (with instructions to follow).

Voice and Hand Signals

Although not involving “technology,” voice and hand signals (and training staff and students to recognize them) are important instruments of communication in an emergency. Some signals, which may be used, include:

1. **Waving arms** - waving arms back and forth over head means to follow in the direction led by the teacher.
2. **Palms down** - moving arms up and down with palms toward the ground will signal students to get down on the ground wherever they are at the time.
3. **Palms out** - pushing palms out, moving arms forward and back, will signal the students to stop where they are and to stand absolutely still.
4. **Waving arms side-to-side** - moving arms side-to-side in front of the body will signal students to move away from the center of the playground and to take shelter toward the edges of the playground.

Using Code Messages

Some schools have established code words or phrases to notify staff of certain emergencies — particularly those requiring quick action. These are most appropriate for extreme emergencies such as armed intruder, sniper, or hostage situations, or for tornado warnings. Codes may signify certain levels of alert that require specific actions such as locking classroom doors, keeping students away from windows, or evacuation. It is important that all staff members — including substitutes — know the codes.

Communications with Parents and the Community

A very important aspect of managing crises is dealing effectively with parent reactions.

Communication with parents and the community is best begun before a crisis occurs. Some useful strategies include the following:

1. Educate parents about the school crisis plan, its objectives, and the need for it. Such information can be included in the school handout or other informational materials prepared for parents, at parent orientations, or at other informational meetings.

2. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of crisis.
3. Develop materials that may be needed including:
 - draft formats of letters to parents informing them of what happened
 - information regarding possible reactions of their child and ways to talk with them
 - how the school and school division are handling the situation.
4. Develop a list of community resources that may be helpful to parents.
5. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.

In the event of an emergency, parents have very specific information needs. First, parents want to know their child is safe; then, parents want to know the details of the emergency situation, to know how it was handled, and to know that the children will be safe in the future. The first reactions are likely to involve *fear*. Upon learning of an incident at the school, parents are likely to descend upon the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. *Anger* is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of a crisis or disaster:

1. Tell parents exactly what is known to have happened. Do not embellish or speculate.
2. Implement the plan to manage phone calls and parents who arrive at school.
3. Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting is an opportunity for school officials to listen and respond to parent concerns (which are helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school. In the event of an incident which involved damage or destruction, an open house for parents and other members of the community to see the school restored to its "normal" state helps everyone get beyond the crisis.

Communications with Media

Media policy varies from one school system to another. Contact is generally channeled through one person. Most news people are sensitive, open to suggestions and interested in doing a reputable job. When dealing with the media, the following suggestions will promote clear communications:

- **Deal up-front with reporters. Be honest, forthright and establish good communication with the media before problems or a crisis occurs.**
- Do not try to stonewall the media or keep them from doing their job.
- The school should decide what to say, define the ground rules, issue a statement and answer questions within the limits of confidentiality.
- Identify a single information source.
- Advise school staff of media procedures.
- Advise students of the media policy. Let them know that they do not have to talk, that they can say no.
- If the crisis is a death, consult with the deceased student/staff member's family before making any statement. Explain school system policy and assure them that confidential information is being protected.

During a Crisis:

- Attempt to define the type and extent of the crisis as soon as possible.
- Inform employees what is happening as soon as possible.
- Designate that a central source, such as the crisis communications center, coordinate information gathering and dissemination.
- Instruct all employees to refer all information and questions to communications centers.
- Remind employees that only designated spokesmen are authorized to talk with news media.
- Take initiative with news media and let them know what is or is not known about the situation.

- When communicating, remember to maintain a unified position and uniform message; keep messages concise, clear, and consistent; keep spokesman and alternates briefed.
- Contact the top administrator or designee to inform him/her of the current situation, emerging developments, and to clear statements.
- Delay releasing information until facts are verified and the school's position about the crisis is clear.
- Read all releases from prepared, written, and approved statements to avoid danger of adlibbing.
- Assign sufficient staff to handle phones and seek additional information.
- Keep a log of all incoming and outgoing calls and personal contacts.
- Relieve key people from their normal duties so they may focus on the crisis.
- Express appreciation to all persons who helped handle the crisis.
- Prepare a general announcement to be given by the principal or designee. A straightforward sympathetic announcement of loss with a simple statement of condolence is recommended. Also, a statement that more information will be forthcoming, when verified, can be reassuring to students and staff.

Community Resources

<u>Agency</u>	<u>Telephone Numbers</u>
Emergency	911
Local Police (Non-Emergency)	State: 378-5749 NCCPD: 573-2800
American Red Cross	(800) 656-6620
Mobile Crisis Services	424-HELP (4357)
Contact (Crisis Intervention)	633-5128 (800) 464-4357
Help line (Referrals)	(800) 464-4357
Suicide Prevention	(800) 633-5128
Child Abuse Reporting Line	(800) 292-9582
Family Violence Center	762-6110
Runaway Hotline	654-0808
Rape Crisis Contact	761-9100 (800) 262-9800
Delaware Victim Center	(800) 842-8461
Poison Control Center	(800) 722-7112

Odyssey Charter School

Crisis Response Team Phone List (To be completed prior to opening of school.)

Position	Name	Work Phone	Home Phone	Cell Phone/Pager
Headmaster	A. SKOUTELAS	302-655-5760	610-459-5818	610-659-6838
*Board President	G. CHAMBERS	302-723-1518	302-798-3212	302-723-1518
*Crisis Plan Developer	A. SKOUTELAS	302-655-5760	610-459-5818	610-659-6838
*Designee	J. PASTIS	302-994-6490		
Office Manager	S. FENNIMORE	302-655-5760	302-764-2238	302-983-8773
School Nurse	D. TZINOUDIS	302-994-6490	302-478-4184	302-584-2814
Building Owner	OCS	302-655-5760		
Mental Health Coordinator	B. BERRICK	302-994-6490	302-478-4184	302-584-2814
Board Member	G. RIGHOS	302-655-5760	302-798-3052	302-897-9431
Board Member	C. GRIVAS	610-558-3800	610-517-1422	610-517-1422
Board Member	T. NANNAS	301-479-8800	302-964-5572	

Primary Evacuation Site –close to school: To be identified prior to opening of school.

Utility Contact Numbers (To be identified prior to opening of school.)

<u>Code</u>	<u>Company</u>	<u>Daytime #</u>	<u>24-Hour Line</u>
Electric	DELMARVA	800-375-7117	800-898-8042
Gas	DELMARVA	800-375-7117	800-898-8042
Water / Sewer	CITY OF WILMINGTON	302-571-4320	302-571-4320
Fire/Security Alarm System	ARTISAN SECURITY	610-388-3355	610-247-5349
Sprinkler System	WAYMAN FIRE PROT.	302-994-5757	215-440-0550

Crisis Response Procedures

General Crisis

Intent

Crisis Response Procedures are intended to guide staff in responding to more frequently occurring crises such as deaths of students or teachers and other traumatic events that can affect the school community for days. These procedures are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses.

Procedures for General Crisis Intervention

Unanticipated events, such as suicides, school bus crashes, natural disasters, or multiple injuries or deaths, can quickly escalate into a school wide catastrophe if not dealt with immediately and effectively. Knowing what to do if such a crisis occurs will minimize the chaos, rumors, and the impact of the event on the other students. As a reminder, for the purposes of this manual, crisis is defined as:

A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.

The following procedures should be implemented if a school wide crisis occurs.

Immediately Following Notification of Crisis

The school Headmaster or designee should implement the following procedures when the school is notified of a near-death or fatal crisis situation:

Tell the person providing the information not to repeat it elsewhere in the school. Explain the school's need to verify the information and have any announcement of the event come from the designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have that person come into the office if he or she called the information) until appropriate steps can be taken.

Tell office staff members NOT to repeat or give out any information within or outside school until specifically instructed to do so. Have them direct all inquiries to the administrator or designee until told otherwise. In schools using student office help, it

may be useful to request that only adults answer the school telephone for the remainder of the day.

In case of reporting student death, verify the reported incident by calling the police liaison or coroner. **DO NOT DISTURB THE AFFECTED STUDENT'S FAMILY.**

The timing of the notification of a crisis may alter the order of the initial steps taken. For example, if the school is notified in the morning, all procedures should be implemented on that day with emergency faculty meetings scheduled for lunch and after school. If notification is received at night or on the weekend, ask the person providing the information not to spread the information further until the situation is verified, and proceed with #3. Continue through the remaining general crisis intervention procedures, instructing office staff as appropriate (#2) the following school day.

Following Verification of Crisis

The following actions are listed in a priority order. In actuality, several things will happen simultaneously. It is critical that #1-8 occur **BEFORE THE PUBLIC ANNOUNCEMENT (#9) IS MADE.**

Once verification of a crisis has occurred, the administrator and/or crisis response team designee(s) must attend to the following:

1. Convene the Crisis Response Team. Do not unnecessarily alarm others
2. Assign Crisis Response Team members in the building to locate, gather, and inform closest friends of the deceased/injured and provide support. Pull this group together before the general announcement is made. If significant others are absent or out of the building, assure that a knowledgeable, supportive adult gives the news to them. With parent or guardian consent, have these absent students transported to the school if practical and appropriate.
3. Prepare a formal statement for initial announcement to the entire school. Include minimum details and note that additional information will be forthcoming. Also prepare statements for telephone inquiries.
4. Decide on a time for an emergency staff meeting and notify staff in a manner that does not unnecessarily alarm others. Invite designated outside professionals to join the meeting to help staff process their own reactions to the situation.
5. Identify students, staff and parents likely to be most affected by the news (e.g., due to their relationship to the deceased/injured, recent or anticipated family losses, personal history with similar crisis, recent confrontations with the affected student). These persons are targeted for additional support.

6. Determine if additional district/community resources are needed — or are needed to “stand by” — to effectively manage the crisis, and notify them if appropriate.
7. Assign team members in the building to:
 - Provide grief support for students in designated building areas. Try to have more than one area available for this purpose. Have the adults on duty in these areas keep lists of students they see. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.
 - Review and distribute guidelines to help teachers with classroom discussion.
 - Stand in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
 - Coordinate and greet all auxiliary support services staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.
 - Assign a counselor, psychologist, social worker, or other designated staff member to follow a deceased student’s class schedule for the remainder of the day if that will be helpful to teachers in those classes.
8. Station staff/student support members as planned prior to making the announcement.
9. Announce the crisis over the public address system or by delivering a typed statement to every classroom before the end of the period. Include locations of in-building support.

Once the announcement is made, assigned staff members will perform the following:

- Monitor the students leaving the building without permission. Redirect them to support services. If unable to intercept, notify a family member expressing the school’s concerns.
- Notify parents of students closest to the deceased/injured and ask them to pick up their children at the end of the school day. Implement the plan previously developed to handle masses of parents who will pick up their children.
- Collect deceased student’s belonging from his/her locker or other sites at the end of the day.
- Officially withdraw a deceased student from the school attendance rolls.

Intruder/Hostage Situation

Overview

- A hostage situation is any situation in which a person or persons are forced to stay in one location by one or more individuals. Weapons are usually in the possession of the hostage taker(s) and hostages are threatened with some degree of bodily harm should they not comply with the directives of the hostage taker(s). Certain demands are usually made of outside officials in return for the release of the hostages.
- All hostage situations are dangerous events.
- A hostage taker might be a terrorist, fleeing felon, disgruntled employee (past or present), employee's spouse, drug or alcohol abuser, emotionally disturbed person, trespasser, and on occasion, a parent, student or citizen who is usually angry about some situation and decides to resolve it by taking hostages and making demands to achieve some resolution.
- Likewise, the dynamics of a hostage situation vary greatly and no two incidents will be the same.

Plan of Action: -

Upon notification of a hostage situation within any activity, event, or in the building, the following procedures should be implemented:

- **Headmaster:** The Headmaster or his/her designee will assume command of the situation until the arrival of the Delaware State Police at the scene. All staff members should work closely with the director or his designee to ensure that this plan of action is safely achieved. School radios should be utilized if available.
- **Containment:** Appropriate actions should be taken to isolate the hostage taker and the victims under his control. It is important that no additional individuals be exposed to the hostage taker.
- **Evacuation:** Using a pre-arranged signal, immediately evacuate the building and ensure that egress of students and personnel is done in a manner that they do not go near the area controlled by the hostage taker. All individuals should proceed to a prearranged location out of sight of the building so that the possibility of injury from gunfire is minimized. Students are to remain under the supervision of OCS school staff.

- **Re-entry:** Ensure that no individuals enter or re-enter the building.
- **Contact 911:** Immediately have a staff member contact 911 and give all available information to the dispatcher who will relay the information to the State Police. Ensure that the caller remains on the line with the 911 dispatcher until police actually arrive at the scene. This will ensure that accurate, detailed information is relayed to responding officers and school officials can respond to requests of the police department.
- **Contact Office of the DOE Charter School Administrator:** Immediately have another staff member contact the DOE Charter School Administrator's office and give all available information to that office.
- **Contact for Information:** All requests for information should be referred to the Headmaster.
- **Delaware State Police:** The Delaware State Police will establish control of the scene upon their arrival.
- The Headmaster or his/her designee should maintain contact with the Delaware State Police. *It is important that the items such as building keys and detailed building plans be made available to the police department.* Important information such as camera and monitoring locations, hearing and broadcast devices, motion sensors, location of radios, availability of phones, *et cetera*, must be conveyed to the State Police. Anecdotal information regarding the cause of the incident, identity of the hostages and hostage takers, and their location in the building is of great importance. The director, custodial staff, and school personnel who are knowledgeable of the building design need to describe the premises using the detailed building plans.
- **Media:** The OCS Headmaster and the Public Information Officer for the Delaware State Police will handle all press matters as well as the dissemination of information to students and parents at the scene.
- **Negotiations:** It is important to remember that it is the philosophy of police departments to end a hostage situation through negotiating tactics. Often it is a lengthy process. An assault is only used when all indications are that the hostage taker will harm the hostages and lives will in fact be saved through such an assault.
- **Closure:** Upon the arrest of the hostage taker and the release of the hostages the control of the building will be returned to OCS.

Teacher Responsibilities during a Hostage Situation in their classroom or area of supervision:

1. Do not panic! Remain calm and under control. Help to keep the students calm. Avoid quick movements.
2. Follow the instructions of the hostage taker (s), and inform your students to do so as well
3. Do not try to be a hero by attacking or trying to disarm the attacker. (The same is true for your students)
4. Don't bargain or try to negotiate with the hostage taker; this is the responsibility of trained professionals.
5. Keep your grade book close. Know or list those absent from your class on this day.
6. If students are taken away, make sure you know who was taken and what the hostage taker said.
7. Follow any instructions of the law-enforcement hostage negotiator.
8. Trust the negotiators! Accommodate the hostage taker. Ask permission to speak. Face him or her when speaking. Don't crowd his or her space. Be respectful; never argue and don't make suggestions.
9. Be prepared to talk on the phone; you may be forced to do so.
10. Treat the hostage taker (s) as normally as possible.
11. Stay alert. Attempt escape only if the hostage taker(s) falls asleep from exhaustion. Evacuate the students first.

Administrator Responsibilities during a Hostage Situation

1. Contact the police (911).
2. Instigate lockdown procedures; after police arrive, if the danger is confined, orderly evacuation away from the danger may occur.
3. When police arrive, they will assume control of incident and negotiations.
4. No school personnel should circulate through the building; after evacuation, no individuals should enter or re-enter the building.
5. Instruct person answering the phone to direct all requests to Public Information Office of Delaware State Police.
6. Keep telephone lines open for police use. Prepare a statement to be read by the individuals who answer the telephone. Instruct them that any further inquiries should be made to the Public Information Office. Give them the telephone number for the caller to call.
7. Provide information to police about the building layout and what is known about the background of the hostage taking.

If you observe a hostage situation:

1. Make no personal intervention into the situation.
2. Quietly remove yourself from the area.
3. Contact the school Headmaster if possible he/she will notify the local law enforcement agency. If not possible, call 911 directly.
4. Remain out of the sight of the hostage taker.
5. Remain in proximity to hostage area so that other staff and students can be kept from entering the hostage area. Enlist other staff members to help secure the area

Procedures for a hostage situation on a Field Trip

1. **Be calm! Keep your students calm. Try to keep them together, unless the hostage taker will not allow this.**
2. **Follow the instructions of the hostage taker.**
3. **Do not try to disarm the hostage taker. Neither you, nor your students, should try to be a hero.**
4. **Don't try to negotiate with the hostage taker.**
5. **Do not offer yourself as a hostage.**
6. **Try to "mentally document" what happens and what is said, description, etc.**
7. **If students are taken away, make sure you know who was taken and what the hostage taker said.**
8. **If hostage negotiators arrive, trust them!**

Accidents

Overview

- Accidents can include but is not limited to car accidents (to and from school), bus accident, major accident near school, plane crash near or into building, car or truck into building, student hit by vehicle, major student injury, or major injury of a staff member.
- Treat all accidents initially as life threatening.
- The dynamics of an accident vary greatly and no two accidents will be the same.

Plan of Action: -

Upon notification of a major accident situation within the school or the immediate area, the following procedures should be implemented:

- **Headmaster:** The Headmaster or his/her designee will assume command of the situation. All staff members should work closely with the director or his designee to ensure that this plan of action is safely achieved.
- **Contact 911 (if necessary):** Immediately have a staff member contact 911 and give all available information to the dispatcher if necessary
- **Damage to building structure:** If the building has been damaged, move all students to a safe portion of the building. If the building is unstable evacuate students to a safe portion of the grounds.
- **Treatment:** Appropriate actions should be taken to ensure that all victims in the action are given immediate emergency medical care. All school personnel with medical training should assist with the scene.
- **Safe zone:** Ensure that no students enter the area of the accident while it could still be classified as a dangerous location.
- **Media:** If media attempt to contact the school staff or students about the accident, please refer them to the school's Headmaster. **DO NOT RELEASE** any of the names of students to the press.

- **Termination:** Upon the end of the accident, the school will return to normal operation

Teacher Responsibilities during an Accident Situation in their classroom or area of supervision:

1. Do not panic! Remain calm and under control.
2. Review emergency procedures of what to do if accident is minor.
3. Have student(s) taken to nurse for assistance by a responsible person.
4. If help is needed contact the Headmaster.
5. Keep your grade book close. Know or list those absent from your class on this day.
6. If evacuation of the building is requested, stay with your assigned students.

Administrator Responsibilities during an Accident Situation

1. Contact police, fire, or rescue as indicated by the nature of the accident (if needed).
2. If evacuation of the building announce the evacuation signal immediately. If both evacuation areas are not safe, redirect staff to the appropriate locations
3. Notify the parents, spouse, or individual on the emergency cards of the injured student(s).
4. Remain Calm.
5. Bring staff members with medical training to the area.
6. Send a calm staff member to observe the scene.
7. No school personnel should leave students unsupervised in building or at evacuation locations.
8. If students are injured and removed from the scene, the Headmaster should go to the area hospital to monitor student(s) until parents or guardians arrive.
9. After scene is clear provide support for the siblings or close friends of the injured individual.
10. Students should follow all procedures (already in place) for leaving school.
11. If the school building is unusable arrange for an appropriate student pickup location.

Assault/Fights

Overview

- An assault by intruder situation is any situation in which a person or persons are attempting to injure or have injured a person or persons located in or around the school building. Weapons are usually in the possession of the intruder(s).
- All intruder situations are dangerous events.
- A intruder(s) taker might be a terrorist, fleeing felon, disgruntled employee (past or present), employee's spouse, drug or alcohol abuser, emotionally disturbed person, trespasser, or on occasion, a parent, student or citizen.
- This situation represents the greatest threat to human life within the school.

Plan of Action: -

Upon notification of an assault by intruder situation within the school building or grounds, the following procedures should be implemented:

- **Headmaster:** The Headmaster or his/her designee will assume command of the situation until the arrival of the Delaware State Police at the scene. All staff members should work closely with the Headmaster or his/her designee to ensure that this plan of action is safely achieved. School radios should be utilized if available.
- **Contact 911:** Immediately have a staff member contact 911 and give all available information to the dispatcher who will relay the information to the State Police. Ensure that the caller remains on the line with the 911 dispatcher until police actually arrive at the scene. This will ensure that accurate, detailed information is relayed to responding officers and school officials can respond to requests of the police department.
- **Containment:** If after the initial notification there is still a danger to students, the school will implement an immediate lock down procedure. The safety of the students is the immediate concern. Follow the procedure that is included within this section. If the situation is under control, ensure that the crime scene and evidence remain undisturbed. Do not move any victims or evidence.
- **Evacuation:** If evacuation is possible, using a pre-arranged signal, immediately evacuate the building and ensure that egress of students and personnel is done in a manner that they do not go near the area where the intruder is. All individuals

should proceed to a prearranged location out of sight of the building so that the possibility of injury from gunfire is minimized. Students are to remain under the supervision of OCS School staff.

- **Injuries:** If injuries are present, follow procedures for gun shot victims. Call 911
- **Re-entry:** Ensure that no individuals enter or re-enter the building.
- **Contact Office of the DOE Charter School Administrator:** Immediately have another staff member contact the DOE Charter School Administrator's office and give all available information to that office.
- **Contact for Public Information:** All requests for information should go to the school Director or State Police Public Information Officer.
- **Delaware State Police:** The Delaware State Police will control the scene upon their arrival.
- **The Headmaster or his/her designee should maintain contact with the Delaware State Police.** *It is important that the items such as building keys and detailed building plans be made available to the police department.* Important information such as camera and monitoring locations, hearing and broadcast devices, motion sensors, location of radios, availability of phones, *et cetera*, must be conveyed to the State Police. Anecdotal information regarding the cause of the incident, identity of the Intruder (s), and their location in the building is of great importance. The Headmaster, custodial staff, and school personnel who are knowledgeable of the building design need to describe the premises using the detailed building plans.
- **Media:** The Public Information Officer for the Delaware State Police will handle all press matters as well as the dissemination of information to students and parents at the scene.
- **Negotiations:** The Delaware State Police are trained to deal with these situations, not teachers. Allow the police to do their jobs. Do not interfere with the operations of the police.
- **Closure:** Upon the conclusion of the police presence at the scene, control of the school will be returned to OCS.
- **Reopening of School:** The Headmaster, with input from the Crisis Response Team, will decide when the school will reopen.

- **Follow up:** The Headmaster, with input from the Crisis Response Team, will decide the appropriate actions the school will take following the Intruder incident. The school may recommend counselors, meetings, and any other methods that the school feels will help with grief.

Teacher Responsibilities during an Assault/Fight:

1. Do not panic! Remain calm and under control. Help to keep the students calm. Avoid quick movements.
2. Implement lock down procedures if signaled to do so.
3. Do not try to be a hero by attacking or trying to disarm the attacker. (The same is true for your students)
4. Keep your grade book close. Know or list those absent from your class on this day.
5. If an evacuation signal is given, help your students get to a safe area. Stay with your assigned students at all times.
6. Follow any instructions of any law-enforcement officers.
7. Trust the police!
8. Be prepared to talk on the phone; you may need to stay in touch with police authorities.
9. Stay alert. Keep your students safe.

Administrator Responsibilities during an Assault/Fight

1. Contact the police (911).
2. Assess the Situation: Determine the number of victims, determine the amount of threat still pending - was this an isolated incident, which is now over? Is there continued danger to the individuals already involved or to any other potential victims? Determine the need for first aid.
3. If the assailant has not been contained and continues to be a threat to others, institute lockdown.
4. When police arrive, they will assume control of incident.
5. Provide first aid for victim(s) via nurse, trained staff member, or 911. Have someone at the entrance to meet and direct the ambulance staff to the victim and designate a staff member to accompany victim(s) in ambulance.
6. Make notes which can be shared with the police upon their arrival. These notes may be helpful in a court case.
7. Instruct person answering the phone to direct all requests to Public Information Office of the Delaware State Police.
8. Keep telephone lines open for police use. Prepare a statement to be read by the individuals who answer the telephone. Instruct them that any further inquiries should be made to the Public Information Office. Give them the telephone number to call.
9. The Public Information Office will handle all media and community inquiries into the event(s).
10. The parents (or spouse) of the victim(s) should be notified as soon as possible.
11. Inform staff of situation as soon as possible. A Crisis Team, identified for the school, can effectively deliver information to the other staff members so your time can be used for other decisions/actions.
12. The students will be able to deal with the situation by being informed of the facts as soon as possible, rather than receiving their "facts" through rumors.
13. The parents of other students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.

Administrator Responsibilities during an Assault/Fight cont'

14. After the crisis is over, the director may wish to arrange a special press conference to give the media the same information that has been shared with the parents.
15. Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the Public Information Office. Give them the telephone number to use as a reference.
16. The police will need to be sure of details from you as well as from the victim(s). Assault and/or Battery are chargeable offenses.
17. As soon as the immediate crisis/danger is over, the staff and parents will need to know, not only what occurred, but also why you took the action that you did. Individuals with the correct facts can help to stop rumors and misperceptions.
18. The student advisor will arrange special counseling for students and staff.
19. Call emergency staff meeting.

If you observe an intruder situation:

1. Make no personal intervention into the situation.
2. Quietly remove yourself from the area.
3. Contact the director for the school. If possible he/she will notify the local law enforcement agency. If not possible, contact 911 directly.
4. Remain out of the sight of the intruder.

Lockdown Procedures for Odyssey Charter School

In cases of an emergency requiring lockdown, staff and students will follow the following procedure.

1. The Headmaster or his/her designee will sound the foghorn three (3) times. This will signify that a lockdown is in effect. If walkie-talkies are available the signal will be given over the walkie-talkies.
2. The school office manager will be directed to call 911 and notify the police of the emergency and the need for immediate police assistance.
3. During the lockdown announcement, the administrator and head custodian will lock the exit doors.

Teachers are to do the following:

1. Lock your door.
2. Tell the students that we have an emergency and you don't know what it is.
3. Grab Classroom Crisis Response Bag.
4. Get the students to go to an area of the room that is away from the door and away from the windows.
5. Have students stay there until an announcement is made. Members of the crisis team will come to your room and update you.
6. No one leaves room until the all-clear signal is given.
7. Communications among administrators will be by walkie-talkie to assess situation and plan next course of action.
8. All school personnel are to be behind a locked door.

Bomb Threat

Overview

- A bomb threat should always be considered valid.
- All calls should be taken seriously.
- The person receiving the call should remain calm and fill out the form in this section.
- The person receiving the call should immediately take the form to the director or his designee.
- The Headmaster or his/her designee should then initiate the following plan.

Plan of Action: -

Upon notification of a bomb threat, the following procedures should be implemented:

- **Headmaster:** The Headmaster or his/her designee should take control of the scene. The Headmaster will make all decisions until the Delaware State Police arrive.
- **Contact 911:** Immediately have a staff member contact 911 and give all available information to the dispatcher who will relay the information to the State Police. Ensure that the caller remains on the line with the 911 dispatcher until police actually arrive at the scene. This will ensure that accurate, detailed information is relayed to responding officers and school officials can respond to requests of the police department.
- **Containment:** Students should not be notified of the threat. The director should go room to room and request a quick search of each area. The person searching each room should look for anything out of the ordinary. Any items that are unfamiliar should be noted and not touched. The Headmaster should immediately be notified of the size, location, and description of the object. If nothing is found the staff member must send a note to the director reading, for example, "Emmett-Clear." In addition to the classrooms the following areas are to be searched by assigned personnel.

Staff and Student Bathrooms
Mechanical Room
Library
Cafeteria

Headmaster
Crisis Team Member
Office Manager
Teacher

Headmaster's Office
Office Manager's Office
Conference Room
Nurse's Office

Headmaster
Office Manager
Headmaster
Nurse

- **Evacuation:** The students should be removed from the building as quickly as possible. The regular fire drill evacuation will be acceptable.
- **Re-entry:** Ensure that no individuals enter or re-enter the building.
- **Delaware State Police:** The Delaware State Police will control the scene upon their arrival.
- **Closure:** Upon the conclusion of the police presence at the scene, control of the school will be returned to OCS.

Individual Taking Call Checklist

1. Keep the caller on the line as long as possible.
2. Notify the Headmaster.
3. Write down all of the information obtaining the exact words. Use the record sheet immediately following the instruction pages; place copies of the bomb threat sheet at all appropriate phone stations.
4. Find out what time the bomb is due to go off.
5. Document in writing, as soon as possible, other types of threat contacts.

Administrator Responsibilities during a Bomb Threat

1. Contact the police (911).
2. Assess the Situation: The director is the only person to decide if evacuation is a course of action.
3. Alert the school staff and implement building search procedure.
4. When police arrive, they will assume control of incident.
5. Ensure that contact information is removed during evacuation to arrange student pickup.
6. Make notes which can be shared with the police upon their arrival. These notes may be helpful in a court case.
7. Follow policy regarding return to the building.

Bomb Threat Report Form

Time: _____ **Date:** _____ **Sex of Caller:** Male or Female

Culture: _____ **Age:** _____ **Length of Call:** _____

Number at which call was received: (302) _____

Questions to Ask

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will set it off?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

Soft	Ragged
Loud	Clearing Throat
Laughter	Deep Breathing
Crying	Cracking Voice
Normal	Disguised
Distinct	Accent
Slurred	Familiar
Whispered	

If voice is familiar, whom did it sound like?

Background Sounds

Street	Animal Noises	Static
PA System	Music	Motor
House Noise	Local	Office
Machinery		
Booth	Long Distance	

Threat Language

Well Spoken	Foul
Irrational	Taped
Incoherent	Read

Exact wording of threat

Caller's Voice

Calm	Nasal
Angry	Stutter
Excited	Lisp
Slow	Raspy
Rapid	Deep

Remarks

Serious Injury or Death of Staff or Students

Overview

- The reporting of serious injury or death of staff or students to students can be a traumatic and unsettling situation. The following procedures should be followed to ensure proper handling of grief and anger.
- These procedures will most likely need to be implemented after normal school hours.
- These procedures are not designed for staff or students shot or killed during a crisis.

Plan of Action: -

Upon notification of the potential death of a staff or student, the following procedures should be implemented:

- **Headmaster:** The Headmaster or his/her designee will assume command of the situation. The Headmaster should attempt to verify this information
- **Containment:** The Headmaster should attempt to keep rumor to a minimum by asking the person providing the report not tell anyone else the information until information has been verified.
- **Grief Counseling:** If death has been verified, the Headmaster will decide appropriate actions taken to prepare grief counseling for students and staff.
- **Contact Family:** The Headmaster should contact the family and offer assistance.

Procedures When the Death of a Staff Member or Student is reported:

1. Direct the person relaying the information not to repeat it to anyone. The information must be verified and the privacy and feelings of the family must be protected.
2. The Headmaster should instruct the office manager and student advisor not to repeat anything or give out any information until verification has been obtained.
3. The Headmaster should do nothing until verification can be made, often by calling the police or the coroner. The person's home should not be called for verification, unless the Headmaster feels the circumstances and personal knowledge of the family warrants it.
4. If there is a question of suicide, the word suicide should never be used by school personnel in referring to the incident.
5. The school should notify the school Crisis Response Team if they could be of assistance.
6. After verification, the Crisis Team should be prepared to implement grief-counseling services. One member of the Crisis Team should contact outside agencies and resources as needed.
7. Remove all students from answering outside phone lines.
8. All inquiries from the media should be directed to the Headmaster.
9. The Crisis Team should decide whether very close friends of the student or staff member should be informed privately. Counselors should determine how and where to meet with students who need to deal with the news outside the regular classroom.
10. After confirmation of the death, the Headmaster and/or Crisis Team should inform the staff- stressing the facts only (by a memo or meeting, depending upon the time, circumstances, etc.). The faculty should be instructed on the following:
 - Common student reactions and appropriate responses.
 - Unusual responses that may necessitate referral to counseling personnel.
 - Discussion of areas to avoid (dwelling on specific details of the incident, rumors or speculation, glorifying the incident, etc.)

11. A formal statement should be prepared for the students and taken to each classroom. The Headmaster should read the statement to each class. An all school assembly should not be called, nor references made to any rumors. The announcement should contain facts only, for example...

“We have just received some sad news. One of our students (*name*), died as a result of (*type of crisis situation*) last night. The funeral arrangements have not been completed yet. We will let you know of the arrangements when they are finalized. We must all be supportive of one another during this difficult time.”

Teachers should assist students in any way possible.

If needed, please refer to guidelines for announcing an accidental, natural, or suicidal death on next page

Guidelines for Announcing an Accidental, Natural, or Suicidal Death

The following are guidelines for preparing a statement that can be used for announcing a death in a classroom setting or to the total student population. Select all or part of the following to help draft your statement.

Natural/Accidental

1. "On (*date*) one of our fellow students/staff members (*name*) died. We do not have all of the details but this is what we have to share at this time..." [Make sure everything has been confirmed before it is shared.]
2. "We may need to help each other deal with some confused feelings. A first reaction may be to feel upset, saddened, shocked, angry, frustrated, or just numb. It is important to remember that each of us may react differently and that it is important to respect each person's reactions.
3. "Some of you may feel the need to talk to someone to help sort out your reactions and feelings. Please feel free to come to the director's office or student advisor's office if you need to talk to someone." [If crisis team has been called in...] "There will be some people in our school today who have experience in helping people talk about their reactions. If you need to talk to someone let your teacher or the director know.
4. "You can also help by letting someone know if you are particularly concerned about the reactions of one of your friends or classmates."
5. "The teachers are concerned and we will do anything possible to help students deal with this loss. Some of the teachers may set aside some class time to discuss reactions to this news."
6. "As we become aware of any additional information, particularly about the funeral arrangements, we will share it with you."
7. "Classes will continue as scheduled."

Suicide

In a suicide situation it is best not to give a lot of details of the suicide. You may want to simply state: "On (*date*), one of our students took his own life" and then use the other guidelines. You may also want to add: "A death of this type is particularly hard to understand. It is important to help each other through this tough time." It is important that you not overreact or say anything that may lead to copycat behavior.

Staff Guidelines Regarding Death

1. **Sharing of Information:** You may or may not be asked to share or convey information with students in your class. Students will also naturally look to you for information and answers. As you go about sharing information keep the following in mind:
 - Share only the information that you know has been verified; relate only facts;
 - Do not make judgments or draw conclusions about what has happened;
 - Do not lecture on the right or wrong of a situation- this is not what students need to know at this point;
 - If student's present information that has not been verified let them know you will try to find out more and report to them- caution them about starting rumors.

2. **Classroom Discussion:** Each teacher will need to decide the amount of time that he or she wants to give discussing the situation. It is essential that each teacher give some recognition of the traumatic situation.

It is best to have this discussion at the start of the day or when the school or class first becomes aware of the situation. This discussion needs to be held in only one class. However, each teacher should show some recognition of the situation.

3. **Your Emotional Response:** Staff members should not disguise their own response to the death or traumatic event. Do not be afraid to show your own emotions. However, do not hesitate to ask someone else to talk to your class initially if your emotional response is too great.

4. **Religious Beliefs:** Do not let your own religious beliefs enter into the discussion. Do not give religious answers to medical questions.

5. **Variations in Reaction to Death or Traumatic Situations:** Remind students that people react to death of another person in many different ways. How well they know the person, their own experience with death, and other personal background factors and characteristics all influence reactions. Thus, they should not pass judgment on someone who is not reacting the way they expect. Everyone is entitled to his or her reactions. These can include anger, saying cruel things, crying, not crying, showing a lot of emotion, and showing no reaction.

6. **Utilize Crisis Response Team:** You will be informed the Crisis Response Team has brought in outside agencies to assist with grief counseling. Directions will be given as to how and where students can access this center.

7. **Referral of Students in Emotional Distress:** Make no judgment about a student's reaction or the genuineness of anyone's emotions. If students are expressing emotional reactions (these could be directed inward as withdrawal or

outward in the form of crying, anger, etc.) refer them to the director, student advisor, or crisis center.

This emotional response could occur immediately after the event or up to six weeks after the event

8. **Assistance to Fellow Staff Members:** These guidelines can also apply to staff members. In addition to monitoring students and helping them seek assistance, we also need to be aware of the needs of our fellow staff members.
9. **Interaction with Media and Community:** Depending on the situation, you may or may not be approached by the media. As a general rule, if the media approaches you, refer them to the Headmaster. If you have to make a statement, respond as follows:

"We have a crisis response plan which has been put into place to assist students. The teachers are helping to monitor student behavior and are making referrals to the crisis team. It appears that we are responding well to the situation. (*Name*) is the person you need to talk with for more specific information."

Do not say: "No Comment"

You can use the same general type of response if members of the community approach you.

10. **Securing Belongings of a Student:** Upon learning of a death of a student, immediately secure any personal items of the student that are in your classroom. Once secure, give these to the Headmaster.

Suicide

Overview

- Suicide is an extremely traumatic event for the survivors.
- These procedures will most likely need to be implemented after normal school hours.

School Guidelines Regarding a Suicide Death

The school's general response to a suicide does not differ markedly from a response to any sudden death crisis. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Vulnerable students may interpret overemphasis of a suicide as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life. The following "DOs" and "DON'Ts" will help school staff limit glamorization of suicide:

Do acknowledge the suicide as a tragic loss of life.

Do allow students to attend funeral services.

Do provide support for students profoundly affected by the death.

Do not organize school assemblies to honor the deceased student.

Do not dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.

Do not pay tribute to a suicidal act by planting trees, hanging engraved plaques, or holding other memorial activities.

WARNING:

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school wide, response.

Students Who May Be Suicidal

Immediate Action

In the event that a staff member has reason to believe that a student may be suicidal or represent a potential threat to others the following action is to be taken:

Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.

1. Immediately report concerns to an administrator.
2. **Under no circumstances should an untrained person attempt to assess the severity of suicidal risk; all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.**

Response to a Suicide Attempt Not Occurring at School

When the school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school of a student's suicide attempt, the family should be referred to appropriate community agencies for supportive services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff. As opposed to convening a Crisis Response Team meeting and alerting the student body, any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

A Suicide Attempt Becomes A Crisis To Be Managed By School Staff Only When One Or More Of The Following Conditions Exist:

1. Rumors and myths are widespread and damaging.
2. Students witness police action or emergency services response.
3. A group of the attempt survivor's friends are profoundly affected by the suicide attempt and request support.

When one or more of the above conditions exists, the following should be implemented:

1. Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.
2. If school office staff members heard the report, tell them not to repeat or give out any information within or outside school unless they are specifically told to do so.

3. Have the Crisis Response Team member closest to the survivor talk to the most profoundly affected friends and determine the type support they need.
4. Provide space in the school for the identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

School Reentry for a Student Who Has Attempted Suicide

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school a comfortable one. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a daughter or son has made an attempt if they know the school has a helpful, non-threatening manner of dealing with suicide.

Because a student who attempted suicide often is at greater risk for a suicide in the months following the crisis, it is extremely important to closely monitor his or her reentry into school and to maintain close contact with parents and mental health professionals working with that student.

Assuming the student will be absent from one to four weeks after a suicide attempt and possibly hospitalized in a treatment facility, our school will follow these steps:

1. Obtain a written release of information for signed by the parents. This makes it possible for confidential information to be shared between school personnel and treatment providers.
2. Inform the student's teachers regarding the number of probable days of absence.
3. Instruct teachers to provide the students with assignments to be completed, if appropriate.
4. Maintain contact with the student to keep him/her informed of the latest developments in the school, if appropriate.
5. Seek recommendations for aftercare from the student's therapist. If the student has been hospitalized, a Crisis Response Team member should attend the discharge meeting at the hospital.
6. The Crisis Response Team member should convey relevant non confidential information to appropriate school staff regarding the aftercare plan.
7. Once the student returns to school, a Crisis Response Team member should maintain regular contact with him/her.

8. The school should maintain contact with the parents, provide progress reports and other appropriate information, and be kept informed of any changes in the aftercare plan.

Myths and Facts about Suicide

Myth: People who talk about suicide don't commit suicide.

Fact: Most people who commit suicide have given clues of some type to one or more people. It is not safe to assume that someone talking about suicide will not attempt it; the majority of those who attempt suicide have stated their intent to someone.

Myth: Suicide happens without warning.

Fact: While explicit verbal warnings are not always given, there are clues ahead of time. The difficulty is that not everyone recognizes the signs and symptoms that would alert him/her to the possibility of suicide.

Myth: Suicidal people are fully intent on dying.

Fact: Rather than specifically wanting to die, students who attempt/commit suicide often do so simply because they have exhausted their coping skills and see no other options for relief from pain.

Myth: Once suicidal, a person is suicidal forever.

Fact: Preoccupation with suicidal thoughts is usually time-limited. Most young people who work through a suicidal crisis can go on to lead healthy lives.

Myth: Once a person attempts suicide, the humiliation and pain will prevent future attempts.

Fact: Eighty percent of persons who commit suicide have made at least one prior attempt (Hafen & Frandsen, 1986). It is critical that concerned adults and peers monitor a student who has attempted suicide for several months following the attempt. Those students who receive help for their suicidal risk before they make an attempt have a better prognosis than those who were intervened upon following an attempted suicide.

Myth: Suicidal behavior is inherited.

Fact: As with other patterns of behavior, suicide sometimes seems to run in families. However, suicide is not a genetic trait, so it is not inherited. What can appear to be a family trait of suicide may be because family members share a common emotional environment and often adopt similar methods of coping. In a family where someone has committed suicide, suicide may be viewed as acceptable in times of distress.

Myth: Suicide occurs more often among the wealthy.

Fact: Suicide knows no socioeconomic boundaries.

Myth: People who attempt or commit suicide are mentally ill/psychotic.

Fact: Many suicidal persons historically have had difficulty in working through problems. Other people who attempt or commit suicide choose it as an option when their previously successful means of coping are not effective, and they are unable to otherwise stop the pain they are experiencing. A history of mental illness does not increase the risk of suicide.

Myth: Talking about suicide can encourage a person to attempt it.

Fact: On the contrary, initiating a discussion of suicidal feelings may give a suicidal adolescent permission to talk about the pain she/he is experiencing and, by so doing, provide significant relief. It is highly unlikely that discussing suicide would influence a non suicidal person to become preoccupied with the idea.

Myth: People who attempt suicide just want attention.

Fact: Suicide should be considered a "cry for help." Persons overwhelmed by pain may be unable to let others know they need help, and suicide may seem the best way to relieve the pain. Suicidal behavior may be a desperate move to reach out for much needed help.

Myth: Suicide is most likely to occur at night as well as over the holiday season.

Fact: Suicides can occur at any time, regardless of season, time of day or night, weather or holidays. Childhood and adolescent suicides, however, are most likely to occur in the spring, and second most likely to occur in the fall. Most childhood and adolescent suicides occur at home on weekends or between the hours of 3 p.m. and midnight (Eyeman, 1987; Indiana State Board of Health, 1985).

Myth: When depression lifts, there is no longer danger of suicide.

Fact: This is a dangerous misconception. The lifting of depression often accompanies the development of a suicide plan and the final decision to commit suicide. If the improvement in mood is sudden and circumstances have not changed, the risk of suicide remains high.

Disaster/Weather

Overview

- This is potentially any situation that prevents dismissal/evacuation (e.g. hurricane, tornado, etc.)

Plan of Action: -

The following plan should be implemented if the school is in jeopardy:

- **Headmaster:** The Headmaster or his/her designee should determine the extent the school is threatened and determine the course of action.
- **Containment:** Appropriate actions should be taken to ensure that students are taken to a safe area of the building. Students are to stay away from windows, doors, and exterior walls.
- **Evacuation:** Should never be utilized unless the school has sustained severe damage and poses a danger.
- **Contact 911:** Only if the school has been damaged and assistance is needed
- **Contact Office of the DOE Charter School Administrator:** Contact the Office of the DOE Charter School Administrator if potential shelter is needed. Also inform the office if the building becomes damaged.
- **Closure:** Upon the cessation of dangerous situations, the director will determine if the school will remain open for the remainder of the school day.

Specific Weather Procedures

Tornado

Tornado Watch -

(No funnel clouds have been sighted but weather conditions exist that are conducive to their formation.)

Director

1. Advise teachers and staff that a tornado *watch* is in effect.
2. Advise teachers to review the "drop and tuck" command and designated *areas of shelter* with students.
3. Designate staff to monitor NOAA and television broadcasts for additional information.
4. Bring students located outside of the building into the building.
6. Ensure that a plan is in place to assist special needs students and staff.
7. Have an alternate plan of communication ready should there be a loss of power (e.g., bull horn, phone tree, runners, etc.)

Teachers

1. Review the "drop and tuck" command and designated *areas of shelter* with students.
2. Close windows and blinds.
3. Be prepared to "drop and tuck" under desks if the immediate command is given or if there is an immediate need to do so.

Tornado Warning -

(A funnel cloud(s) has been sighted or indicated on radar. The approximate location and direction is usually broadcast during the warning.)

Director

1. Advise teachers and staff of the tornado *warning*.
2. Advise all teachers to escort classes to their pre-designated *areas of shelter*.
3. Notify pre-designated staff to keep a look out in order to "spot" tornado funnels. Depending on their position, these staff may need a means to make immediate contact with the director if a funnel cloud is sighted.
4. Be prepared to give the "drop and tuck" command if danger is imminent. Occupants may need to "drop and tuck" under desks if they have not yet been moved to *areas of shelter* in the school.
5. Delay all departures.

6. Parents picking up students should be advised of the tornado *warning* and persuaded to stay with their child.
7. Have teachers take Classroom Crisis Response Bag with them

Teachers

1. Escort students to the pre-designated *areas of shelter*.
2. Take Classroom Crisis Response Bag with you.
3. Take a class roster and account for all students.
4. Ensure that students sit quietly against a wall on the floor and that they understand the "drop and tuck" command.
5. Close all fire doors and gates along the corridor to minimize injury from flying debris.

Hurricane Watch-

Headmaster

1. Advise teachers and staff that a hurricane *watch* is in effect.
2. Advise teachers to review the "drop and tuck" command and designated *areas of shelter* with students.
3. Designate staff to monitor NOAA and television broadcasts for additional information.
4. Bring students located outside of the building into the building.
6. Ensure that a plan is in place to assist special needs students and staff.
7. Have an alternate plan of communication ready should there be a loss of power (e.g., bull horn, phone tree, runners, etc.)

Teachers

1. Review the "drop and tuck" command and designated *areas of shelter* with students.
2. Close windows and blinds.
3. Be prepared to "drop and tuck" under desks if the immediate command is given or if there is an immediate need to do so.

Fire, Arson, Explosion, Radiological or Hazardous Materials

Plan of Action: -

Upon notification of a hostage situation within any activity, event, or in the building, the following procedures should be implemented:

- **Headmaster:** Sound alarm if not already activated.
- **Evacuation:** Using a pre-arranged signal, immediately evacuate the building and ensure that egress of students and personnel is done in a manner that keeps them away from the area of the fire or explosion.
- **Containment:** All doors should be closed after evacuation.
- **Re-entry:** Ensure that no individuals enter or re-enter the building.
- **Contact 911:** Immediately have a staff member contact 911 and give all available information to the dispatcher.
- **Closure:** The Headmaster will then decide the appropriate action to reopen school.

Teacher Responsibilities during a Fire, Arson, Explosion....

1. Do not panic! Remain calm and under control. Help to keep the students calm.
2. Follow the instructions of the Headmaster if a particular area is damaged
3. Keep your grade book close. Know or list those absent from your class on this day.
4. Follow standard fire drill evacuation routes.
5. Stay with your students.
6. Once out of the building, get to a safe location away from the building.
7. Ascertain if any of your students need first aid treatment.
8. Stay alert.

Headmaster Responsibilities during a Fire, Arson, Explosion....

1. Do not panic! Remain calm and under control.
2. Sound alarm and evacuate building.
3. Call 911 to request emergency services
4. Ascertain that the building is empty.
5. Shut all doors.
6. Check location of evacuees
7. Check for injuries and coordinate first aid.
8. Prepare for dismissal of students to parents and guardians.
9. After the building is cleared of fire, perform initial damage assessment.
10. Make plans for the reopening of school.

Rape

When a school is notified that a rape has occurred to a student or staff member, the Crisis Response Team and the school must protect the identity and right to privacy of the rape survivor and the alleged perpetrator. News of the incident should be contained as much as possible. Appropriate response by school staff will be directed at minimizing the fear of fellow students and quelling the spread of rumors. As opposed to convening a Crisis Response Team meeting and alerting the student body, services provided to the victim and her/his family should be kept confidential and should be coordinated with outside providers, such as a rape crisis team or hospital emergency room.

RAPE ONLY BECOMES A CRISIS TO BE MANAGED BY SCHOOL STAFF WHEN ONE OR MORE OF THE FOLLOWING CONDITIONS EXIST:

- A rape occurs on campus.
- A member of the rape survivor's family requests school intervention.
- The rape survivor's friends request intervention.
- Rumors and myths are widespread and damaging.
- Students witness police action or emergency services response.

When one or more of the above conditions exists, the following should be implemented:

- Direct the person providing the information not to repeat it elsewhere in the school.
- If the rape occurred on grounds, notify the appropriate law enforcement office and/or local rape crisis team.
- If office staff members heard the report, tell them not to repeat or give out any information within or outside school unless they are specifically told to do so.
- Designate the Crisis Response Team member closest to the victim to talk to her/him about the types of support he or she and the closest friends need, and the person(s) the rape survivor would like to provide that support.
- Provide space in the school for the rape survivor and identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

Rape is a crime of violence. For the rape survivor, it often is an experience of fear, loss of control, humiliation, and violence. Rape survivors may experience a full range of emotional reactions. It is extremely beneficial for rape survivors to seek emotional support regarding the assault.

Monitor any school intervention in a rape incident with the following checklist:

Rape Response Checklist

- **School involvement in incident due to:**
 - Rape occurrence on campus
 - Survivor's family requests school intervention
 - Survivor's friends request intervention
 - Rumors and myths are widespread and damaging
 - Students witness police/emergency services
- **Information provider/recipients enjoined not to repeat information elsewhere.**
- **Steps taken to protect survivor's identity and right to privacy.**
- **Law enforcement and rape crisis agency notified if appropriate.**
- **Crisis Response Team member closest to victim designated to talk with student and determine type of support and support provider desired.**
- **Rape survivor encouraged to seek additional support from community rape crisis agency.**
- **Space provided on site for rape survivor and identified peers to receive support services.**
- **School services coordinated as appropriate and legal with outside service providers.**
- **Action taken to quell rumors.**
- **All records related to rape incident and services provided stored in confidential file.**

Weapons Situation

Overview

- Any situation where a student is potentially in possession of a weapon in the school building.
- All weapon situations should be treated as dangerous.
- If possible allow the police to handle this situation, unless danger is not imminent.

Plan of Action: -

Upon notification of a potential weapon situation, the following procedures should be implemented:

- **Headmaster:** Asses the situation. Gather as much information as possible. Try to determine location and identity of suspect, description of weapon, and any background information of the suspect.
- **Containment:** Appropriate actions should be taken to isolate the student with the weapon. If weapon is not located on suspect, prevent access to it.
- **Contact 911:** Immediately have a staff member contact 911 and give all available information to the dispatcher who will relay the information to the State Police. Ensure that the caller remains on the line with the 911 dispatcher until police actually arrive at the scene. This will ensure that accurate, detailed information in relayed to responding officers and school officials can respond to requests of the police department.
- **Evacuation:** Do not evacuate building unless students' lives are in danger.
- **Lock-Down:** Initiate lock down procedures following procedures listed in this section.
- **Delaware State Police:** When the Delaware State Police arrive on the scene, allow them to control the scene.

Procedures When a Student is suspected of having a Weapon on Grounds

Guidelines for Administrators

1. Do not panic! Remain calm and under control.
2. Join with another staff member and accompany the student to the director's office. Remain close to the student and tell him or her to keep arms at side of body.
3. Check the student and check all clothing and book bags. The extent and intrusiveness of the search of the student's person may be increased if the level of your suspicion warrants it. Take care to respect the student's privacy and integrity.
4. Check the suspected student's locker. Have student accompany you to the locker.
5. If there is reason to suspect that a girlfriend, boyfriend, or another friend of the suspect may be in possession of the weapon, bring the student to the office for a body and locker search.
6. Whether a weapon is found or not, be sure to give all students suspects their due process rights to explain their sides of the story.
7. Document and date what you did and why you did it. Keep a record.
8. If a weapon is found, immediately contact the police.
9. If you have a tip of a weapon not located on a student, take another staff member with you and search for the weapon. If one is located contact the police, do not touch the weapon.
10. If a student pulls a gun on you, do not try to disarm the student. Remain calm; back away and ask the student to put the gun down. Do not threaten the student. If possible, send someone for assistance.
11. If a student is searched for a weapon and none is found, be sure to inform the parents and guardians why you conducted the search. If an arrest is made, notify the parent or guardian after the student has been arrested, following guidelines in the memorandum of understanding between the Delaware State Police and OCS.

Guidelines for Faculty and Staff

1. Report to the Headmaster immediately.
2. If student reports or other evidence leads you to suspect that a student has a weapon in the classroom, do not leave the room. Call a neighboring teacher to come to the classroom door. Confidentially tell your colleague your suspicion and ask him to report it to the director immediately. Continue with normal classroom activities until the Headmaster arrives.
3. If you suspect a student to be in possession of a weapon in the hallway, follow the student to see where he or she is going and ask a colleague to report it to the director immediately.
4. If a student displays a gun, do not try to disarm the student. Remain calm; back away, and ask the student to put the gun down.

Handling a Weapon-Wielding Student

- Evacuate the area
- Evaluate the perpetrator
- Isolate
- Negotiate
- Remain Calm
- Get help
- Avoid heroics
- Don't threaten
- Keep a safe, non intimidating distance
- Avoid abrupt sporadic movement
- Look for a place to dive or jump
- Report incident to law enforcement
- Later, submit DOE required report

Lockdown Procedures for Odyssey Charter School

In cases of an emergency requiring lockdown, staff and students will follow the following procedure.

1. The Headmaster or his/her designee will sound the foghorn three (3) times. This will signify that a lockdown is in effect. If walkie-talkies are available the signal will be given over the walkie-talkies.
2. The school office manager will be directed to call 911 and notify the police of the emergency and the need for immediate police assistance.
3. During the lockdown announcement, the administrator and head custodian will lock the exit doors.

Teachers are to do the following:

1. Lock your door.
2. Tell the students that we have an emergency and you don't know what it is.
3. Grab Classroom Crisis Response Bag.
4. Get the students to go to an area of the room that is away from the door and away from the windows.
5. Have students stay there until an announcement is made. Members of the crisis team will come to your room and update you.
6. No one leaves room until the all-clear signal is given.
7. Communications among administrators will be by walkie-talkie to assess situation and plan next course of action.
8. All school personnel are to be behind a locked door.

Shooting at School

Overview

- These procedures are designed for a shooting of staff or students at school or on grounds.
- First aid should be rendered as quickly as possible when the area is safe to enter.

Plan of Action: -

Upon notification of a school shooting, the following procedures should be implemented:

- **Headmaster:** Assess the situation.
- **Containment:** Keep all students from entering the crime scene. Keep students in classrooms.
- **Lock Down:** Implement lock down to ensue the safety of all students.
- **Contact 911:** Immediately have a staff member contact 911 and give all available information to the dispatcher who will relay the information to the State Police. Ensure that the caller remains on the line with the 911 dispatcher until police actually arrive at the scene.
- **Contact Office of the DOE Charter School Administrator:** Immediately have another staff member contact the DOE Charter School Administrator's Office, and give all available information to that office.
- **Contact for Public Information:** All requests for information will be funneled to the school director or State Police Public Information Officer.
- **Delaware State Police:** When the Delaware State Police arrive on the scene, allow them to control the scene
- **Media:** The Headmaster and the Public Information Officer for the Delaware State Police will handle all press matters as well as the dissemination of information to students and parents at the scene.
- **Communication:** Prepare a written memo for staff and parents.

Procedures When a Student or Staff Member is shot at School

The Headmaster should:

1. Call 911 to report the incident and ask for emergency medical assistance.
2. Contact local law enforcement or school liaison officer immediately.
3. If the shooting occurs while students are in class, use the fog horn to signal a school lockdown without life threatening conditions. If the incident occurs while students are not in class move students to classrooms or safe areas.
4. Isolate the area where the shooting occurred.
5. Get as much information as possible from any witnesses. (Take a portable tape recorder with you to record observations and any witness testimonies.)
6. Response to the media: (Basis statement:” This was an unexpected tragedy that saddens all of us. We are not aware of the details at this time. Our primary concern is the safety of our students and staff and we have implemented our Crisis Response Plan.”) Refer the media to the law enforcement spokesperson.
7. Contact parents of victim(s): express your concern and sorrow.
8. Convene a faculty meeting to debrief the crisis, as soon as appropriate.
9. Inform the staff and students of any news personally.
10. Arrange for counseling/support services for students, staff, and parents.
11. At the appropriate time, and as soon as possible (that day if possible), send a letter to all parents explaining the crisis and what action has been taken.
12. Arrange for an evening parent meeting.
13. If the victim is wounded, accompany the student to the hospital and remain to meet with parents. Follow-up visits with the student and parents are important.

Lockdown Procedures for Odyssey Charter School

In cases of an emergency requiring lockdown, staff and students will follow the following procedure.

1. The Headmaster or his/her designee will sound the foghorn three (3) times. This will signify that a lockdown is in effect. If walkie-talkies are available the signal will be given over the walkie-talkies.
2. The school office manager will be directed to call 911 and notify the police of our emergency and the need for immediate police assistance.
3. During the lockdown announcement, the administrator and head custodian will lock the exit doors.

Teachers are to do the following:

1. Lock your door.
2. Tell the students that we have an emergency and you don't know what it is.
3. Grab Classroom Crisis Response Bag.
4. Get the students to go to an area of the room that is away from the door and away from the windows.
5. Have students stay there until an announcement is made. Members of the crisis team will come to your room and update you.
6. No one leaves room until the all-clear signal is given.
7. Communications among administrators will be by walkie-talkie to assess the situation and plan next course of action.
8. All school personnel are to be behind a locked door.

Students Who May Represent a Potential Threat to Others and General Student Unrest

Immediate Steps

In the event that a staff member has reason to believe that a student may represent a potential threat to others, the actions listed below are to be taken. These steps apply only to situations in which the student is presenting no immediate threat.

1. Take all comments about doing harm to others seriously, especially if details about how the acts are to be carried out are shared.
2. Immediately report concerns to the Headmaster.
3. **Under no circumstances should an untrained person attempt to assess the severity of the risk; all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.**

NOTE: It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Early Warning Signs

It is not always possible to predict behavior that will lead to violence. However, educators and parents—and sometimes students—can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. **A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.**

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult — whether it is at home, in school, or in the community — the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate — and potentially harmful — to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for

identification and referral purposes — only trained professionals should make diagnoses in consultation with the child's parents or guardian.

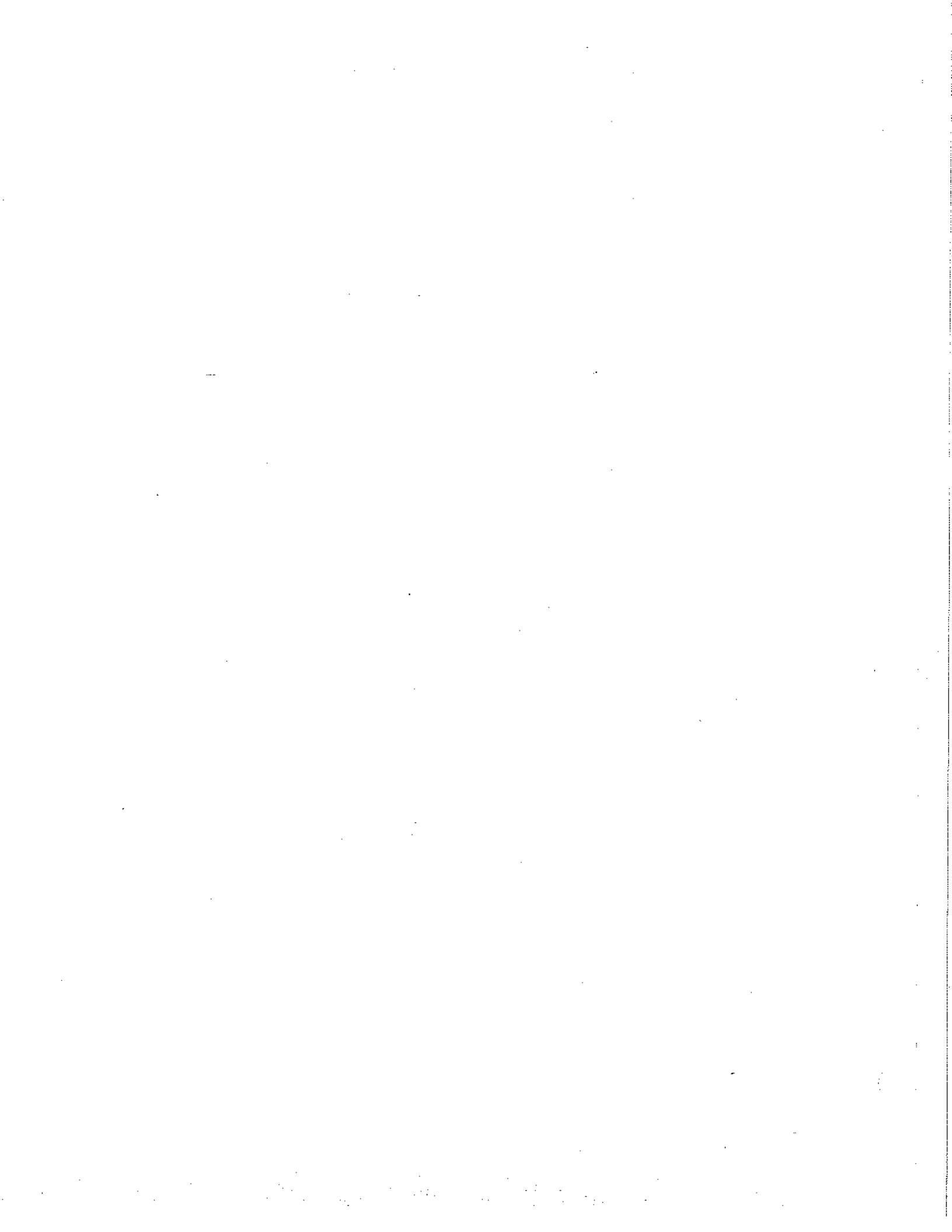
The following early warning signs are presented with the following qualifications. They are not equally significant and they are not presented in order of seriousness. The early warning signs include:

- **Social withdrawal.** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- **Excessive feelings of isolation and being alone.** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- **Excessive feelings of rejection.** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways—including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- **Being a victim of violence.** Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- **Feelings of being picked on and persecuted.** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways — including possible aggression or violence.
- **Low school interest and poor academic performance.** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations—such as when the low achiever feels frustrated, unworthy, chastised, and denigrated—acting out and aggressive behaviors may occur. It is important to

assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

- **Expression of violence in writings and drawings.** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an over representation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional—such as a school psychologist, counselor, or other mental health specialist—to determine its meaning.
- **Uncontrolled anger.** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance — when coupled with other factors — may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- **Drug use and alcohol use.** Apart from being unhealthy behaviors, drug use and alcohol use reduce self-control and expose children and youth to violence, either as perpetrators, as victims, or both.
- **Affiliation with gangs.** Gangs that support anti-social values and behaviors — including extortion, intimidation, and acts of violence toward other students — cause fear and stress among other students. Youth who are influenced by these groups — those who emulate and copy their behavior, as well as those who become affiliated with them — may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- **Inappropriate access to, possession of, and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- **Serious threats of violence.** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.





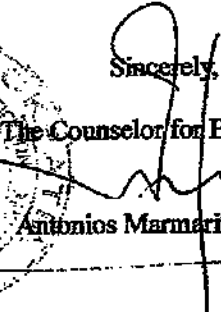
**EMBASSY OF GREECE
EDUCATION OFFICE
WASHINGTON, D.C.**

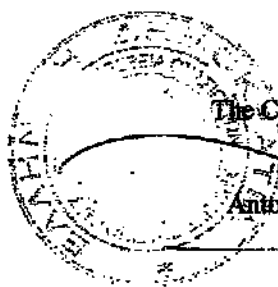
To The Board of Directors
of the Odyssey Charter School
201 Bayard Ave Wilmington, DE 19805

Washington DC, November 17, 2009
R.N. 110/ 957

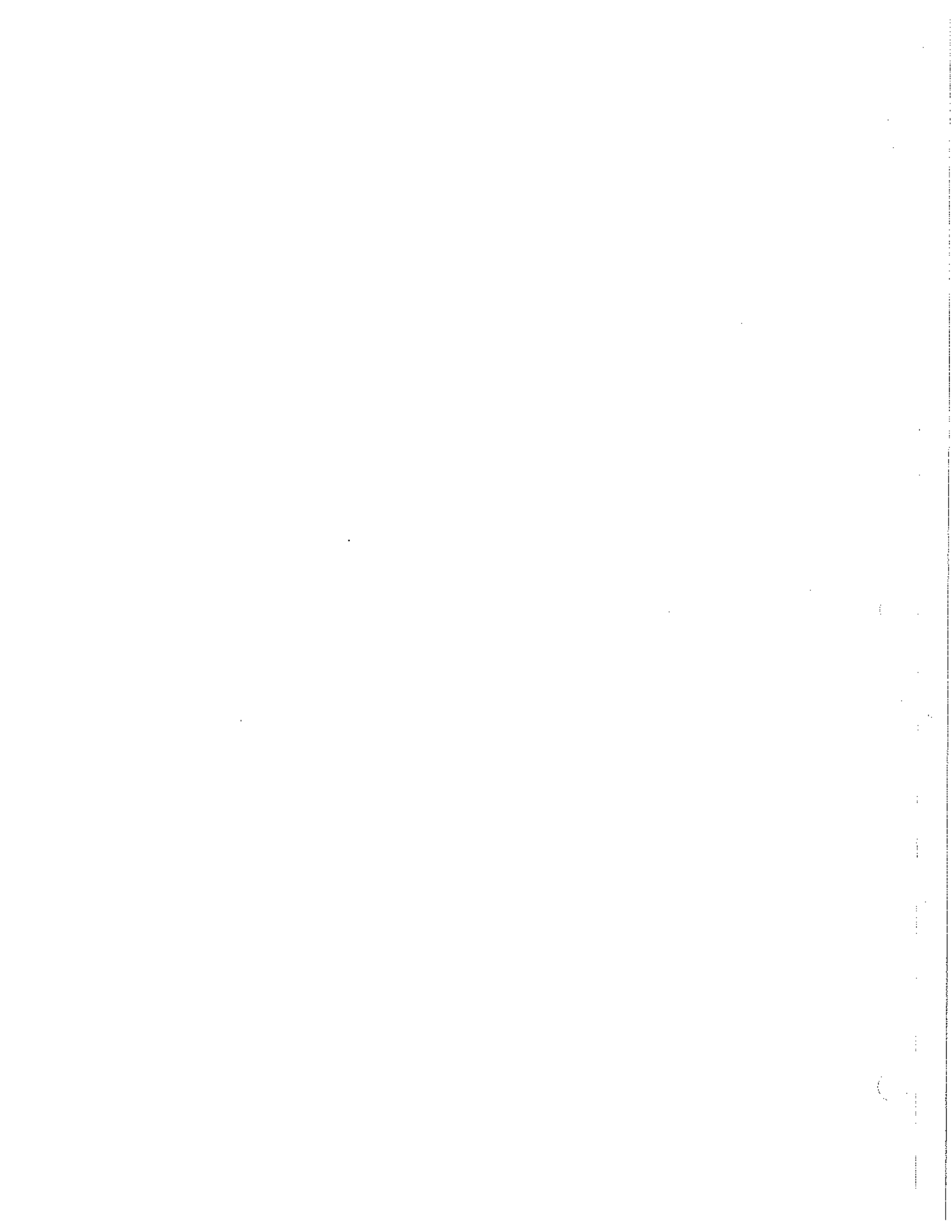
The Education Office of the Embassy of Greece, Washington DC, expressing the will of the Greek Ministry of Education, unreservedly and full heartedly supports your efforts to expand the Odyssey Charter School into a K-12 educational institution.

The support to your school will continue to be manifested through the annual provision of educational and cultural material for both teachers and students, and through the appointment of highly qualified Greek Teachers from Greece for a tenure of five years, who are permanent Greek civil servants, fully paid by the Greek Ministry of Education through the Education Office.

Sincerely,
The Counselor for Education

Antonios Marmarinos, PhD



Embassy of Greece – Education Office, 2211 Massachusetts Ave. NW, Washington, DC 20008
tel: (202) 332 3196 - (202) 332 3082 fax: (202) 332 7656 e-mail: edus@greekerembassy.org





DEPARTMENT OF EDUCATION

THE TOWNSEND BUILDING
401 Federal Street, Suite 2
DOVER, DELAWARE 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

December 1, 2009

Mr. Anthony Skoutelas, Headmaster
Odyssey Charter School
3823 Lancaster Ave
Wilmington, DE 19805

Dear Mr. Skoutelas,

The Odyssey Charter School provides Delaware students with a phenomenal gift that no other school in the state does—the gift of the Greek language and culture. Through your mission statement and daily actions, your school demonstrates that learning another language and culture is an essential component to a child's elementary school experience and provides the ideal context for developing skills necessary for being a global citizen in the 21st century.

Research completed in other states shows that students like those at Odyssey who participate in well-designed, content-related elementary language programs outscore their monolingual peers in state assessments of mathematics and reading. Your current and past DSTP scores definitely corroborate these findings.

It has been my pleasure working with your talented Greek language staff over the past year to develop a standards-based, thematically-organized, proficiency-oriented Greek curriculum that truly enriches and enhances the content normally taught by the classroom teacher. Your curriculum documents have become models for other elementary schools in the state that are either creating or revising their own world language programs. The work your teachers are doing at Odyssey is dramatically impacting the entire early language learning landscape in Delaware.

I cannot commend Odyssey enough for the work it is doing to prepare our young people to be informed global citizens who can think critically and creatively in at least two languages.

As I believe whole-heartedly in your school's mission, please do not hesitate to contact me if there is anything that I can do to expand your students' language learning possibilities.

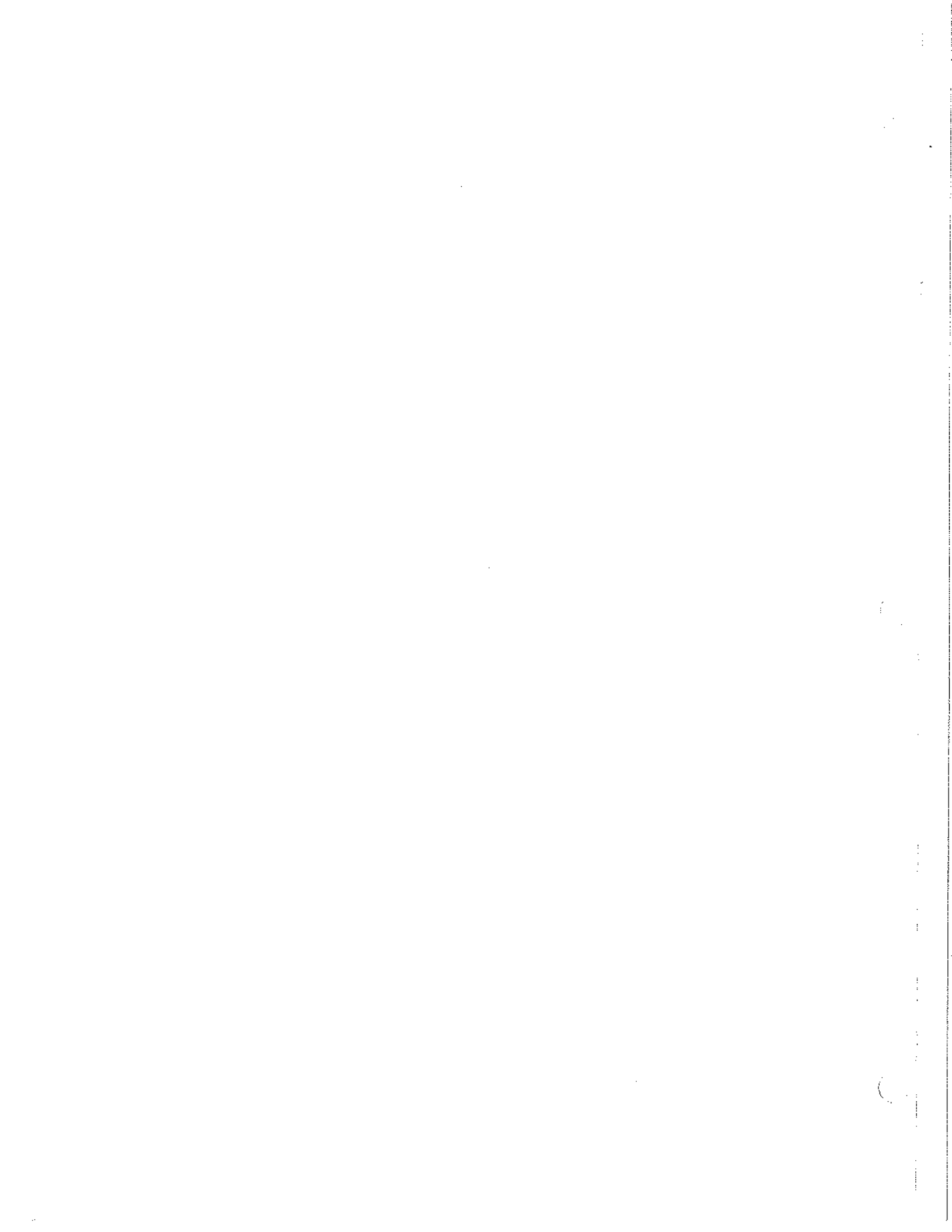
Most sincerely,

Gregory Falkerson, Ph.D.
Education Associate
World Languages and International Education

EDUCATION INFO LINE:
(877) 832-3787

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, MARITAL STATUS, DISABILITY, AGE OR VETERAN/DEA VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

TEACHER CERTIFICATION INFO:
(888) 739-9133



NY
THE
RICHARD STOCKTON COLLEGE
OF NEW JERSEY

P.O. Box 195 Jim Leeds Road Pomona, New Jersey 08240-0195
609-652-1776

November 30, 2009

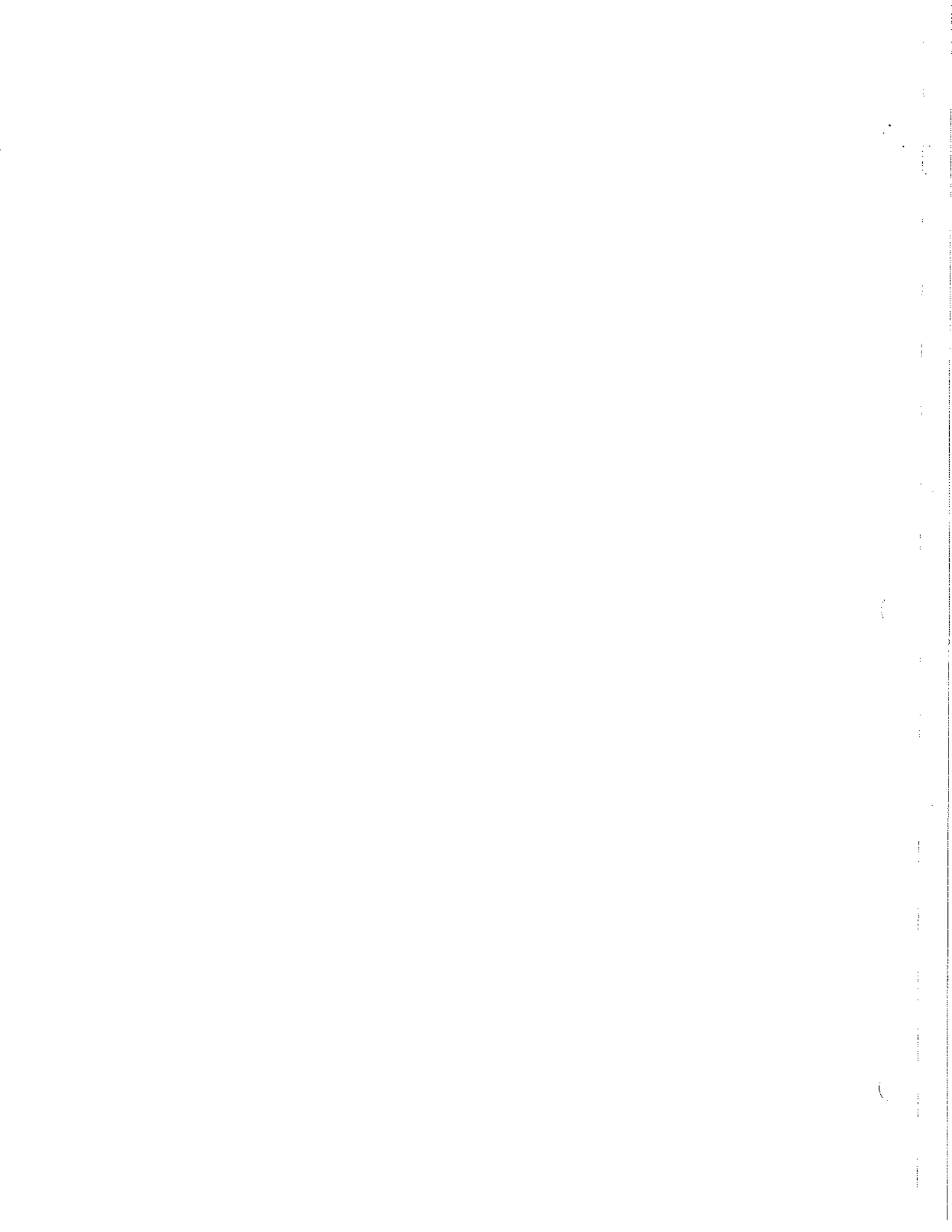
To Whom It May Concern:

I am writing on behalf of the advancement of an educational proposal for our present Odyssey Charter School (grades K-5) to continue through 12th grade. In just 4 short years, this school has been visionary in establishing a strong foundation to education with emphasis on Greek math and language skills. As a concerned parent and educator myself, I attended many board meetings during the first few years to further solidify and articulate the Greek language program goals and outcomes. With the assistance of a qualified consultant and now Mr. Fulkerson, we have great momentum with a strong foundation. Our board members, head master and teachers continue to develop the optimal learning environment for our children learning from a multi-cultural environment.

My daughter Madison joined the school in first grade when it opened and my son, Daniel entered Kindergarten class 2.5 years ago. They have experienced exceptional education and fostered their personal and social development. I have personally witnessed the dedication of all teachers, as I am in the classroom on several Fridays through the year, teaching yoga classes on a volunteer basis. The teachers are engaged, willing to enhance greater self-awareness of students and instrumental in advancing the potential of all students.

As a professor of physical therapy at the Richard Stockton College of New Jersey, I had the good fortune to speak at the University of Athens through our Hellenic Studies Division in July of this year. I was able to take my daughter with me to this conference and witnessed her ability to translate classroom learning to real time engagement with the people of Greece. I must say, I was most impressed with my 9 year old – teaching *me* the proper way to speak the language! We traveled and practiced the language, experienced the culture and visited her teachers from Athens to Thessaloniki. We had the opportunity to meet with potential teachers from the Greek ministry and were delighted that one of them joined us this year.

Language acquisition skills are key to global communication and opportunities for future generations. Research demonstrates that early infusion of a language fosters ease of learning and translation into everyday practice. With respect to math, the opportunity to be taught this subject in another language with unique facets to *number sense* adds a

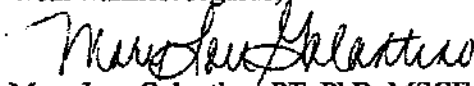


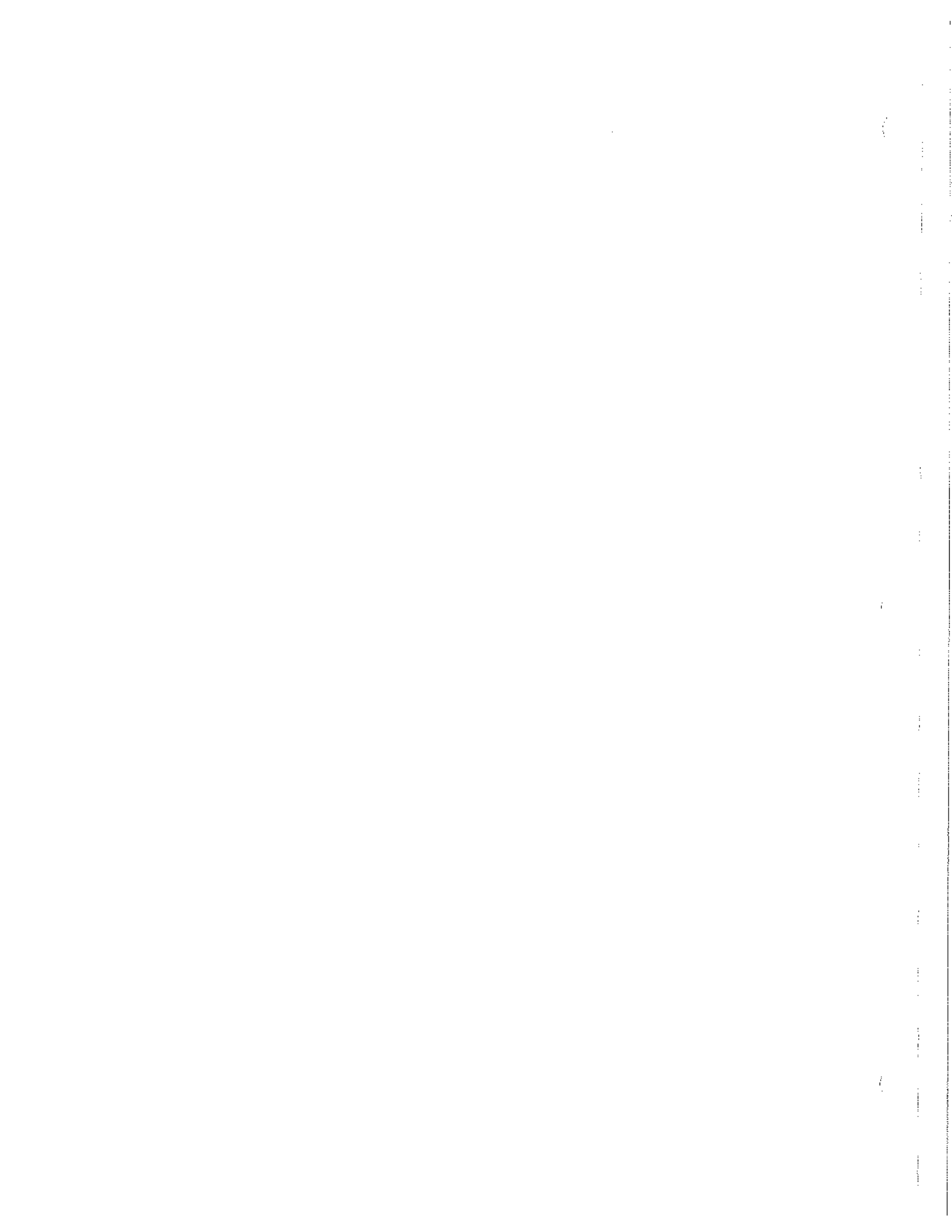
dimension to critical thinking skills and willingness to be inquisitive. Both my children enjoy the challenges of the Greek classes and look forward to school each day.

It is for these reasons, that I can envision the multitude of benefits for advancement of our charter proposal to include a K-12 curriculum. It would serve our families, communities, and most assuredly our children through the lifespan. I could even forecast opportunities upon high school graduation to have a linkage at our college in Greek Studies! What a wonderful expansion of foundational skills to take students into the global market and appreciate the rich history imbedded in their learning.

I am most grateful for the opportunity to write on behalf of this future vision of our school. Witnessing its solidification would be fortuitous. If you have further questions, please feel free to contact me at (609)652-4408 or galantinoml@stockton.edu.

With warmest regards,


Mary Lou Galantino, PT, PhD, MSCE
Professor, Richard Stockton College of NJ
Adjunct Research Scholar, University of Pennsylvania



November 29, 2009

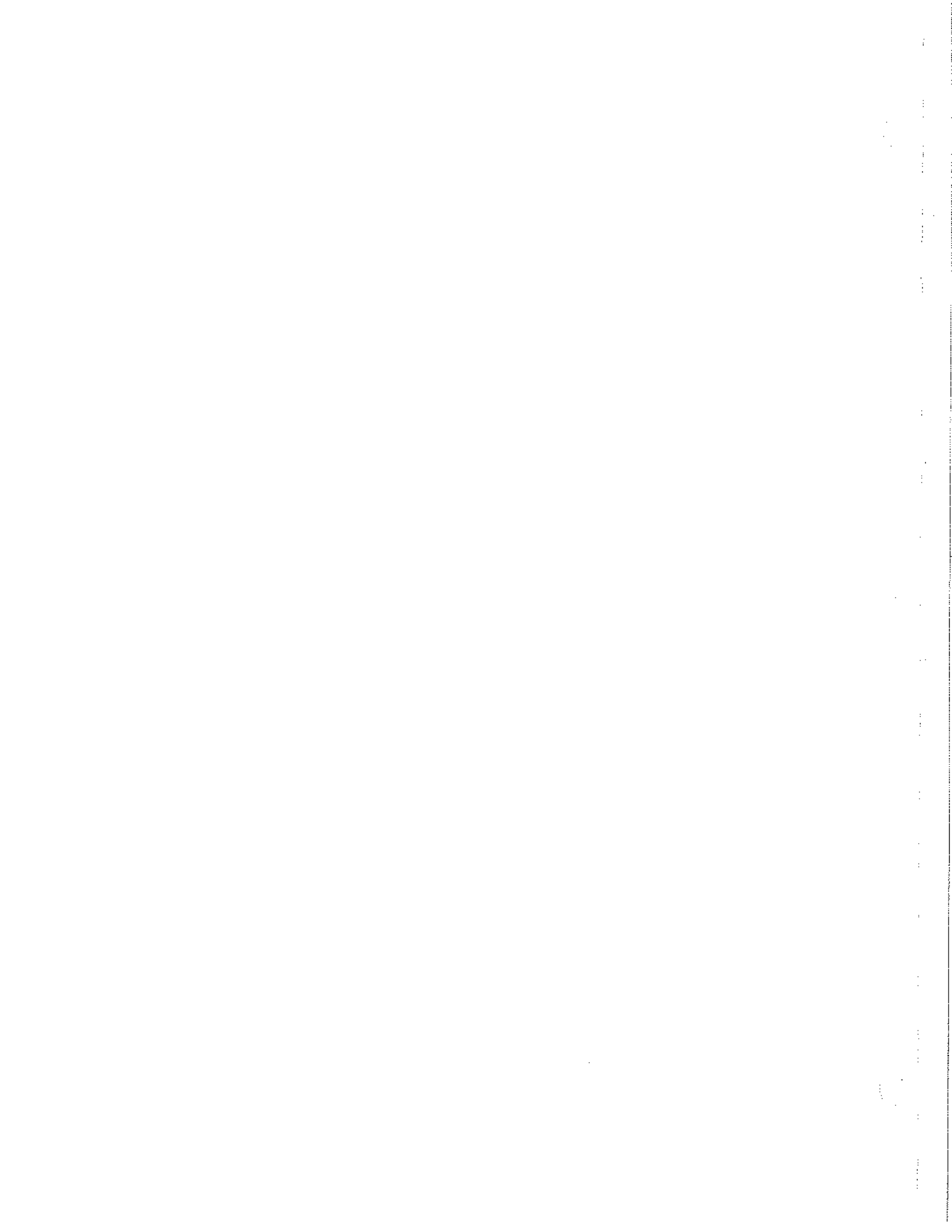
Delaware Department of Education,

My name is Jamie Gaughan. I am a public school teacher, Red Clay resident and Odyssey Charter School parent. I am writing you to thank you for consider granting Odyssey Charter School a state charter, and to give you the reasons I think you might want to ponder when making your decision.

My family and I are proud members of the Odyssey family for many reasons. We have two sons that are currently enrolled at Odyssey, one of whom has been at Odyssey since its inception. When we originally considered Odyssey as a school we were skeptical, but hopeful that this opportunity Red Clay had given us would be positive, unique and beneficial. The school has exceeded our expectations in many ways. Their unique language program has been a challenging aspect to my sons' education. My son has gone to Washington DC to sing for the Greek Ambassador, along with meeting and interacting with several Greek citizens on a daily basis. He is able to communicate, learn and experience a different culture, while at the same time helping them to also learn ours.

The Greek experience at Odyssey is not the only difference between this school and others. Because of the added Math class the students receive daily, my son, a reluctant learner has performed above level on-DSTP in Mathematics every year he has taken them. This approach to Mathematics has given him both the hands on application and repeated practice to give him the confidence to tackle more advanced skills. We are grateful that we are able to support him at home with his Greek and Mathematics, but are not expected to have extensive knowledge needed to coach or "guess" when it comes to his homework. He has been given the skills he needs to complete all assignment given by his Language and Mathematics teachers.

As a citizen of Delaware, I am excited to see the state and certain districts giving us different options and creative solutions to our education system. We all know that in order to "breathe new life" into our community schools, the state and districts need to embrace ideas that foster thinking outside the box and encourage schools like Odyssey that are succeeding to expand themselves and be all they can. Test scores are not the complete measure of a school, but as you can see with Odyssey, their test scores have proven that they are competitive with the higher achieving schools in our state and that they are striving to give their students the best instruction available. They have achieved these goals by hiring "highly qualified" teachers who meet state certification standards. They are also achieving these goals by aligning their instruction to meet state and district guidelines for all testing and district initiatives set into place, initiatives such as RTI, and NWEA testing for all its' students. Students who attend Odyssey and have special needs, will have them met, students who are gifted will have opportunities to be challenged through Greek language. Students who attend Odyssey are provided transportation and given before and after care if needed. About the only thing a student



doesn't get at Odyssey is a hot lunch☺ . So, as you can see, any student who attends Odyssey Charter School has the opportunity to achieve and the support needed to thrive.

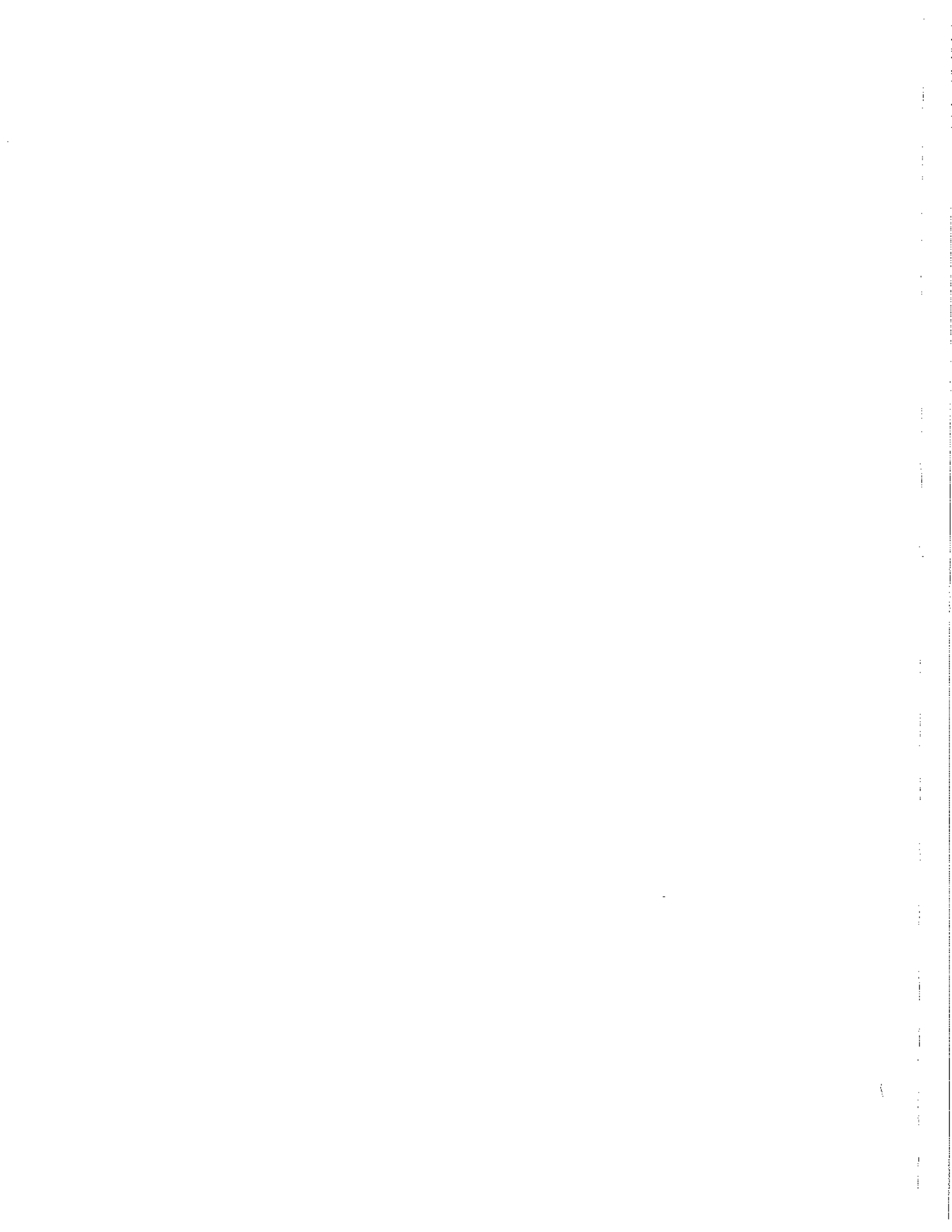
Once again, it would be a shame to see this school miss out on an opportunity to grow because of its' current charter. We have seen one missed opportunity due to the current charter, and would hate to let other ones slip away. To see students be able to continue their Greek instruction through high school would be the ideal scenario for many families that have already invested so much time and effort into this great educational journey.

Thank you for you time and I am grateful for your consideration in this matter.

Sincerely,

Jamie Gaughan

Jamie Gaughan
1203 W. 9th ST.
Wilmington, DE 19806



HU110.

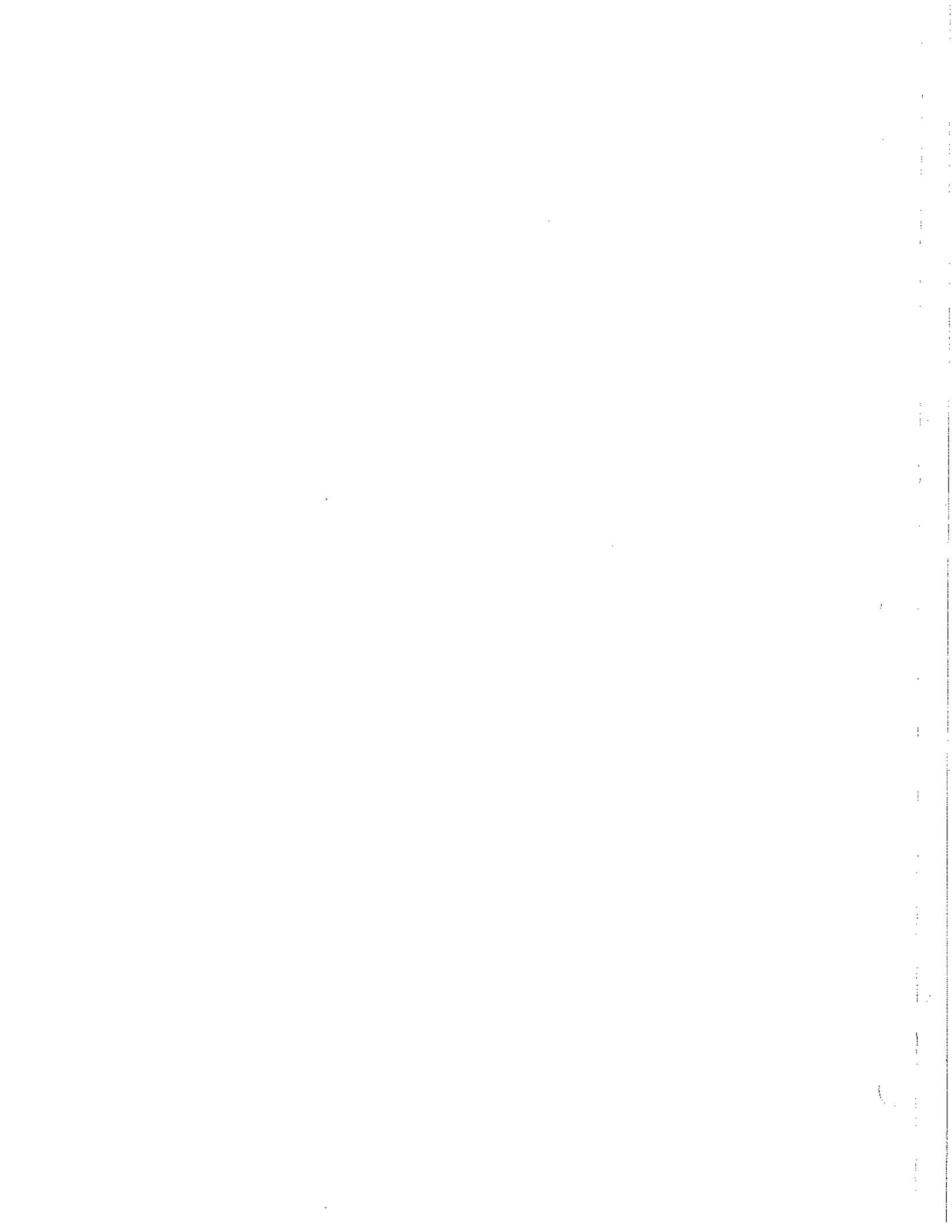
12-1-09

I am writing to express my support for Odyssey Charter School as they move forward to expand thru 12th grade.

As of yet, my son Aiden, has not become part of the Odyssey "family". I am hoping and praying August 2010 he will be.

Odyssey is amazing in so many ways. First, it has been rated a Superior School. What an accomplishment in such a short time! Second, learning Greek as a second language is fantastic. Third, the emphasis on math is very beneficial as young children become young adults. Most important is the staff, board, and members and how their dedication and devotion have made Odyssey what it is today!

I work with the public. More and more I am hearing of this child or family or someone knows someone that attends



Odyssey and everyone has GREAT comments
about the school!

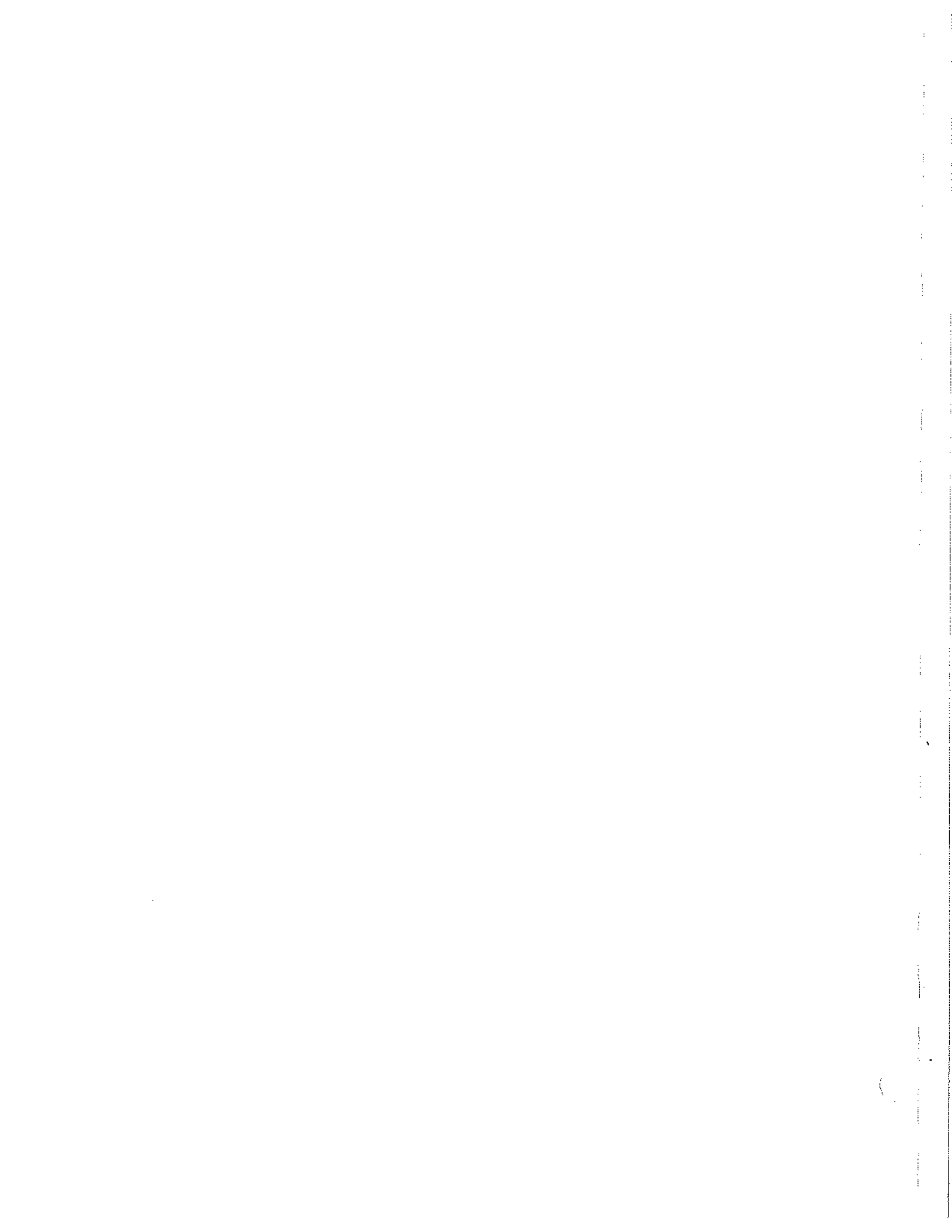
It only makes sense to grant
Odyssey its wish and expand to 12th grade!

Sincerely,

Shelley Huber

3321 Skyline Drive
Wilm., DE 19808

(302) 546-7097



To: Department of Education, State of Delaware

From: Mr. Basil Williams and Mrs. Audrey Eubanks
Parents of Odyssey 4th grader
2 Saratoga Drive
New Castle, Delaware 19720

Subject: Odyssey Application for Charter via the State

Date: November 29, 2009

Dear Sir or Madam:

Our son Madison started with Odyssey Charter from the first day the school opened. We wanted a school that offers the educational growth in a community where parents and educators were determined to meet students where they were; and take them to limitless heights.

Our journey took us to Odyssey and our first interview with the leaders; we know that a school can only be as good as the leader. Our first impressions were that this group of educators was starting a school for all the right reasons; and with realistic expectations.

Our expectations and experiences have been very good. We were not always pleased with certain decisions; however, they were communicated in such a way that made us step back and wait to see if we needed to be more open-minded. We were respected, included and valued, how refreshing! Further reflection we were pleased that they stuck with what they knew best; and then worked to show how us that their suggestions would work if we all worked together. That is what we were looking for, a place where the "right decisions" on what is best for our child superceded; and "out of the box" solutions is part of the game plan.



We humbly request the Delaware Department of Education review Odyssey's record on school performance, number of returning students, demand and plans for charter; I am sure that you will conclude that this school is on the right path. We thought about sustainability of current track record as well as extra curricular activities; concluded that based on the relationships within the entire school community and plans for charter through 12th grade; Odyssey has the formula for success. They are a "Welcoming School", where parents, students and faculty are valued; and keys to becoming successful members of the community are nurtured. Our fears are that we would have to start the journey again, looking for a school for Madison once he finishes 5th grade that offers the educational support, class size, and results-driven environment similar to Odyssey.

Our request is that you will review Odyssey's request for charter and tell us that we should relax; Madison as well as our current 4 year old daughter, Raven; will have the opportunity to start and finish at Odyssey. Please approve the charter!



Thank you for the opportunity to voice our opinions. Our goal to partner with you, we want to be "your man on the inside" making suggestions that will put Delaware students on top nationwide. Side by side, One by one, we will work towards that goal! Please approve the charter!

We can be contacted directly at audreveubank@yahoo.com or 302-494-4860.



Subject: Odyssey Charter K-12 Proposal

To the Department of Education,

Hello we are Dave, Anne and Ben (son) Carroll. We are a first year (kindergarten) family at Odyssey Charter for 2009-2010 school year.

I say family because we believe that we are in this together with our son: sharing his experiences and providing him direction and guidance with all aspects of his well being.

We have always focused our efforts, as parents, on providing our son with exposure and experiences that will help him all throughout his life. With this in mind it is our quest to always locate a school for him that would not only challenge our son academically but would also be a school in which we feel he is safe in.

We came from two years of pre-school at The Montessori Academy of Delaware (TMAD) and chose that school for the same reasons. We felt it would provide an experience and instill values in him that he would not get in a traditional pre-school.

For the next step after pre-school our research process began during the middle of our son's last year at TMAD.

Our feeder school is Marbrook and although it seems a nice school, our thoughts with how the district is currently focused with that school prompted us to explore our options.

We attended Red Clay Board Meetings monthly, read all the information we could about the Choice program, Charters pros and cons and parochial options in an attempt to educate ourselves with the many options offered to us within the district and area.

We also attended all the open houses for our options and talked to everyone we could about our options from parents to principals and teachers to school board members. It has been an educational and eye opening process.

We first learned about Odyssey Charter at one of the Red Clay board meetings. We had not heard about it and just when we thought our research plate was full, along came another option.

At first we had no clue about their curriculum let alone the aspect of a Greek foreign immersion language. At first we thought, Greek? What will he do with Greek?

As we are getting more exposure to the language, we are discovering more and more where it can be applied in our son's future. But besides applying this particular language in day to day life, have you ever studied Greek or even taken a look at it? We feel it is so foreign/different to any language we have been exposed to that if any child/person can learn and understand this language introducing another language later down the road will not be a problem.

With our son learning a language such as Greek it will provide him the confidence to realize that he can learn and develop any language that he is exposed to.

As parents and teachers we can harness this confidence to help him realize not only is any language achievable but anything is achievable if you take a chance and apply yourself.

We understood that going the Odyssey route was going to pose another challenge and that challenge being what school he will attend after he finishes 5th grade.

We felt that with all the pluses that the school had to offer that it was worth the challenge.

Although our son has only been attending Odyssey for 3 months he has not only made new friends but he has also learned language, math and music in Greek as well as the standard state curriculum in English that other kindergarteners are exposed to.

We recently had our teacher conferences and both the teacher and we are very pleased with his progress.

It seems to be a good fit for him. Everyday he looks forward to going to school and wants to recover as quickly as possible when he is sick to get back into his classroom.

With this enthusiasm we find it easier to keep him focused on why he is there and to understand that learning is fun and it will only help you to succeed throughout life.

As Odyssey evolves we are pleased to hear and be a part of them applying for a K-12 Charter.

We feel fortunate that we are a part of their curriculum concepts and would be a strong proponent of this experience to continue through to 12th grade.



Please see the value of Odyssey's innovative curriculum concept as an asset to our community, our county and our State and consider granting them a K-12 Charter.

This will not only allow our son and the many others that are currently attending to have an uninterrupted K-12 flow of education but it will also allow a larger part of our community to experience this as well. In life you grow from tackling the challenges that are presented.

Thank you for taking the time to hear/read our thoughts.

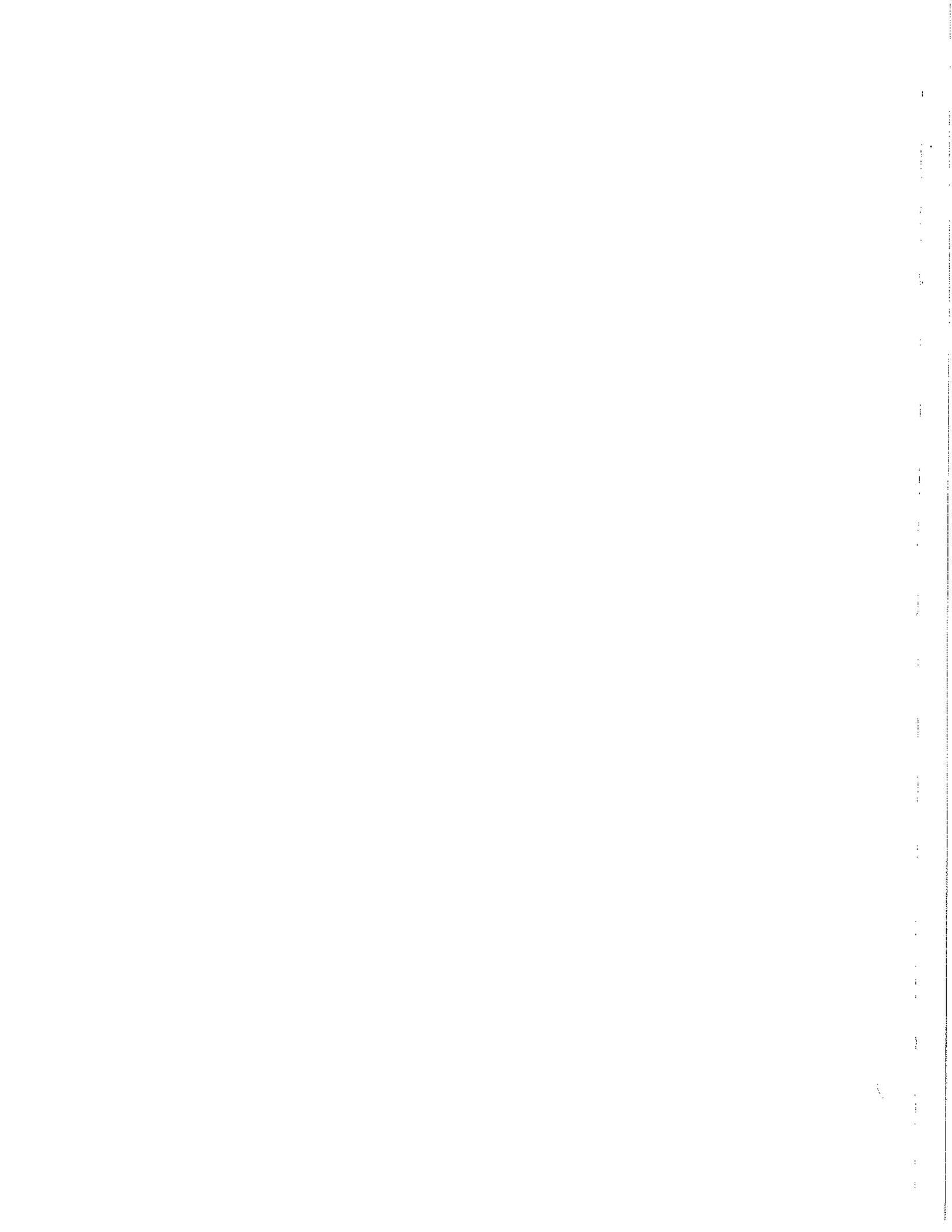
We feel very fortunate to attend and have a resource such as Odyssey in our community and believe that others in the community would feel the same if they were to have this opportunity as well.

I ask you to do as we did and take the challenge and let our Odyssey experience continue.

Sincerely,



2157 Elder Dr.
Wilm. DE 19808



Odyssey Charter School Admissions Procedure

1. Odyssey Charter School will advertise the **open application period** for all grades November 10th through December 19th of the year preceding enrollment. All applications received after the deadline, but postmarked by the deadline, will be considered received by the deadline. If oversubscribed at the end of the open application period, Odyssey Charter School will publicize and hold a lottery in public, applying preferences as stated in charter and allowed by state law. Applications received after the open application period (Nov. 10-Dec. 19) will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, Odyssey Charter School will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.
2. The Lottery for grades K-5 will be held at the school on Saturday, January 24, starting at 10:00 am.
3. Odyssey Charter School will show preference in filling the positions in the school, as allowed by Delaware State Law. The following preferences will be applied in the order listed below:
 - a. Children of Founding Members – This number cannot exceed 5% of the total seat available.
 - b. Children of employees of Odyssey Charter School.
 - c. Siblings of children already currently attending the school and that will be in attendance the next year.
 - d. Students residing within the Red Clay attendance zones (as per Red Clay Board decision 12/1/08)

Residency must be established as of the date of the lottery and proper verification will be required after students have been accepted. NOTE: Residency must be with the primary or shared custodial parent(s) or legal guardian(s) – not other relatives or friends. Residence must be student's primary home, not a rental property, place of business, etc.

- e. Once the lottery begins, the only additional preference applied is to the siblings of the newly accepted students. After being assigned a number on a waiting list for a given grade, a student will not receive a sibling preference because a brother or sister is admitted to another grade later in the lottery, nor will such a student placed on the waiting list provide a sibling preference to a brother or sister who is applying for any other grade(s). After the lottery, the only preference that would be exercised would be for employee's children.
4. The order of the lotteries to determine admission for 2009-2010 and thereafter will be K, 1, 2, 3, 4, 5.
5. The intent of the sibling preference law is to keep families together. **SIBLING** by definition is a:
 - a. A. Biological/adoptive sibling
 - b. Stepsiblings residing in the same household.

- c. Foster children residing within the same household
- d. Stepsiblings living in different households are not considered for a sibling preference.
- e. **A 5th grade student or alumnus of the school with a sibling applying for the following year does not qualify as a sibling for entrance preference.
- f. Same grade siblings will be treated as two separate students applying, rather than as a single unit.

NOTE: Siblings of current students must submit an application to the school during the open enrollment period to be considered for admission.

- 6. Unless circumstances dictate otherwise (financial reasons, numbers low in class, employee's child, other) Odyssey Charter School will not admit 5th grade students.
- 7. After the lottery takes place, those who wish to apply may request an application from the office. Once received, the application would be placed on the waiting list in order received.
- 8. Applications are only valid for one school year. New applications for the following year will need to be submitted for next year's consideration. The waiting list does not carry over year to year.
- 9. Up through September 30th, Odyssey Charter School will use the waiting list for admissions.

Effective October 1st, the School Director may, at his discretion, fill or not fill any new openings on a space available basis.

- 10. Any parent requesting that a student apply for a grade other than the grade that student would normally be attending, must submit a written request to the School Director at least three weeks prior to the lottery. The parent also must grant permission for Odyssey Charter School to obtain copies of records from the child's current school. The school's administration will be the final authority on whether a student should be allowed to skip a grade or repeat a grade.
- 11. Students applying for Kindergarten do not necessarily have to be currently enrolled in a pre-K program. A birth certificate showing that the child will turn five-years old by August 31st will be required during the registration process in order for the student to be officially accepted.

Odyssey Charter School

The Application/Re-Enrollment Process

1. Each year, applications will be printed by the school and made available in the school office to all parents who request them. Applications will also be posted on the school's web page where they can be downloaded, printed, and completed by prospective applicants.
2. The school will conduct an Open House event(s) each fall during the Open Enrollment period. The Open Enrollment Period is typically held from early November to mid-December. Open House dates and the Open Enrollment Period will be advertised in the local media and on the school's web page. At the Open House the application process will be explained.
3. All applications received by the school will be time stamped with the date of receipt.
4. All completed applications will remain at the school.
5. If oversubscribed, the school will follow its lottery procedures (see attached Lottery Procedures) to determine acceptances and to establish the order of the waiting list. A public lottery will be held in January, and all applicants will receive a letter from the school in February advising them of the status of their child's application.
6. Students who were included in the lottery, and who have been offered acceptance for the following year, will be required to complete the registration process by the end of March preceding the year of enrollment. This process includes the parent's or guardian's completion of any forms required by the school, including providing proof of residence.
7. A signed Letter of Intent to Enroll is also completed as part of the application process. This document states:

"I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least one school year."

This document will be kept in the student's cum file at school. It will be made available for inspection to the Department of Education, the State Auditor's Office, or any other person(s) authorized by law to inspect such files. After the initial year of enrollment, it is presumed for school district planning purposes that the student will continue to attend the charter school until completion of the school's highest grade level and no further written confirmation need be obtained by the school.





Odyssey Charter School

Nurturing a Lifelong Love of Learning

— IMPORTANT —

— Odyssey Charter School Enrollment Announcement —

November 9, 2009

Dear Parent(s)/Guardian(s),

We are pleased to announce that Odyssey Charter School is now accepting enrollment applications for students entering grades K - 2nd (for Lower School enrollment) and 3rd - 5th (for Upper School enrollment) for the 2010-2011 school year.

Odyssey Charter School's mission is to prepare students for a lifelong enthusiasm for learning, a keen awareness of world citizenship, and an ability to think independently and creatively through participation in a focused foreign language program. The curriculum integrates the learning of a second language, along with the English language, to teach a rigorous curriculum of reading, writing, mathematics, science, and social studies.

For a portion of the day, children will be taught the critical subject matter of mathematics, in the classic Greek language, reinforcing the learning as taught in English. The skills learned through this dual language instruction method will build key reasoning techniques and enable our students to meet and exceed expectations in all required content and performance standards for the State of Delaware.

Odyssey Charter School is a public charter elementary school, approved by the Red Clay Consolidated School District. Enrollment is open to all Delaware residents. Since it is a public school of choice, there are no fees or tuition associated with attending this innovative learning community.

Enrollment Application

To apply for enrollment, please complete the enclosed Application for Enrollment and Letter of Intent, and mail to the appropriate school for which you are applying:

Odyssey Charter Lower School
3821 Lancaster Avenue
Wilmington, DE 19805

Odyssey Charter Upper School
201 Bayard Avenue
Wilmington, DE 19805

For more details, please visit our school website at www.odysseycharterschooldel.org

Thank you for your interest in enrolling your child into this unique educational opportunity.

Odyssey Charter School Board



Odyssey Charter School
Nurturing a Lifelong Love of Learning

APPLICATION FOR ENROLLMENT IN THE 2010 - 2011 SCHOOL YEAR

Open Enrollment: November 9th to December 14, 2009

Please print clearly. Please complete all information.

Student's Name: _____
Last First Middle

Date of Birth: ____/____/____ Age: _____ Gender: M _____ F _____

Social Security #: _____ - _____ - _____ Ethnicity/Race (optional): _____

Current Grade: (circle one) Pre-K* K 1 2 3 4
Grade for which you are applying: (circle one) K 1 2 3 4 5

Present School and Location: _____

Public School District In Which Student Lives: _____

Student's Home Address: _____
Street Address

City State Zip Home Phone

Home E-mail address: _____

Applicant lives with: Mother ___ Father ___ Both Parents ___ Legal Guardian ___ Other ___

If other, please explain: _____

Mother's/Guardian's Name: _____
Last First MI

Mother's Home Address (if different than student's listed address)

Mother's/Guardian's Position and Employer: _____

Work Phone: _____ Cell Phone: _____

Work E-mail address: _____

Father's/Guardian's Name: _____
Last First MI

Father's Home Address (if different than student's listed address)

Father's/Guardian's Position and Employer: _____

Work Phone: _____ Cell Phone: _____ Work E-mail address: _____

Please list any siblings currently attending Odyssey Charter School:

Sibling's Name: _____ Current Grade: _____

Sibling's Name: _____ Current Grade: _____

Please list any siblings also applying for Odyssey's 2010 - 2011 school year:

Sibling's Name: _____ Current Grade: _____

Sibling's Name: _____ Current Grade: _____

Is your child currently receiving special education services? Yes ___ No ___

Does your child currently have a 504 Accommodation Plan for a diagnosed medical condition? Yes ___ No ___

How did you hear about Odyssey Charter School? Friend ___ Mailing ___ Website ___

Other ___ If other, please explain: _____

Is another language other than English spoken by the student? ___ Yes ___ No

Is there another language other than English spoken at home? ___ Yes ___ By whom
___ No What language is it? _____

Signature of Parent/Guardian: _____

Print Name of Parent/Guardian: _____

Date: _____

Return the completed application by December 14, 2009 and return to the address(es) listed on the cover letter.

Signing this form authorizes Odyssey Charter School to access this student's school records for purposes of evaluating this application. All applications must contain a live signature (not a copy or fax). Siblings of current students must submit an application to the school during the open enrollment period to be considered for admission. Any incomplete or inaccurate applications may be rejected for enrollment consideration. Only one application may be submitted for each student applying. The Odyssey Charter School does not discriminate in employment, educational programs, services or activities based on race, color, national origin, sex, age, or disability in accordance with state and federal laws. Due to the challenges of the foreign language curriculum, students who will be newly enrolled as of 2010-2011 (kindergarten students exempted) will be offered a summer session in the Greek language. The program will run daily for approximately four weeks and is aimed at providing students with sufficient background and exposure to the language in order to achieve success during the academic year.

Attendance at this summer program is strongly encouraged.

*NOTE: Students applying for Kindergarten do not necessarily have to be currently enrolled in a pre-K program. A birth certificate showing that the child will turn five-years old by August 31, 2010 will be required during the registration process in order for the student to be officially accepted. There are no waivers or exceptions to this rule.



Odyssey Charter School

Nurturing a Lifelong Love of Learning

Certification of Intent to Enroll

Odyssey Charter School

I, _____, parent or guardian of

(name of student to be enrolled)

will enroll my child at Odyssey Charter School for the 2010 - 2011 school year. I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least one school year. I also understand that if I remove my child from the Odyssey Charter School and attempt to re-enroll at another school, that school is not required to accept my application.

Note: This commitment is required only for the first year in which a child attends a charter school.

Signature of Parent or Guardian: _____

Printed Name of Parent or Guardian: _____

Date: _____



Odyssey Charter School

Nurturing a Lifelong Love of Learning

3821 Lancaster Avenue, Wilmington, DE 19805-1512

Tel: 302-994-6490

Fax: 302-994-6915

Doe, John
123 Snowdrift Lane
Somewhere, DE 19111

February 10, 2009

Dear Parent and/or Guardian:

We are pleased to inform you that **John Doe** has been accepted for admission into Odyssey Charter School for our 2009-2010 school year. We look forward to getting to know your child and embarking on next year's exciting academic journey together.

Attached you will find a form containing information regarding your child's registration. In order to secure your child's spot for the coming year, please sign the attached form, and return it to us by Thursday, March 12th 2009. Also, please take a moment to review the personal information listed on the form, and make any necessary corrections.

In the weeks to follow, you will receive a correspondence requesting additional information regarding your child. This information will be required in order to complete your child's enrollment.

In the meantime, welcome to Odyssey Charter School! Please feel free to contact the school office if any questions arise.

Sincerely,

Odyssey Charter School Board

Student Name : John Doe
Grade Entering : 3rd Grade
Address : 123 Snowdrift Lane, Somewhere, DE 19111
Phone# : 302-333-3333

Please mark one of the options below :

- I ACCEPT THE OFFER FOR ENROLLMENT.
My child will attend Odyssey Charter School during the 2009-10 year.
- I DECLINE THE OFFER OF ENROLLMENT.
My child will not attend Odyssey Charter School during the 2009-10 year.

Please verify that all the above listed information is correct. Once verified, please sign below and return this form to the school. If we do not receive this form by Thursday, March 12th 2009 we will have to offer your child's space to the next applicant on the waiting list. Thank you for your cooperation.

Parent/Guardian Signature: _____

Print Name : _____

Date: _____

ODYSSEY CHARTER SCHOOL

Student Code of Conduct

2009-2010

**Code of Conduct
Sign Off Form
2009-2010**

We have read and understand the Odyssey Charter School Code of Conduct.
Our signatures further acknowledge our understanding that Odyssey Charter
School policies will be utilized, applied, and enforced by the school to
ensure the efficient operation of the school.

Family Name _____

1) Student Name (Please Print) _____

Grade _____ Teacher _____

Student Signature _____

2) Student Name (Please Print) _____

Grade _____ Teacher _____

Student Signature _____

3) Student Name (Please Print) _____

Grade _____ Teacher _____

Student Name _____

Parent/Guardian Signature _____

Please Print Name Above _____

Parent/Guardian Signature _____

Please Print Name Above _____

Please sign and return to OCS by September 25, 2009

ODYSSEY CHARTER SCHOOL

Student Code of Conduct

The successful operation of a school requires the cooperation of many people. By enrolling at Odyssey Charter School we expect that our students and their families will abide by our philosophy and policies. The professional staff and Board have established rules and guidelines for maintaining high standards for student conduct which in turn leads to a safe, orderly and inviting school in which to teach and learn. The Odyssey Charter School will abide by all state and federal regulations related to code of conduct issues. Regulations also pertain to special education students. Due process will always be followed in the event that the student's infraction is related to the disability. The school will also establish behavioral guidelines to maintain an environment that is conducive to education without stifling expression and appropriate social interaction. The School Board and/or administration may suggest alterations to the code. Major changes will be brought before the parents before being adopted. Major policy decisions will then be forwarded to the Board for final approval. Upon entering Odyssey Charter School, the student is responsible for his or her actions both in and out of school. Any serious violations of school policy and/or any illegal or immoral behavior could result in serious disciplinary action. This is especially true in cases where the good reputation of the school with the neighboring community is compromised or jeopardized. The authority and responsibility for directing the activities of our school have been given to the professional staff as determined by the administration and Board.

ABSENTEEISM/ATTENDANCE

Forming responsible habits regarding attendance and promptness is important. Parents are expected to support the goal of punctuality by having their children arrive on time, remain in school for a full day, and schedule appointments after school hours.

When a student is absent, parents must inform the school by 10:00 a.m. Upon his/her return to school and no later than the third day, a parental written note of explanation must be presented in order for the absence to be excused. All written notes must have a parent signature. If a student has been to see a doctor, the student should return with a note from the doctor's office. Written notes may be faxed, handwritten, or e-mailed with a scanned signature.

The following is a list of reasons for an excused absence:

1. Illness of child – a physician's note may be requested.
2. Scheduled appointments to a physical or mental healthcare provider, including, but not limited to, a physician, dentist, orthodontist, psychologist.
3. Contagious disease within the home of a student.
4. Death in the family or of a close friend.
5. Legal business.
6. Observance of a religious holiday.
7. Remedial health treatment.

8. Absence, pre-approved by the school director, to participate in other educational experiences.
9. Emergency situations as determined by the school director.
10. Suspension from school.

Following such an excused absence, the student shall be allowed to make up all work missed, to take tests which were missed and to submit any assignments which became due during the absence. The time allowed for taking tests or turning in assignments shall be twice the number of school days or number of class meetings missed due to the absence. A teacher may extend the time for making up work missed if circumstances of the situation merit such action. A student whose absence was unexcused may receive a failing grade for all assignments missed or tests given during the period of the unexcused absence.

Please note that vacations and other outside activities scheduled during the school year will not be approved as an excused absence. Vacations and other activities should be scheduled outside of the academic calendar.

Early dismissals are counterproductive to the educational process. Students should remain in school all day. **An early dismissal should be requested only for emergencies or doctor appointments that cannot be scheduled after school.**

When absent a student may not participate in any school activities that day. These include games, plays, or anything that is school sponsored. In addition, a student who was absent is not permitted to be on school property, except to acquire missed academic assignments.

The following are mandatory school attendance requirements for public school students in grades K-12 (Delaware Code). These requirements apply at Odyssey Charter School:

1. Following the 10th day of an unexcused absence by a student, the school shall immediately notify the parent(s)/guardian(s), and a visiting teacher from the District shall visit the student's home.
2. Following the 15th day of an unexcused absence by a student, the student's parent(s)/guardian(s) shall be notified by certified mail to appear at the school within ten days of notification for a conference and counseling.
3. Following the 30th day of an unexcused absence by a student, the school shall refer the case for prosecution.
4. Following the completion of prosecution of the case and the subsequent failure of the student to return to school within five school days thereof, the school shall immediately notify the Department of Services for Children, Youth and Their Families requesting intervention services by the Department. The Department shall contact the family within ten (10) business days.

At the 15th excused or unexcused absence the School Director will meet with the student and parents and make a ruling from among the following options:

- 1) Allow credit for the course(s) missed.
- 2) Require a make-up course in summer school (60 hours) to receive credit.
- 3) Require an original credit course in summer school (120 hours) to receive credit.
- 4) Dismissal

Absence from class due to school activities approved by the school's administration (for example, field trips) will not be charged against the student.

ACADEMIC DISHONESTY

1. **Plagiarism** - (Grades 4-5) Claiming or using someone else's work without correctly acknowledging the source of that information.

2. **Cheating** - (Grades 4-5)

a. Using or copying another student's test answers or class/homework assignments or providing, without coercion, another student test answers or class/homework assignments.

b. Using unauthorized electronic device to calculate or create test answers or complete class/homework assignments.

c. Using unauthorized material to answer test questions or complete class/homework assignments.

A student in violation of this policy will receive a zero for that exam, test, or assignment.

In addition, the student will receive a demerit and the teacher will inform the parent or guardian. Subsequent incidents of academic dishonesty in any class will result in a referral to an administrator where more serious disciplinary action may be taken.

ALCOHOL

Use or possession of alcohol at Odyssey Charter School is absolutely forbidden. Students may not use, possess, or be under the influence of alcohol in school or on school grounds, when he or she comes to school, or when he or she attends any school-sponsored activities. If a student is found violating this regulation he or she will be suspended immediately and the student will be required to appear before the Review Board.

BULLYING

A student is being bullied when he or she is exposed repeatedly and over time, to negative actions on the part of one or more students. A negative action occurs when a person knowingly inflicts, or attempts to inflict, physical or emotional injury or discomfort upon another person. **Acts of bullying** will be handled through parent contact and demerits being issued. According to state law and Department of Education regulations, when a situation rises to **actual bullying** it must be treated as a criminal offense and must be reported to the appropriate authorities. The student will also be required to appear before the Review Board.

BUS TRANSPORTATION

Odyssey Charter School contracts bus service for its students. The bus driver is in charge of the bus and students are expected to follow all instructions given by the driver. Students are to enter the bus promptly, immediately take their seats, and remain seated whenever the bus is moving. Students must remain properly seated at all times (back to back; bottom to bottom), keep voice volume low, and keep hands and arms inside the windows. Students are to keep their hands and feet to themselves. (NO fighting, horseplay, etc.) Outside of ordinary conversations in a normal tone, classroom conduct is to be observed when on the bus. The driver has the authority to prohibit any conversation. Students are to conduct themselves on the bus in such a way that will not distract the driver. Distracting the driver puts everyone on the bus at risk. Students who do not follow the reasonable requests of the bus driver jeopardize their riding privileges. Students are not to eat or drink while on the bus. Students are not to throw objects of any kind either inside the bus, out of the bus, or around the bus. Students should keep the bus clean, sanitary, and orderly. They must not damage or abuse bus seats or equipment. Students are not to use abusive language or profanity, obscene or rude gestures, or spit while on the bus. Students are not to leave the bus without the driver's permission, except on arrival at their assigned bus stop or at school.

Minor bus misbehaviors will result in a warning and parent contact. Subsequent minor bus misbehaviors will result in suspension of bus riding privileges for a period of time determined by the administration and the bus company. **Five (5) demerits from bus infractions may result in permanent revocation of bus riding privileges.** Any major disruptive behavior such as fighting, smoking, use of drugs or alcohol, vandalism, etc. will result in immediate suspension of riding privileges for a period of time determined by the administration and could result in permanent revocation of riding privileges and other consequences.

CHANGING CLASS

A student may not leave a classroom during a period without an official pass from the teacher present. Moving from one location to another should be done quietly so as not to disturb the classes in session. When the second bell sounds, students should be in the classroom and ready to begin class.

CLASS CUTTING

A student is required to attend all classes.

CLASSROOM CONDUCT

Students are expected to maintain a high level of self-discipline and respect for others in the classroom and during change of classes. Students who are a major disruption to this educational process or who demonstrate a pattern of repeated classroom misbehavior will be removed from class and be referred to an administrator to determine the appropriate consequence. Depending upon the nature and frequency of the misconduct, if behavior does not improve after administrative referral, more severe disciplinary measures will be taken, including suspension and referral to the Review Board for possible dismissal.

The Odyssey Charter School will not tolerate negative verbal confrontations between students. Students who do not follow this policy will have their parents contacted and be liable for suspension and other disciplinary measures for subsequent offenses. Falling asleep in class is inappropriate school behavior. Initial incidences of falling asleep in class will result in the student being sent to the school nurse and parents being notified. Repeat incidences of a student falling asleep in class will result in parents being called and the student being sent home.

COMPUTER USE POLICY AND CYBERBULLYING

Computer related activities and equipment are to be used exclusively in support of educational activities and objectives. The Odyssey Charter School does not support or tolerate any damage, misuse, vandalism, or modification of its hardware and/or software configurations by students. All students and parents will be required to sign an Acceptable Use Policy.

Neither the school's network nor the broader Internet (whether accessed on campus or off campus, either during or after school hours) may be used for the purpose of harassment. All forms of harassment in cyberspace, often called cyberbullying, are unacceptable. Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages (including text messages), or Web site postings (including blogs). Often the author (sender or poster) of the inappropriate material is disguised (logged on) as someone else. Students who feel that they have been the victims of such misuses of technology should not erase the offending material from the system. They should print a copy of the material and immediately report the incident to the assistant principal. All reports of harassment in cyberspace will be investigated fully. Sanctions may include, but are not limited to, the loss of computer privileges, demerits, suspension, or review board hearing.

DEFAMATORY OR DEMEANING ACTIONS (ETHNIC INTIMIDATION)

Actions or remarks, spoken or written, by students that defame or demean the dignity or self esteem of individuals or groups on the basis of their grade, status, race, color, creed, sex, national origin, marital status, physical and mental disability, physical appearance, political or religious beliefs, family, sexual orientation, social or cultural background. Sanctions may include, but are not limited to, demerits being issued, suspension, or Review Board hearing leading to possible expulsion.

DEFIANCE OF SCHOOL PERSONNEL'S AUTHORITY (INSUBORDINATION)

A verbal or non-verbal refusal to comply with a reasonable request from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action, is an act of defiance. Defiance of school personnel's authority is the same as insubordination and will result in a parent conference, and may lead to possible suspension, or a Review Board hearing.

DISCIPLINARY SYSTEM (Demerits, Referrals, Suspension, Expulsion)

To ensure an environment that is conducive to learning, Odyssey Charter School has a demerit/referral system for those who break the rules on school grounds or while on the bus. This hopefully will serve as a learning process for those who violate school regulations and as a deterrent for those who may be tempted to do so.

Demerits are issued for minor offenses and are similar to warning tickets. This permits the school to deal with discipline matters in a graduated fashion. The school will keep track of demerits issued, detentions, and notify parents as certain levels are reached. The purpose of demerits is to detect any developing patterns of behavior that require corrections.

The following lists minor offenses and the corresponding number of demerits:

<u>Offense</u>	<u>No. of Demerits</u>
Late to school	1 (plus 1 for each period missed)
Dress code	1
Littering	1
Loitering	1
Minor misbehavior	1
Inappropriate language	1 or more plus additional penalties (depending on circumstances)
Food/ Drink possession or chewing gum (in class)	1
Teasing	1
Taunting	1
Excluding	1
Calling Names	1

Any behavioral infraction resulting in suspension will be assigned anywhere from 2 to 5 demerits, depending on the seriousness of the offense as determined by the school administration.

An accumulation of demerits will result in detentions and other additional penalties being issued at the discretion of the Headmaster. After 3 demerits, a letter will be sent to a student's parents. After 5 demerits, the student will serve a one-hour after-school detention within two school days. After 8 demerits, a parent conference will be scheduled with the School Director and the student will serve two one-hour detentions. After 12 demerits, the student will serve a suspension. After 15 demerits, the student will appear in front of the Review Board where other action (suspension, probation,

expulsion) will be considered. (See also Detention and Review Board sections in this handbook for further information).

Referrals are issued for more significant offenses, classroom disruptions, and continual classroom misbehavior. Referrals are written up by the teacher and submitted to the administration. Depending on the severity of the violation, the administration will determine the appropriate consequence including but not limited to: detention, in-school suspension, external suspension, and referral to the Review Board. (See also Detention and Review Board sections in this handbook).

SUSPENDIBLE OFFENSES

There are certain offenses that may result in an out-of-school suspension and will require parental notification:

- Fighting (all parties removed from the building to allow for a cooling off period and determination of penalties for perpetrators)
- Bullying
- Defiance of school personnel's authority (possible Review Board)*
- Major disruption of the educational atmosphere
- Repeated misconduct and/or continual disregard of school regulations
- Offensive touching
- Violation of computer use policy
- Inflammatory Actions
- Smoking in the building or on school grounds
- Possession or use of tobacco and tobacco related products
- Being in unauthorized areas
- Defamatory or demeaning Actions

* Any offense that results in a Review Board hearing may result in expulsion.

In addition to any action taken by school officials, the school will comply with the notification requirements of House Bill 322 which includes notification of police.

DISMISSABLE OFFENSES

There are certain offenses that when committed by a student may result in dismissal (expulsion). The following are dismissible offenses:

- Any involvement with drugs or alcohol at school or at a school sponsored activity
- Any possession of a weapon at school or at a school sponsored activity
- Bringing any kind of lighter to school, or starting a fire
- Assaults
- Harassment (physical, sexual, or verbal harassment)

- Stealing (This could be handled by administration depending on circumstances; restitution must always be made.)
- Fighting (depending on the circumstances)
- Terroristic threatening
- Turning in a false alarm
- Vandalism

Any of these infractions may also result in suspension. In addition to any action taken by school officials, the school will comply with the notification requirements of House Bill 322 which includes notification of police.

DETENTION

Detentions are issued by the administration when a student reaches 5 demerits and/or when a student misbehaves in the classroom or other areas of school property, including the school bus. Detentions will be scheduled by the administration. Students will be provided with a 48-hour notice of detention. Students are required to serve the detention on the assigned date. Detention is one hour in length and is held immediately after school. On occasion, early morning or Saturday detentions may be assigned. The only acceptable excuses for missing a detention are medical or family emergencies, excused absence from school, medical or dental appointments (must be verifiable and on the doctor's letterhead), or extreme unforeseen circumstances. The student must reschedule the detention on the first day of return.

Unacceptable excuses for missing detention include, but are not limited to: forgetting, lack of transportation, and athletic or other extracurricular events. A student who misses a detention due to an unacceptable excuse will be considered to be in defiance of school regulations and be required to serve an additional detention for the first offense and will be suspended for subsequent offenses.

There is no such thing as lateness to detention. If the student shows up after the designated start of detention without a valid excuse for the lateness, he or she will not be permitted to serve detention on that day. The student will then be subjected to serve two detentions. Proper conduct is expected during detention and all school rules are in effect during detention. Students must be in dress code and must be on time. Students may only do school work during detention but may also be required to do a written assignment that relates to the misbehavior. Students are not permitted to sleep, read magazines, bring food or drink, talk, play cards or other amusements, use electronic devices or otherwise disturb the detention proctor or other students serving detention. Students who misbehave during detention will be removed and will be required to serve two detentions. Subsequent misbehavior during detention may result in external suspension.

DISCIPLINE OF STUDENTS WITH DISABILITIES

A. For disciplinary reasons, the school director may change the placement of a student with a disability to an alternative school/program for up to ten days or suspend such a student, if the total days suspended in the current school year do not exceed ten school days, in accordance with guidelines for disciplining students without disabilities.

B. The school director may also change the student's placement to an alternative setting selected by the student's school-level individualized educational plan (IEP) team, for up to 45 days if:

1. The student carries a weapon to school or to a school function; or
2. The student knowingly possess or uses illegal drugs, or sells or solicits the sale of controlled substances while at school or a school function.

C. The administration may seek the determination of an impartial hearing officer that a student with a disability should be removed from Odyssey Charter School. A hearing officer may order that the student be placed at an alternative school/program for up to 45 days if the officer determines that maintaining the student at his/her current school is substantially likely to result in injury to the student or to others.

D. If the school contemplates expulsion, alternative placement (with or without expulsion), or suspension (inside or out of school) of a student with a disability in excess of ten (10) school days cumulatively in one school year, an IEP team meeting at the school will be convened to discuss the student's discipline. The meeting may be held up to ten (10) days after the removal of a student from school under paragraphs A or B above.

E. The special education team will determine whether the alleged conduct was a manifestation of the student's disability. The team will determine if (1) the alleged conduct was related to the student's disability; or (2) the student was inappropriately placed at the time of the offense and the likelihood that a change in the student's program and / or placement would alleviate the misconduct leading to the discipline proposed. If the IEP team determines that none of the above standards are met, the student may be disciplined according the Student Code of Conduct, except that a student eligible for special education or related services under the I.D.E.A. may not be denied a Free Appropriate Public Education. If any of the standards are met, the student may not be suspended, expelled or moved to an alternative placement for longer than ten (10) days in one school year, but may be disciplined in accordance, with the student's IEP, and the team should review the student's IEP or 504 Plan and placement.

F. A parent / guardian who disagrees with the IEP team's determination or the school director's disciplinary decision may request a meeting to review the decision. If the student has been placed in an alternative school / program, the student will remain in the alternative placement until the due process hearing officer renders a decision or for 45 days, whichever occurs first, unless the school and parent(s) / guardian(s) agree otherwise.

G. A student identified as disabled under Section 504 of the Rehabilitation Act of 1973 and who is currently engaging in illegal use of drugs or use of alcohol, may be disciplined with regard to their use or possession to the same extent that students without disabilities are disciplined.

H. Nothing stated herein shall preclude an IEP team from placing a student with a disability, determined to have brought a firearm or weapon to school, in an interim alternative educational setting in accordance with State and Federal law.

Definitions Used in this Section

"Student with a disability" refers to a student eligible for special education or related services under either: (1) the Individuals with Disabilities Education Act (I.D.E.A.), as implemented by state regulations compiled in the Administrative Manual: Programs for Exceptional Children (AMPEC); or (2) Section 504 of the Rehabilitation Act of 1973.

DRESS CODE

Odyssey Charter School believes all students should be considered equal. Since the school stresses professionalism and decorum, this philosophy should be reflected in the style of dress for students, teachers, and administrators. To abide by this, we have adopted a board-approved uniform that includes school shirts, pants/skirts/skort, jumpers and sweaters with embroidered school logos. **All of the above-referenced uniform clothing must be purchased through the school's clothing vendor, Flynn and O'Hara, with NO EXCEPTIONS.**

Shirts

Uniform shirts may be long or short sleeve polo-style shirts. Shirts may be either blue or white in color, but must be embroidered with the school name. Shirts must be tucked in at all times. No more than the top two buttons of the shirt may be left open. The school logo must be visible at all times. Altering of required school shirts and/or logo is not permissible. Long sleeve garments may not be worn underneath school shirts that have short sleeves. An acceptable alternative is to wear long sleeve school shirts or school sweaters. White "Peter Pan" shirts, which are worn under the girls' jumper, are acceptable only under the jumper and are not to be worn any other time.

Pants/shorts

Acceptable school uniforms consist of a pair of khaki pants or shorts which are purchased from Flynn and O'Hara. There will be NO EXCEPTIONS to this policy! Jeans, cargo pants, capris, non-uniform skirts, and sweatpants are NOT permitted. Pants should fit appropriately, being neither too tight nor too loose. Additionally, pants should not be too long; they should not drag on the ground. Pants should be worn at the natural waist with a blue, black, or brown belt.

Skirts, skorts, shorts, and jumpers

In addition to pants and shorts, girls may wear khaki skirts or skorts, or navy blue plaid jumpers. Skirts, skorts, and shorts may not be shorter than four inches above the knee. Skirts must reach the knee when standing. Jumpers must be worn with the white "Peter Pan" shirts underneath.

Shoes

Shoes are to be solid in color and must be either tan, brown, navy blue, or black. Shoes can be either lace-up, slip-on, or Velcro. Boys may wear shoes such as Dirty Bucs, Penny Loafers, Merrill-type moccasins, or Top-Siders. Girls may wear shoes such as Dirty Bucs, Loafers, or Mary Janes. Sneakers, sandals, flip-flops, clogs, boots, and hikers are NOT permitted. You are not required to purchase shoes through our clothing vendor. **Third, Fourth, and Fifth Grade** students may wear sneakers **ONLY ON GYM DAYS**.

Stockings/Socks

Girls may only wear plain black, white, or navy blue stocking tights. Any other colors or any patterned stockings are NOT permitted. Boys and girls may only wear black, white, or navy blue socks.

Sweaters

School sweaters with the embroidered school logo are the only permissible outer garments to be worn in class. School sweaters are available in a cardigan style and crew and V-neck pullover styles. The sweater must be worn with a school shirt underneath. Blazers, coats, fleeces, jackets, sweatshirts, etc. may not be worn in class. Outer garments (other than sweaters) must be stored in the student's locker/cubbie.

Hats

Hats are NOT permitted to be worn in school. During colder months, warm hats are allowed and encouraged for outdoor play only.

Jewelry, hairstyles, and accessories

Excessive jewelry, make-up, or hairstyles that are deemed by the school administration to be distracting or distasteful will not be permitted.

Hairstyles and hair lengths should reflect the atmosphere of decorum desired by the school. Mohawks, shaved designs, unnatural color dyes, and spiked hair are examples of hairstyles that would not be acceptable. Individual cases will be addressed by the administration.

The only permissible body piercing are earrings. Earrings must be of modest size to minimize distraction. Students are not prohibited from wearing jewelry, however Odyssey Charter School discourages wearing any type of valuable articles that could present hardship if lost or stolen. Expensive articles are worn at your own risk. Odyssey Charter School does not assume responsibility for articles lost or stolen.

Hats, bandanas, and sunglasses are all considered inappropriate for regular school wear. Writing on your body is not appropriate and is not allowed.

CONSEQUENCES FOR VIOLATING DRESS CODE

The administration reserves the right to determine whether a student is in compliance with the dress code and specify consequences for non-compliance. Any inappropriate or distractive appearance will be addressed by the administration on an individual basis.

Minor dress violations such as un-tucked shirts will result in verbal warnings or issuance of demerits. Failure to follow repeated warnings will be considered insubordination.

Dress code violations will result in the issuance of demerits. Upon receiving a third demerit for dress code violations, students will not be permitted to attend school. Parents will be called to pick up the student from school. A student having incurred three dress code violations may only return to school upon correction of the violation.

Students who are not in dress code may not attend classes until correction is made. If correction is not practical, parents will be contacted and will have to provide appropriate clothing for their child before he/she is permitted to attend classes. If parents cannot be contacted, the student will remain in the school office for the remainder of the day.

Repeated failure to conform to dress code may result in more severe penalties.

The following are examples that will result in restriction from classes:

- 1) Non-school shirt
- 2) Non-conforming pants, shorts, skirts
- 3) Shorts or skirts that are more than four inches above the knee
- 3) Clothing that is overly tight or baggy
- 4) Defiance to adhere to dress code (ex. refusing to tuck shirt in)
- 6) Unacceptable piercing, hairstyles, or hair lengths
- 7) Any major inappropriate or distractive appearance as deemed by the administration

DRUGS

Use, possession, or distribution of drugs, look-alike substances, and/or drug paraphernalia at Odyssey Charter School is absolutely forbidden. Any involvement with drugs is an offense that could result in expulsion. If a student uses drugs, is in possession of drugs, or is found under the influence of drugs during school time, on the school property, on a school bus, or at activities sponsored by the school, the student will be suspended immediately and will be required to appear before the Review Board. Police may also be contacted. The selling or dispensing of drugs to other students is a very serious offense, which will result in immediate expulsion and notification of the police.

FALSE ALARMS/STARTING FIRES

If a student turns in a false alarm or maliciously pulls a fire alarm the student will be reported to the police and to the proper fire authorities and will appear before the Review Board for possible dismissal.

If a student starts a fire or is in possession of a lighting device(matches, lighter, etc.) in any part of the school building, grounds, or school bus, the student will be immediately suspended and reported to the police and to the proper fire authorities and called before the Review Board.

FIGHTING

Fighting in school will result in both parties being sent to the School Director's office. During this time the administration will attempt to ascertain who was at fault and will contact the parents of the involved parties. If the fault can be determined, further action (suspensions and/or appearance before the Review Board) could result. In addition, depending on the severity of the fight, a longer suspension period, parental contact, and police contact may result.

In many situations, a student has the opportunity to walk away and report an incident involving physical contact. However, if a student retaliates to the initial physical contact, he or she could be held culpable for fighting.

There is no such thing as an innocent spectator to a fight. A student must either attempt to stop the fight or leave the area to get help. Standing around as a spectator only encourages fighting. A student will be subject to disciplinary action if the student is an observer or in any way encourages a fight.

Referral to a police agency is required for students intentionally offensively touching a staff member who is attempting to break up a fight or who is attempting to keep a student from injuring him/herself or others. Recommendation for expulsion may be considered.

FOOD AND DRINK

Food can only be consumed during lunch, designated lunch breaks, and on special occasions as determined by the classroom teacher. Food may only be consumed in the classroom or in areas designated by the teacher. Students who eat and/or drink in areas other than the designated areas will have these items permanently confiscated and may be issued a demerit. Gum chewing in school is not permitted.

GAMBLING

Gambling of any kind is prohibited at the school. Money and paraphernalia will be confiscated when the activity is discovered. The student may also be required to appear before the Review Board for further disciplinary action.

HARASSMENT

Physical, sexual, or verbal harassment in any form is prohibited. Incidents reported to the administration will be investigated to determine the appropriate school penalty, which could include suspension or an appearance before the Review Board for possible dismissal. In accordance with state law, any serious incidents will be reported to the police. In addition, students should be aware that the State of Delaware has recently instituted a zero tolerance policy for threatening language. Students who use threatening language (verbal and/or nonverbal) towards other students and/or staff members may face criminal charges as well as appropriate school penalties.

INFLAMMATORY ACTIONS

'Inflammatory actions' is language, gestures or actions which might create or are intended to create a disturbance. Inflammatory actions on the part of a student will lead to a parent conference, demerits being issued, and possible suspension from school.

LATE FOR SCHOOL/EARLY DISMISSAL

Being prompt to school goes hand-in-hand with a responsible attendance record. Every effort should be made to assure that the student arrives at school on time.

Upper School (Grades 3-5) Students are expected to arrive in school between 8:00-8:15 AM. Students arriving after 8:15 AM are considered tardy. Tardy students must be accompanied by a parent to the main office to be signed in.

Lower School (Grades K-2) Students are expected to arrive to school between 8:15-8:30 AM. Students arriving after 8:30 AM are considered tardy. Tardy students must be accompanied by a parent to the main office to be signed in.

For safety reasons and accountability, late students are not to be just dropped off at the school. If the lateness is excused (doctor's appointment, family emergency, medical illness, etc.) the student will not be penalized.

Students and parents must recognize that a parental note of explanation does not automatically excuse the lateness or early dismissal. Reasons such as car trouble, personal business, heavy traffic, needed at home, etc. while understandable, are not acceptable excuses, and will be listed as unexcused. Reasons such as personal illness, medical or other physical or mental healthcare appointments and appearances in court will be considered as excused lateness when verified by a note from home.

If a student is late to school or has an early dismissal he or she must present a note stating the reason for lateness or early dismissal. If a student is late to school or dismissed early without a valid excuse, he or she will be issued the appropriate number of demerits. When a student reaches three unexcused latenesses or unexcused early dismissals, the student will be issued the appropriate number of demerits. Demerits will be issued for each additional lateness or early dismissal incurred.

LEAVING SCHOOL

Odyssey Charter School is a closed campus. Students are not permitted to leave campus during school without parent permission and administrative approval. The "campus" refers to the school building, and outside areas utilized regularly during recess and physical education. This closed-campus policy is also in effect during half-days and other abbreviated school days. Students arriving by bus or other means of transportation are to proceed directly to the school. Students are not permitted to loiter in non-school areas (including the parking lot) either before or after school. Students who leave campus without parental and administrative permission or who are in unauthorized areas will serve two one-hour detentions for the first offense and will be suspended for subsequent offenses.

OFFENSIVE TOUCHING

Offensive touching is intentionally touching another person, either with part of the body or with any instrument, thereby causing offense or alarm to the other person. A student guilty of offensive touching may be subject to suspension and, depending on the circumstances, nature, and severity of the offense, police involvement.

OUT OF SCHOOL CONDUCT

The Code of Conduct applies to out-of-school conduct of a student if the School believes that the student presents a threat to the health, safety or welfare of other students and staff. In such cases, the School may take appropriate action including expulsion. Such out-of-school conduct shall include, but is not limited to:

- Acts of violence which are punishable by law;
- Sexual offenses which are punishable by law;
- The sale and transfer of drugs/alcohol that would constitute an offense punishable by law.

The purpose of this section is to exclude, from Odyssey Charter School, students who have been charged with or convicted of serious crimes and whose presence represents a potential threat to the health and safety of students and staff.

POSSESSION OF DISTRACTING ITEMS

Students are prohibited from bringing to school any electronic devices, including portable stereos, iPods, Gameboys, cell phones, laser pens, skateboards, toys, or any other items which are inappropriate or distracting to the educational atmosphere. Students violating this policy will have the item confiscated and turned over to an administrator who may return the item to the student at a later date. Subsequent violations may result in parent contact, permanent confiscation, and additional serious consequences. A student who refuses to turn over a distracting item to a staff member will be considered to be insubordinate and may be liable for additional disciplinary action. Possession of laser pointers in school is not allowed. They are distracting and may cause damage if shined in someone's eyes.

POSSESSION OR USE(SMOKING) OF TOBACCO AND TOBACCO RELATED PRODUCTS

Possession or use of tobacco and tobacco related products by students is not permitted on school grounds or during school sponsored events. A student violating this policy will receive five demerits and be suspended from school. Subsequent violations will result in longer suspensions and may involve more serious disciplinary measures including an appearance before the Review Board for possible dismissal.

PROMOTION AND RETENTION

Due to the developmental nature of student learning in the primary/elementary grades, retention may be considered upon the recommendation of teachers, specialists, and administration. Students not meeting grade level competencies may be retained in the current grade.

Students may also be assigned to the next grade. This would place a student in the next grade, but indicates that the necessary learning for promotion had not occurred. This decision would be made after careful thought and consideration as to the best education placement for the child.

REVIEW BOARD

The Review Board is an advisory group to the School Director made up of three teachers selected by the faculty. One or two alternates will be selected in the event that a Review Board member is absent or has a conflict of interest. The Review Board convenes within 24 to 48 hours with parents and the student whenever a serious offense has been or may have been committed by the student, or when a student reaches 15 or more demerits, or when referred by the administration for repeated classroom misbehavior and/or violations of school regulations. A serious offense is one which can result in a dismissal (examples would be: involvement with drugs, alcohol, or weapons at school or at school sponsored events; vandalism; stealing; false alarms; etc.) A student is suspended from school from the date of administrative action until the date of the Review Board hearing. The Review Board determines the facts, reviews the student's cumulative performance, and recommends specific action to the School Director.

Any expulsion action taken by the School Director may be appealed to the school's Board of Directors. While an appeal is pending, the School Director's expulsion action is not considered to be final, however, the student remains suspended until final determination of the appeal. The appeal must be made in writing to the School Director within five business days of the hearing. It must include the grounds for the appeal. Within one week a committee of no less than three members of the Board selected by the Chairman of the Board will meet with the parents, student, and school officials. After the hearing, the committee, by majority vote, will determine whether or not to affirm the dismissal.

SCHOOL AND PERSONAL PROPERTY

Students are responsible for the proper care of books, calculators, computers, supplies, and all other school property. Students are responsible for the replacement cost of any school property that may be damaged, lost, or stolen. Students should not bring expensive clothing (such as leather jackets), valuables, or large amounts of money to school. Keep in mind that Odyssey Charter School is not responsible for damaged, lost, or stolen personal property.

STEALING/ACTS OF DISHONESTY

Stealing of any kind will not be tolerated at Odyssey Charter School. Students who steal may jeopardize their privilege of attending the school. Each case of stealing will be reviewed by an administrator who may then refer the matter to the Review Board to determine the appropriate penalty. Proper restitution must always be made.

Acts of dishonesty, such as lying to a teacher or staff member, will result in the student receiving a demerit(s), and parents or guardians being informed. Subsequent incidents of dishonesty will result in a referral to an administrator where more serious disciplinary action may be taken.

SUSPENSIONS (also see "Disciplinary Systems")

Suspensions are administered for serious infractions of the rules such as insubordination, fighting, terroristic threatening, bullying, offensive touching, violation of computer use policy, inflammatory actions, possession or use of tobacco and tobacco related products, defamatory or demeaning actions, smoking in the building, being in unauthorized areas, major disruptions, repeated misconduct, and vandalism.

Suspensions may be one of two types: an "in-school suspension" (ISS) or an "out of school suspension" (OSS). The type of suspension and its duration will depend on the nature of the offense, and a decision regarding same will be made at the discretion of the administration. While serving an OSS, a student may not be on school property for any reason during the school day. The student may not attend nor participate in any school-sponsored activities (plays, concerts, field trips, athletic events, rehearsals, practices, etc.) While suspended, any work missed should be made up according to guidelines under make-up work.

When a student is suspended, a parent is contacted immediately by phone. A student is not permitted to leave the building until a parent arrives. If a parent cannot be contacted, the student will remain in the school office for the remainder of the day.

TERRORISTIC THREATENING

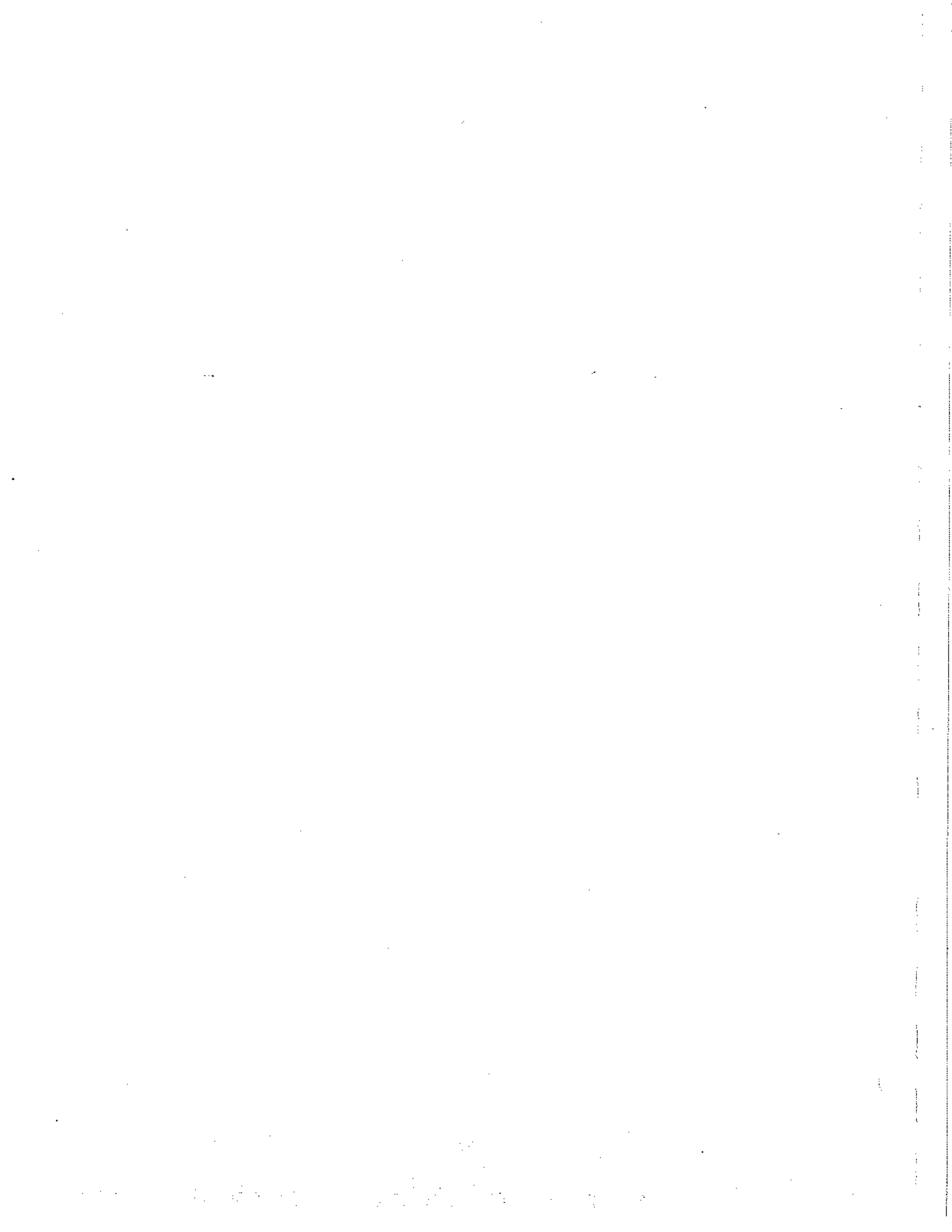
- 1) A threat or attempt to do bodily harm to another without physical contact;
- 2) Any act leading to a full or partial evacuation or lock down of a building;
- 3) Possession or use of firecrackers, pepper spray, mace, or stink/smoke bomb starting a fire in any part of the building or grounds.

Terroristic threatening will result in suspension and a report will be made to police and/or fire authorities. In addition, the student will be called before the Review Board.

Referral to Police Agency is required for students upon showing of intentionality or malice for terroristic threatening against a staff member. Recommendation for expulsion may be considered.

VANDALISM

The school cannot tolerate vandalism of any kind. If guilty of vandalism the student will be required to pay for the damages and be referred to the administration for further disciplinary action. If the vandalism is significant, the student will be suspended and brought before the school's Review Board. If necessary, the matter will be referred to the police.



First Student

750 Stanton-Christiana Road
Newark, DE 19713-2028 Tel:
302 998 2848

TRANSPORTATION CONTRACT

This AGREEMENT is made this 24th day of August 2009, by and between the Odyssey Charter School, 3821 Lancaster Ave, Wilmington, Delaware 19805, a Delaware corporation, and FIRST STUDENT, INC., a Florida Corporation, Tax ID Number 59-2364035.

WHEREAS, FIRST STUDENT agrees to furnish transportation to and from school for students attending the Odyssey Charter School and secondary school locations. The Odyssey Charter School agrees to compensate FIRST STUDENT for transportation services under the following terms and conditions:

- 1) Term of CONTRACT: From August 31, 2009 to August 31, 2010 with option for 1 year renewal.
- 2) Number of Routes and schools served: (?) Home to School/School to Home routes

(?) Bus monitors-- 1 monitor per bus
- 3) Terms of FIRST STUDENT Compensation: \$150 per bus per day \$50 per bus monitor per day

The Odyssey Charter School shall have the right to approve each route and to determine if each individual route requires the need for a bus monitor and can cancel the bus monitor at which time they are deemed unnecessary for the route. The Odyssey Charter School will only be billed for bus/monitor services that are rendered for the month.

All extracurricular charters will be billed according to the First Student billing template. The template takes into consideration mileage, maintenance, fuel, driver's wages and profitability. A quote will be provided to the Odyssey Charter School prior to confirmation and booking of the extracurricular bus.

The Odyssey Charter School will be billed each month by First Student, Inc for the amount of days service was rendered for the month.

- 4) FIRST STUDENT agrees to comply with all Delaware state as well as Federal and any local statutes or regulations applicable to the transportation of school children.
- 5) FIRST STUDENT warrants that vehicles used by it in the performance of this CONTRACT shall be fit for the purpose they are intended and that the drivers operating them shall be fully licensed and capable of performing the duties required herein. Odyssey Charter School shall have the right to require a criminal background and motor vehicle violation check on each driver and monitor, and First Student shall provide a roster of bus drivers and monitors to Odyssey Charter School upon its request.
- 6) The Odyssey Charter School shall not terminate the CONTRACT prior to expiration, unless FIRST STUDENT has failed to materially perform its expressed duties.

7) FIRST STUDENT shall be excused from performance when acts of nature, acts of civil or military authorities, fire, accidents, shutdowns for the purpose of emergency repairs, strikes, or any other industrial, civil or public disturbances of any type or nature whatsoever render it impossible to perform any requirements of this Contract. Contractor is relieved of any liability or costs incurred by Odyssey Charter School, its employees, agents, offices and any members thereof, for its inability to perform under the circumstances contained in this provision.

8) FIRST STUDENT shall indemnify, defend and hold harmless the Odyssey Charter School its agents, servants and employees, from and against any and all claims and damages of every kind, for injury to or death of any person or persons and for damage to or loss of property, arising out of or resulting from the acts or omissions of FIRST STUDENT its agents, servants or employees in its performance of this Contract during the term hereof, and including but not limited to, damages sustained by former FIRST STUDENT employees arising out of their employment with FIRST STUDENT in its performance of this Contract during the term hereof. The Odyssey Charter School shall indemnify, defend and hold harmless FIRST STUDENT, its agents, servants and employees, from and against any and all claims and damages of every kind, for injury to or death of any person or persons and for damage to or loss of property, arising out of or resulting from the acts or omissions of the Odyssey Charter School, its agents, servants or employees in its performance of this Contract during the term hereof, and including but not limited to, damages sustained by former Odyssey Charter School employees arising out of their employment with the Odyssey Charter School or the termination thereof by the Odyssey Charter School.

9) This Contract contains the entire agreement and understanding between The Odyssey Charter School and FIRST STUDENT. There are no additional promises or terms other than as contained in this Contract Document. This Contract may not be modified except in writing signed by the parties or by their authorized representatives.

10) The contract shall not be assigned or any part subcontracted without the written consent of the Odyssey Charter School.

11) The Odyssey Charter School will be granted copies of the Department of Transportation driving credentials of the drivers who provide service for their students.

FIRST STUDENT, INC.,

By: R. Henry

Printed Name: Reginald Henry

Attest:

By: Colleen Murray

Odyssey Charter School

3821 Lancaster Ave,

Wilmington, Delaware 19805

By: Anthony Skautelas

Printed Name: Anthony Skautelas

Attest:

By: Mary Ann

TRANSPORTATION CONTRACT ADDENDUM

This AGREEMENT is made this 24th day of August 2009, by and between the Odyssey Charter School, 3821 Lancaster Ave, Wilmington, Delaware 19805, a Delaware corporation, and FIRST STUDENT, INC., a Florida Corporation. Tax ID Number 59-2364035.

First Student Inc, will provide ^{daily AS} shuttle bus from the Odyssey Charter School Lower site to the Upper School site for the cost of \$25 per day. The Odyssey Charter School will only be billed for services rendered and is free to cancel the shuttle bus with 1 hour notice at no charge.

First Student, Inc

Name: Regina Henry

Signature: *Regina Henry*

Odyssey Charter School

Name: Anthony Skautelas

Signature: *Anthony Skautelas*



November 1, 2009

Delaware Department of Education
John G. Townsend Building
401 Federal Building
Dover, DE 19901

Attn: Dr. Julia Webster
Charter School Office

Dear Dr. Webster,

I hope that this correspondence finds you well. Attached with this cover letter is the annual report to the Delaware Department of Education (DEDOE) for the 2008-2009 school year of Odyssey Charter School. As instructed, we have provided a report of school-wide progress toward our performance agreement objectives.

If you need any further information, please feel free to contact me.

Best regards,

Anthony Skoutelas
Headmaster, Odyssey Charter School

**Odyssey Charter School
Performance Agreement Objectives 2008-2009**

1. Objective 1 – The school will demonstrate that its students are increasing in academic achievement as measured by the state assessment (DSTP)

During the 2008-2009 school year, Odyssey students in grades 2, 3, and 4 took the DSTP assessments for Reading and Mathematics. Students in 4th grade also took DSTP assessments in Social Studies and Science. During the 2007-2008 academic year, Odyssey did not have any grades beyond 3rd, therefore the only DSTP tests taken were for grades 2 and 3. During the 2006-2007 academic year, the highest grade level at Odyssey was grade 2.

DSTP testing results for the last three (3) school years is as follows:

2006-2007

2nd grade Reading

88% of the students (15 out of 17) met or exceeded the state standard.

2nd grade Mathematics

94% of the students (16 out of 17) met or exceeded the state standard.

2007-2008

3rd grade Reading

90% of the students (18 out of 20) met or exceeded the state standard.

3rd grade Mathematics

85% of the students (17 out of 20) met or exceeded the state standard.

2nd grade Reading

97% of the students (34 out of 35) met or exceeded the state standard.

2nd grade Mathematics

100% of the students (35 out of 35) met or exceeded the state standard.

2008-2009

4th grade Reading

90% of the students (18 out of 20) met or exceeded the state standard.

Odyssey mean student performance = 468.80

State mean student performance = 469.22

4th grade Mathematics

86% of the students (18 out of 21) met or exceeded the state standard.

Odyssey mean student performance = 475.86

State mean student performance = 461.89

4th grade Social Studies

86% of the students (18 out of 21) met or exceeded the state standard.

4th grade Science

90% of the students (19 out of 21) met or exceeded the state standard.

3rd grade Reading

98% of the students (40 out of 41) met or exceeded the state standard.

Odyssey mean student performance = 469.83

State mean student performance = 447.13

3rd grade Mathematics

100% of the students (41 out of 41) met or exceeded the state standard.

Odyssey mean student performance = 472.93

State mean student performance = 439.60

2nd grade Reading

94% of the students (66 out of 70) met or exceeded the state standard.

Odyssey mean student performance = 418.21

State mean student performance = 401.68

2nd grade Mathematics

97% of the students (68 out of 70) met or exceeded the state standard.

Odyssey mean student performance = 434.30

State mean student performance = 401.24

Odyssey Charter School has been designated as a Superior School in the School Accountability System for 2007-2008 and 2008-2009.

2. Objective 2 – Odyssey Charter School students will exhibit positive behaviors related to academic success.

The number of students who were suspended was 15, or 5% of the student enrollment. No students were expelled.

The school had zero incidents which required police reporting.

The school reports that average daily attendance was 96% of daily enrollment.

3. Objective 3 – Given instruction in Greek culture, customs, and traditions, the students will (a) score 80% or higher on a global and intercultural achievement test by the end of the school year and (b) complete and share with other students, a culturally based project accentuating the impact the Greek culture has had upon the modern world.

The students did not participate in a global/intercultural achievement test due to the inability to locate an assessment which was representative of the students' beginner level of language knowledge. However, Odyssey students continue to participate in school-wide cultural activities and projects.

4. Objective 4 – The school will encourage the use of innovative instructional methods.

Our program, which includes instruction in the Greek language and reinforced mathematics in Greek, is in itself an innovative approach to education.

Additional innovative instructional methods employed include the use of technology; namely instructional language CDs, mathematics software, WebQuests, and virtual field trips. In addition, Odyssey employs the use of MAP (Measures of Academic Progress), a technologically-based means of assessing student progress and informing instruction.

5. Objective 5 – The school will demonstrate that it has strong market accountability.

The school reports that it had 98% of its maximum allowable enrollment for school year 2008-2009.

The school reports that as of the start of the 2008-2009 school year, it had a waiting list of approximately 80 students.

6. Objective 6 – The school will demonstrate that parents of students at the school are satisfied with the school's administration and educational program.

During the 2008-2009 school year, Odyssey parents were not given a survey in order to determine satisfaction with the administration and educational program. However, when surveyed in January 2009 as to whether their children would return for the following school year, 98% indicated affirmatively. The actual re-enrollment rate for 2008-2009 was 91%. Of the students who did not return to Odyssey for 2009-2010, 6 students moved out of state, 1 moved out of country, and 6 transferred to a private school. The remaining students either moved to a different district of residence or transferred to their feeder school.

