

CHARTER SCHOOL APPLICATION

Part A

COVER SHEET

FEB 29 1996
40-2235-

Name of district (or DPI) to which you are applying: DPI

Name of proposed charter school: Positive Outcomes

Date planning to open the school: Sept. 1996

Location of school: 620 S. State St. (former Day Hospital)

Grades of proposed school: 7,8,9,10,11,12

Sponsoring organization or public school
converting to Charter (Entity): Kent General Hospital/DPI

If not using a public school building, does the school have
a suitable facility in mind: Yes

If yes, describe: Former Adolescent Day Hospital for
Kent General Hospital, on hospital grounds.

Contact person: Suzanne E. Donovan, MEd. Phone: 674-7429
Adolescent Psychiatric Unit
Kent General Hospital Phone: 674-4700
640 S. State Street ext 6906
Dover, DE 19901

Types of students to be enrolled: Specialized Types

If Specialized, explain what types: Students who are at-
risk of academic failure in a
traditional classroom setting
due to diagnosable mental or emotional
disabilities

Initial enrollment: 50-60

Second year enrollment estimates: up to 100

Third year enrollment estimates: 100+

PHILOSOPHY AND PRIMARY CHARACTERISTICS

Mission Statement and Philosophy:

The mission of Positive Outcomes Charter School is to provide an academically focused education for seventh through twelfth grade students at-risk of academic failure in a traditional classroom setting due to diagnosable psychological disabilities; to encourage students to work to their potential through small class size, one-on-one tutoring, peer tutoring, hands-on activities, computerized programs, and individualized programs; to provide student ownership of the school as a community of learners; and to engender respect for this community and the student him/her self through development of increased self-esteem. Based on an educational philosophy of holistic treatment of the students, a positive learning environment will be maintained to ensure the completion of the student's education through high school graduation in the Least Restrictive Environment. Students with Attention Deficit Disorders, Schizophrenia, Tourette Syndrome, and other disabilities which contribute to their failure to achieve academically in a traditional class will have the opportunity to complete their education in this school. A highly skilled staff, both in academics and counseling, will provide this holistic, student-centered academic program to educationally at-risk students.

Primary Characteristics of Potential Students:

Students displaying consistent disruptive or violent behaviors in an academic setting are not appropriate for this academically focused program.

Appropriate students are those identified by their parents, teachers, principals, school counselors, and/or psychologist or psychiatrist as having one or more of the following disabilities or related difficulties which impede their academic success:

1. students with mental and/or emotional disabilities which put them at-risk of failure to realize their academic potential and complete their education through high school graduation due to long-term failure to achieve in one or more academic areas in the traditional school setting. Risk factors include low achievement, failing grades in one or more subjects, grade retention, associated frustrations with academics, low self-esteem, poor attendance, and low socioeconomic status.

2. mental disabilities which are considered by teachers to be unmanageable in a traditional classroom, and impede the learning of all students.

3. learning disabled: impairment of one or more basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself as a deficit in the functional ability to listen, speak, read, write, or spell, or to perform mathematical tasks at grade level expectations. (These students will not be labeled "learning disabled" but be considered "differently-abled")

4. seriously emotionally disturbed: deviant thought processes which adversely affect the student's academic learning and educational performance over a long period of time and to a marked degree.

Need For This Facility:

A study of the drop-out rate in the state of Delaware evidenced a need for a facility to address the academic needs of students lacking academic success in a traditional school setting, due primarily to mental, or emotional disabilities. It has been noted by the education staff in the Department of Psychiatry at KGH that many students drop out of school due to frustration and inability to read. This situation is also evident from the literature on drop-outs and at-risk students. A need for this type of facility has been evidenced in the patient population being treated at Kent General Hospital Department Psychiatry

It is our belief that a high-interest curriculum heavy in literature, content reading and life skills is needed to encourage students to stay in school and become productive citizens. As per Eliot Wigginton's early 1980's Foxfire Experiment, education must be brought to the student, be student-centered, and make education of high-interest to the student. A Nation At-risk (1984) brought to public attention the failure of the public system to fulfill the needs of many students. This failure pointed to the lack of reading skills that students at-risk displayed. Keeping this information in mind, we will create an appropriate individual curriculum for each student.

This facility will function independently of any other organization as is determined in the legislation and in no way a part of the Kent General Hospital Department of Psychiatry nor under the auspices of Delaware Psychiatry.

M.S.

PART B

Criteria #B-1

Qualification of Applicant:

1. Qualifications of the organization or entities:
Kent General Hospital has been a stable and driving force in the central Delaware community for 65 years.
2. Qualifications of the Board of Directors:
3. Representativeness of the Board of Directors:
(see biographies of Mr. Andrews, Mr. Costello, Dr. Goldstein, Ms. Jenkins, Ms. Phillips, Mr. Stevens, Ms. Sansbury, Ms. Rosenfeld, Dr. Wilson in appendix)
 - DE Psychiatry personnel: Mr. Andrews, Dr. Goldstein, Dr. Wilson
 - Kent General Personnel: Mr. Costello
 - Parents: Ms. Jenkins & Ms. Phillips
 - Experts in Special Education from the community: Ms. Sansbury and Ms. Rosenfeld
 - Teachers: Mr. Stevens
4. Groups involved in the development of the proposed charter school:

Primarily the teaching, activity, and art staff of the Department of Psychiatry: Adolescent Psychiatric Program, Adolescent Day Program, and Child Day Program (psychiatrist, psychologist, activity, and art therapists, and teaching staff). It should be noted that except for students who may be referred to this school for further academic assistance upon completion of the Adolescent program, there is no duplication of programs.

5. Evidence of support for the school:
Documentation from KGH enclosed

6. What brought the group to the decision to start a school:

A growing demand for an education program addressing the academic needs of students at-risk of failure to complete high school, and the initial proposal to the hospital psychiatric director coincided with the publication of the Charter Legislation.

Criteria #B-2:

Corporation Law:

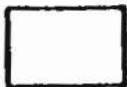
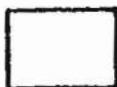
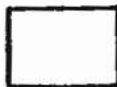
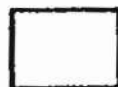
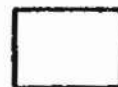
B-2

State of Delaware - Division of Corporations



FAX DFS

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(24 Hour)Priority 4
(Must Approvals)Priority 5
(Reg. Approvals)Priority 6
(Reg. Work)

DATE SUBMITTED

2-26-96

REQUESTOR NAME

Suzanne E. Donovan

FILE DATE _____

ADDRESS

620 South State St
Dover De 19901

FILE TIME _____

ATTN.
PHONE

302-674-4700 #6906

NAME of COMPANY/ENTITY

Positive Outcomes Charter
School, Inc

SRV NUMBER

FILE NUMBER

FILER'S NUMBER

RESERVATION NO.

TYPE of DOCUMENT

DOCUMENT CODE

CHANGE of NAME

CHANGE of AGENT / OFFICE

CHANGE of STOCK

CORPORATIONS

FRANCHISE TAX	YEAR	\$	_____
FILING FEE TAX		\$	15.00
RECEIVING & INDEXING		\$	25.00
CERTIFIED COPIES	NO.	\$	10.00
SPECIAL SERVICES		\$	_____
KENT COUNTY RECORDER		\$	33.00
NEW CASTLE COUNTY RECORDER		\$	_____
SUSSEX COUNTY RECORDER		\$	_____
TOTAL:		\$	_____

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COMMENTS / FILING INSTRUCTIONS

CREDIT CARD CHARGES

You have my authorization to charge my credit card for this service:

5329-0022-4400-0955

Exp. Date 4/97

Signature

Suzanne E. Donovan

Printed Name

Suzanne E. Donovan

AGENT USE ONLY

INSTRUCTIONS

1. Fully shade in the required Priority square using a dark pencil or marker, staying within the square.
2. Each request must be submitted as a separate item, with its own Filing sheet as the FIRST PAGE.

Certificate of Incorporation
of
Positive Outcomes Charter School, Inc.

FIRST: The name of the Corporation shall be Positive Outcomes Charter School, Inc.

SECOND: Its registered Office in the State of Delaware is to be located at 620 South State Street, in the city of Dover, County of Kent, Zip Code 19901.

THIRD: Said corporation is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provisions of any future United States Internal Revenue Law. This corporation shall be a nonprofit corporation.

FOURTH: The corporation shall not have any capital stock, and the conditions of membership shall be stated in the By-Laws.

FIFTH: The name and mailing address of the incorporator are as follows:

Name: Suzanne E. Donovan

Address: 620 South State Street, Dover, DE 19901

SIXTH: No part of the net earnings of the corporation shall inure to the benefit of or be distributed to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501

(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law).

SEVENTH: Upon dissolution of the corporation, the Board of Trustees shall, after paying or making provision for payment of all of the liabilities of the corporation, dispose of all assets of the corporation exclusively for the purpose of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Trustees shall determine. Any of such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

I, THE UNDERSIGNED, being the incorporator hereinbefore named, for the purpose of forming a corporation pursuant to Chapter 1 of Title 8 of the Delaware Code, do make this Certificate, hereby declaring and certifying that the facts herein stated are true, and accordingly have hereunto set my hand this twenty-sixth day of February, A.D. 1996.


Incorporator

Criteria #B-3:

Mission Statement:

The mission of Positive Outcomes Charter School is to provide an academically focused education for seventh through twelfth grade students at-risk of academic failure in a traditional classroom setting due to diagnosable psychological disabilities; to encourage students to work to their potential through small class size, one-on-one tutoring, peer tutoring, hands-on activities, computerized programs, and individualized programs; to provide student ownership of the school as a community of learners; and to engender respect for this community and the student him/her self through the development of increased self-esteem. Based on an educational philosophy of holistic treatment of the students, a positive learning environment will be maintained to ensure the completion of the student's education through high school graduation in the Least Restrictive Environment. Students with Attention Deficit Disorders, Schizophrenia, Tourette Syndrome, and other disabilities which contribute to their failure to achieve academically in a traditional class will have the opportunity to complete their education in this school. A highly skilled staff, both in academics and counseling, will provide this holistic, student-centered academic program to educationally at-risk students.

Goals and objectives for this population:

The primary goal for this population is successful completion of his/her academic education through high school graduation and to be prepared for a productive life. An additional, but equally important goal is to develop an increased self-esteem in these at-risk students. To help accomplish this goal for the students attending Positive Outcomes, the following objective must be met:

1. Curriculum must be high-interest and life-related to emphasize the importance of self-worth.

2. Reading skills must be emphasized, as well as skills in process writing.

3. Students must be able to communicate effectively both orally and in writing.

4. Students must be able to gather and analyze information from written resources, and select information necessary for the topic being studied.

5. Students must understand and be able to apply basic educational concepts, such as: governmental practices, mathematical computations, geography, scientific phenomenon, and knowledge of historical events. Text books will be

resources for basic information. Research through historical fiction, biographies, primary sources, CD Rom and encyclopedia will be implemented as required. (More specific objectives are found in B-4.)

6. Students must be able to use effectively computer systems for both process writing and research.

7. Students should be prepared at the end of twelfth grade for further post-secondary education. (Milo Cutter's City Academy in St. Paul, MN, boasts 100% of its 42 graduates, all former drop-outs, as being accepted into post-secondary programs. Per ECS report, Feb., 1996.)

8. To provide support services as may be necessary for the best interests of this population, keeping the holistic philosophy in mind.

Meeting these goals:

Curriculum development will be monitored through formative process evaluation (Patton's model). This ongoing assessment will provide the staff with constant feedback to modify or keep curriculum as the need arises.

Reading skills will be monitored through teacher-generated tests of comprehension, vocabulary, author's purpose and style, and analytical and synthesizing skills. Effective communication will be continually assessed through teacher evaluation.

Application of content and concepts will be evaluated through both written (teacher-generated tests and quizzes, and reports) and oral presentation.

All of these assessment strategies will continue through the first three years of the school, or until such time as the curriculum has developed enough to require less frequent evaluation (monthly in place of weekly).

Small class size (student-teacher ratio, 10-1), one-on-one instruction, cooperative learning, peer tutoring, experiential learning (hands-on projects), independent study, and computer assisted study will be major elements of the academic program. All of the above methods and educational techniques have been proven successful with at-risk populations.

Suggestions from Ruth Greenburger, administrator of Delaware Valley Friends School in Pennsylvania (servicing a similar population) include the following (in addition to small class size and experienced teachers) 1. an advisor for every 6 students to meet twice each day (beginning and end) to discuss daily progress, 2. students carry teacher-plan books to keep record of assignments, 3. academic and daily effort grades, 4. one page IEP's listing only strengths and

weaknesses, and 5. class profiles of the IEP's are kept to assess the needs of the class for program instruction. All teachers are well-versed in learning styles.

Criteria #B-4:

Goals and Indicators:

Program Goals:

1. To provide an academically focused education in the Least Restrictive Environment for students at-risk of failure to reach their highest potential. ("At-risk" is defined by Robert Slavin in *Educational Leadership* as "one who is in danger of failing to complete his or her education with an adequate level of skills. Risk factors include low achievement, low self-esteem, retention in grade, behavior problems, poor attendance, and low socioeconomic status.")

2. To attain academic readiness for all students at-risk with high-interest, student-centered curriculum.

3. To make all students literate, in content material, as well as, mathematics, as per the DE content standards, New Directions

4. To teach life skills (self-esteem, problem-solving, conflict resolution) and social skills (cooperation, assertiveness, group process) to students at-risk to educate them to be responsible citizens.

5. To provide a safe, accepting environment for learning free from degradation and insult.

6. To catch students being good, whether academically or socially, and reward their efforts. (Strategy to be investigated: per Ruth Greenburger, Delaware Valley Friends School, daily effort grades)

7. To follow the Delaware Content Standards as a guide to learning.

(See Time Line Chart)

Meeting these program goals:

As a measure of academic performance, both the Wide Range Achievement Test III and the Iowa Achievement Test will be given (at admission for a baseline and level assessment and yearly after this initial test). Students will improve at least one grade level in the first year at Positive Outcomes in each of these evaluations. The Piers-Harris Children's Self-Concept Scale will also be implemented at admission and yearly to assess the level of increased self-esteem. According to the Piers-Harris, there will be a significant rise in the level of self-esteem at the end of the first year, and a steady increase yearly from the second year on. Students will demonstrate their improved citizenship through significantly improved attendance and behavior, through the first year.

Meeting Student Performance Goals:

1. Student performance will be evaluated through teacher-created content area tests, WRAT III, Iowa Tests, and Piers-Harris self-esteem evaluation.

2. Attendance, for at-risk students, is an indicator of performance. As such, it will be closely monitored, and will show a decrease in absences and tardiness. Students will improve their absence/tardy instances by ten percent (10%) in the first year. Attendance goals should be 95% by the end of the second year.

3. The best practice toward mastery of learning will be implemented through periodic teacher-created content assessments. Students will be expected to work to their potential as much as possible, to meet or exceed grade level work and meet the standards set by the Delaware New Directions or the Iowa Achievement tests, by the end of the first year.

4. Entrance testing will utilize the WRAT III for placement, a mid-year WRAT III and a year-end WRAT III will be utilized and results graphed for improvement.

5. Graphed results of standardized achievement test results will be kept in each student's computer file for easy access.

6. Subjective evaluation by qualified staff based on groups and ability to function in the community, and the results of September, January and June Piers-Harris Self-Concept scale will complete the social assessment component.

7. Iowa Achievement Test, a norm-referenced test (Riverside/Houghton-Mifflin) will be implemented at admission for a baseline assessment and year end the first year and yearly, May, in successive years. New students will be tested as they are admitted for a baseline assessment.

8. Students will make their own long-range goals (school year) and short-term goals (weekly) for academic and social progress.

Indicators of performance:

1. Quarterly reports and assessments of level performance, bi-quarterly progress reports, and parent-teacher conferences. Results from portfolio assessments, teacher-created tests, and teacher evaluations will compromise the criteria for quarterly grades.

2. IEP's will be closely monitored both on a quarterly basis and with Child Study Teams: faculty, parents and students, on a yearly basis.

3. Individual general education plans will also be used to monitor progress of regular education students on the same schedule as IEP's.

4. See yearly assessment plan above.

5. The Delaware Assessment will be implemented on a yearly basis or as scheduled by the state department of education, when the final product is prepared. Until that time, the Iowa Achievement Tests will be used for assessment of student progress on the state academic standards.

6. Students will self-evaluate their own goals on a weekly basis, and at the end of each year.

Grade 7&8 students will work to meet the following academic goals by the end of each school year beginning with June, 1997:

-Language Arts:

Students will be able to: express their ideas in both oral form and written form with appropriate grammar, punctuation and spelling, and communicate these ideas appropriately; determine the author's purpose from the text and relate this information both in written form and oral form; construct meaning from text; identify, locate, organize, and evaluate sources; give experiential, textual, cultural, and social responses to literature; and be able to relate literature to other content areas: social studies, science and math.

-Mathematics:

Students will be able to: problem solve; communicate an understanding of mathematics; demonstrate reasoning skills; extract necessary information from problems and determine an appropriate process to solve the problem; demonstrate connections as processes -number sense, measurement, and patterns; understand relationships; and use and demonstrate an understanding of functions as a knowledge base

-Science:

Students will be able to: use and understand materials; have knowledge of the existence and use of matter and energy; relate the earth to the solar system; and understand the systems of living things and their relationship to each other.

-Social Studies:

Students will be able to demonstrate through written and oral presentation an: understand differences in governmental systems; understand

the economic systems and their impact on governments and people; understand the chronology, analysis, and interpretation of history; relate an understanding of maps, places, regions and environments through interpretation and creation.

Grade 9&10 and 11&12 will work toward mastery of the same standards on a more advanced level when appropriate, to demonstrate improves grade level performance each school year.

Students will be given a variety of assignments to address specific learning styles. Student choice in the selection of experiential learning projects will be allowed. to demonstrate understanding and ability to apply their skills and knowledge.

Time line for achievement:

Daily: student feedback on effort grades and daily goals;
weekly: students will review their goals and assess success and write goal for following week.

Expectations for the first year will be that students improve at least one grade level in academic achievement according to the Delaware standards. Students will be expected to improve significantly (at least one grade level per year) with each additional year that the student is enrolled in Positive Outcomes Charter School. Student attendance will improve to at least a 95% attendance rate (a maximum of 9 absences). Discipline will be monitored as per the Discipline Code included. To measure improvement, no infractions beyond level I will be evidenced by the end of the second year for each student. See Time Line Chart included.

1. Content area will be realistically broken into sections for each of the four quarters i,e,:

1st quarter: Colonial Times: historical background (culture and people), geography, economics of the time (math), animals and plants (science)

2nd Quarter: Revolutionary War period: changes in colonial government, geography, economics of trading, 18th century farming.

3rd Quarter: Civil War Era: people and culture of the north and south, historical background, skills and economy of the south, geography of the U.S., the science of farming.

4th Quarter: Post-Civil War: comparing cultures of the north and south, economics of city vs. rural life. B-4

Each of the above will involve reading at least one historical novel centered around the period.

2. Assessment of mastery and level will be assessed approximately every 9 to 10 weeks.

3. Curriculum will be centered around themes as indicated above, presented each of the four quarters, to help monitor progress.

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B-4
B-6

TIME LINE FOR PROGRAM OUTCOMES: FORMATIVE

Mission Statement and Philosophy	Assessment Criteria	Program Goals and Objectives	Expected Outcomes	Time-frames	Evaluators
Enhanced academic achievement through a variety of teaching methods.	Teacher-constructed subject area tests and quizzes	Students will improve their academic achievement based on placement examinations: WRAT III and Iowa Test	Students will attain 80% mastery on weekly teacher constructed tests and quizzes; and quarterly grades	Daily, weekly, and quarterly (10wk)	Faculty
Students will attain ownership of the program through holistic treatment, a positive learning environment as a community of learners, and increased self-esteem.	Attendance	Students will have improved attendance based on past year's records.	Students will attain 90% attendance (no more than 9 absences at the end of the first semester)	Weekly	Faculty/stude
	Discipline	Students will demonstrate personal control and discipline.	Students will have no discipline infractions beyond level II at semester end (per conduct code)	Weekly and semester	Faculty
	Weekly and daily goals	Students will generate realistic goals for themselves	Students will approach realization of their daily and weekly goals.	Daily and weekly	Faculty/stude
	Observed behaviors	Students will demonstrate appropriate school behaviors	Students will have greater involvement in school resulting in increased academic achievement	Weekly/semester	Faculty
	Class participation	Students will participate appropriately in class			

TIME LINE FOR PROGRAM OUTCOMES: SUMMATIVE

Mission Statement and Philosophy	Assessment Criteria	Program Goals and Objectives	Expected Outcomes	Time-frames	Evaluators
Academic Achievement	Semester Grades (end of 20 weeks)	Students will demonstrate mastery in all subjects	Semester grades will reflect 80% or better in all subjects	January/end first semester	Faculty
	WRAT III	Students will be approaching the grade level beyond their placement level	Students achievement levels will improve at least half a year	January/end first semester	Faculty
	Delaware standards	Students will be on track to meet Delaware standards at the end of the year	Students will be approaching the Delaware competency standards	January/end first semester	Faculty
Student Ownership	Attendance	Daily attendance will be expected	Semester report cards will reflect 90% attendance (<9 absences)	January/semester end	Faculty
	Discipline	Students will have minimum infractions of level I or II (per the discipline code)	Discipline profile will reflect not more than level I infractions	January/semester end	Faculty
	Self-esteem	Self-esteem will increase for each student	Piers-Harris retest will reflect an increased score	January/semester end	Faculty
	Logs of weekly goals	Students will attempt to attain goals in their journals	All students will have attained 50% of their goals	January/semester end	Faculty/student
	Subjective observations of behavior	Students will demonstrate appropriate school behavior	Students will have 80% positive comments on semester end reports	January/semester end	Faculty

Criteria #B-5:

Evaluating Students Performance:

1. Iowa Achievement Tests will be used as a yearly evaluation of the success of students to meet the DE standards. Students will show at least one year progress on this test. Should students not reach the level of progress anticipated, both teaching and learning styles will be assessed for teachers and students respectively. Since it is our opinion that the teaching methods should be adapted to the student, not the reverse, then an assessment of the program and its techniques will be implemented.

2. Portfolio assessment of ongoing grade level assessment (Inservices will be given to the staff during the spring of 1996, prior to the start of the school year, 1996-97. Teacher have been selected for this program based on their expertise and experience in different methods and techniques of teaching. A general sharing of expertise will be an important part of the inservice program.)

3. Students will be judged on their own merit: improvement level based on their previous achievement. Students will be able to understand and apply the following skills (per the DE New Directions Criteria):

A. Language Arts: comprehension of facts from reading material (content or literary), determination and analysis of the author's point of view, interpretation of information, determination of fact or opinion, support of an opinion or decision, analysis of characters, drawing conclusions, and process writing (organization, making outlines, supporting details, doing research, and creative writing to express an idea or persuade).

B. Social Studies: historical background, geography, economics of the era, and culture of the time.

C. Science: living things (animals and plants), reproduction of plants and animals, environmental issues of the time, and human biology.

D. Mathematics: read maps, charts, and graphs; estimate distance and amounts; determine percentages; geometric concepts and application of these concepts; and use algebra in real-life situations.

4. Authentic assessment will be used. This process involves the analysis, synthesis, and integration of information using thinking skills. Assessment requires students to use the thinking skills taught to evaluate the data, not merely report it back to the teacher. Students will be required to present oral reports which indicate that they have an understanding of not only the content but of the accompanying concepts.

5. Standard numerical percentages of mastery (80%) on teacher-created tests will be used as a reporting device.

6. Classroom design will include the following for increased independent learning situations:

A. Learning Centers for content areas and independent study. Students will be able to select various related topics for further in-depth study to augment or enrich class work. This will be useful for both students above the level of this class as a whole, and students requiring more intensive study.

B. Independent Reading Time each day for literature in addition to the assigned books for content area. (SSR: Self-Sustained Reading)

C. Problem-solving time: students will be given a "thinking exercise" at least once each week to work on in Cooperative Learning situations, with opportunity to exchange answers. These problems will be open-ended with no single correct answer.

7. Examples of best practice methods will include: peer tutoring, cooperative learning, experiential learning, experimental learning, one-on-one instruction, and computer-assisted learning. Direct instruction will also be implemented, but not with the usual intensity of a traditional classroom with thirty or more students.

8. After school and summer tutoring programs for remediation (both peer-tutoring and teacher-led programs).

9. Summer programs: Read-Aloud, work program, community service programs, with the opportunity to put learned social skills to use.

10. Adult Literacy Programs (in students' families)

11. An ongoing implementation of formative evaluation will be an important part of the staff-generated student assessment.

12. Teachers will evaluate their instruction based on the class IPE profile. This profile will identify strengths and weaknesses of the class as a whole to aid the teacher in structuring educational planning. (Teachers will be inserviced in this technique based on Delaware Valley Friends School strategies.)

13. Teachers will follow new certification guidelines as they are developed by availing themselves of graduate courses in education.

14. Teachers will consistently assess students progress through formative evaluation and modify or keep strategies in use. If students are not progressing as desired, changes may be made in teaching methods or style.

Criteria #B-6:

Improving Performance: (See Time Line Chart)

The instructional philosophy of the school is student-centered and holistic education. The strategies used are eclectic in nature, gathered from other successful programs, and based on student need. Teachers will modify their strategies if improvement is not indicated as expected at specific intervals.

Student performance will improve with the involvement of parents. All viable programs emphasize the need for this aspect of the program. Having parent involvement, both at home as a supportive element and in the school as a volunteer, helps the student realize the importance of the program and his/her education.

Educational program and instructional strategies:

1. Implementation of the Governor's Education Improvement Commission Report: Empowering Schools for Excellence:

- focus on student achievement
- empower school communities/ staff/ school board
- *recognize that real improvement takes time
- build on what works and support innovation
- pattern curriculum on New Directions

2. The staff will implement an adapted model of Patton's pragmatic formative evaluation. This will involve a weekly assessment by the staff as to what methods and programs are perceived as successful and which need to be revised. This consistent input from the staff will be the basis for change and improvement. With the use of this model (also suggested by ASCD), no last minute surprises need occur. If the students are not progressing as we have envisioned, there is time for change. Since the literature reiterates numerous times that this type of program takes time to show a change, this constant reevaluation should be helpful.

3. Educational program:

- integrated thematic curriculum, heavy on reading (integrated with science, social studies, and math), a broad variation of the Basic School concept
- process writing as a major component (process writing involves the use of computers for writing: brainstorming, free-write, editing, rewriting, revising, and final editing)
- practical applied math and economics
- IEP's when necessary for appropriate students
- individual academic plans for all students based on the needs and deficiencies of each student.

-a Read-Aloud program will be implemented. This program will allow students to read to peers who may not be at the same reading level. This program helps with self-esteem, pride in accomplishment, improved reading skill (for both parties), and a socializing element for both students.

-high-interest curriculum that is student-centered and application to real life situations

-curriculum that shows ownership by students and is applicable to their life needs

4. Instructional strategies:

-Staff will be inserviced in Gardner's multiple intelligence theories and cooperative learning theories of Johnson & Johnson.

-all learning styles (per Gardner) will be addressed and staff, on recognizing learning styles, will adjust his/her teaching style to the learning styles evident in the classroom, so each student will be having his needs addressed equally

-students will be given learning-styles inventory on admission and teachers will be exposed to numerous learning-styles instructive inservices at the beginning of the school year as well as throughout the year

-instruction will be given utilizing cooperative learning (Johnson & Johnson), direct instruction, peer tutoring, and hands-on activities, with emphasis on cooperative learning and peer tutoring.

-assignments and presentations will be given to accommodate visual learners, auditory learners, and kinesthetic/tactile learners

-instruction in the use of computers will be an important part of this curriculum and vital to the content of the curriculum. Computer-based education programs will be used in all classes with groups as well as in learning centers. Educational materials on CD Rom or Disk will be made available to each student.

-one-on-one instruction will be done as much as possible as direct instruction to avoid any semblance of large-class lecture style.

-reduced class size is also an important strategy for addressing the needs of at-risk students.

-problem-solving strategies will be implemented through all curriculum areas

All of the above strategies and philosophies have been supported in literature as viable techniques in addressing at-risk populations. They are also an important part of the successful charter schools functioning across the U.S.

B-6

5. Resources for support to academic research:

-public library, CD ROM and encyclopedia, experiential resources (Dover Air Force Base museum and library), government buildings in Dover

-requests have been made for used materials from libraries and schools in the area

-donations of books from private sources it also being made

6. Key administrative strategies from the Education Improvement Commission Report:

-school-based governance, as the autonomy to use what fits the situation.

-flexibility of funding system to ensure the acquisition of materials and educators to meet the needs of this population of students

-administrative efficiency: head of school as administrator/teacher involved in the day-to-day instruction

-shared accountability, staff involved in the day-to-day decisions and long-term decisions in all aspects of the program.

-ongoing professional development (including inservices and graduate college courses)

-high performance rewards

-school accountability for students achievement

-increased efficiency and equity of school funding

7. Students at all levels will work toward mastery of each of the following area skills beginning with the first year (as per the Delaware New Directions):

A. Language Arts:

1. Reading skills:

-comprehension, author's point of view, interpretation of information, fact/opinion, supporting an opinion/decision, analysis of characters, drawing conclusions

2. Writing skills:

-process, organization, outlining, supporting details

-to inform, to persuade, to express self

B. Math skills:

-understand and apply basic arithmetic (addition, subtraction, multiplication, and division), percentage, reading charts & graphs, estimation, geometric concepts, application of geometry, using algebra in real-life situations

C. Social Studies skills:

- grades 7&8: understand the history of the U.S.
 - grade 7: colonists through the Civil War
 - grade 8: reconstruction through the present
 - reading maps and understanding the geography of the U.S.
- grades 9&10: Understand world cultures
 - grade 9: Europe and Asia
 - grade 10: North and South America
 - geography of the world
- grades 11&12: understand civics and the government of the U.S. and other cultures
 - grade 11: early governments and other cultures
 - grade 12: modern governmental systems
 - read maps and charts, basic economics and life skills.

D. Science skills:

- grades 7&8: Life Science:
 - how things live and grow, reproduction, plants, vertebrates and invertebrates, environmental and human biology
- grades 9&10: Physical Science:
 - scientific method, force and work, motion, properties of matter, elements, types and changes of matter, energy (light and sound)
- grades 11&12: Earth Science:
 - universe, composition of the earth (matter, minerals, rocks), structure of the earth (land mass, water, atmosphere), climate and weather, changing surface (volcanoes and earthquakes), geology and archeology, the future

Each of the above content areas will be broken in half each year for more in depth study and integration of the language arts and math components.

How proposed will improve student performance:

- all of the strategies proposed for use have been proven as optimal teaching strategies
 - small class size
 - low student-teacher ratio (approximately 10:1)
 - dedicated, involved faculty working in a student-centered atmosphere
 - consistent evaluation of the program as an internal function done by staff and students
- See appendix for sample curriculum and research bibliography.

B-4
B-6

TIME LINE FOR PROGRAM OUTCOMES: FORMATIVE

Mission Statement and Philosophy	Assessment Criteria	Program Goals and Objectives	Expected Outcomes	Time-frames	Evaluators
Enhanced academic achievement through a variety of teaching methods.	Teacher-constructed subject area tests and quizzes	Students will improve their academic achievement based on placement examinations: WRAT III and Iowa Test	Students will attain 80% mastery on weekly teacher constructed tests and quizzes; and quarterly grades	Daily, weekly, and quarterly (10wk)	Faculty
Students will attain ownership of the program through holistic treatment, a positive learning environment as a community of learners, and increased self-esteem.	Attendance	Students will have improved attendance based on past year's records.	Students will attain 90% attendance (no more than 9 absences at the end of the first semester)	Weekly	Faculty/stu
	Discipline	Students will demonstrate personal control and discipline.	Students will have no discipline infractions beyond level II at semester end (per conduct code)	Weekly and semester	Faculty
	Weekly and daily goals	Students will generate realistic goals for themselves	Students will approach realization of their daily and weekly goals.	Daily and weekly	Faculty/stud.
	Observed behaviors	Students will demonstrate appropriate school behaviors	Students will have greater involvement in school resulting in increased academic achievement	Weekly/semester	Faculty
	Class participation	Students will participate appropriately in class			

TIME LINE FOR PROGRAM OUTCOMES: SUMMATIVE

Mission Statement and Philosophy	Assessment Criteria	Program Goals and Objectives	Expected Outcomes	Time-frames	Evaluators
Academic Achievement	Semester Grades (end of 20 weeks)	Students will demonstrate mastery in all subjects	Semester grades will reflect 80% or better in all subjects	January/end first semester	Faculty
	WRAT III	Students will be approaching the grade level beyond their placement level	Students achievement levels will improve at least half a year	January/end first semester	Faculty
	Delaware standards	Students will be on track to meet Delaware standards at the end of the year	Students will be approaching the Delaware competency standards	January/end first semester	Faculty
Student Ownership	Attendance	Daily attendance will be expected	Semester report cards will reflect 90% attendance (<9 absences)	January/semester end	Faculty
	Discipline	Students will have minimum infractions of level I or II (per the discipline code)	Discipline profile will reflect not more than level I infractions	January/semester end	Faculty
	Self-esteem	Self-esteem will increase for each student	Piers-Harris retest will reflect an increased score	January/semester end	Faculty
	Logs of weekly goals	Students will attempt to attain goals in their journals	All students will have attained 50% of their goals	January/semester end	Faculty/student
	Subjective observations of behavior	Students will demonstrate appropriate school behavior	Students will have 80% positive comments on semester end reports	January/semester end	Faculty

Criteria #B-7:

Special Needs:

-The purpose of this school is to provide an academically focused, holistic education for primarily at-risk students who display mental, emotional or learning disabilities but not continuous conduct disorders or violent behaviors

-to provide small class size, peer tutoring, cooperative learning, hands-on activities, and individualized programs in a positive learning environment

-to provide student ownership of the program and become part of a community of learners both giving and receiving respect

-to be eligible for admission to Positive Outcomes: children having academic difficulty in a traditional classroom or Special Education class with diagnosable mental health disorders, emotional or learning disabilities

-Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Schizophrenia, and Tics resulting from Tourette's Syndrome are the representative disorders, conduct or behavioral disorders will not be addressed at this facility

-a highly skilled staff will be providing an holistic program for the academic and Support services (counseling needs) of these students

-see appendix for definitions

Meeting the requirements of the Administrative Manual for Programs for Exceptional Children:

-all students will have an individual study plan addressing his/her needs

-IEP's (Section E-3) MDT including faculty, parents, and student will meet to design the IEP

-IEP's will be Outcome-oriented (Section E-3b) including academic instruction, experiential learning, and life skills, when needed

-(section E-3d) in addition, school-to-work programs (instructed by a certified school-to-work teacher) and community service projects will be taught throughout the year

-peer tutoring will be an ongoing method of instruction for all students (Donovan, 1993. unpublished research paper)

-heterogeneous grouping will be the standard for all classes, inclusion at all levels

-IEP's will be reviewed every 8 to 10 weeks for adjustments with annual reviews with the MDT

-the most common assistive technical device will be classroom computers, atpe recorders, TV/VCRs, video recorders, and remedial and instructive programs

B-7

Criteria #B-8:

Economical Viability:

-Staff and parents will be advised of the need for austerity in the beginning years and the need for volunteers. Requests for grants and demonstration materials will be made to expand educational resources. Parents will be asked to volunteer their services (2 hours per family per month) to do office work, cafeteria, etc. Fifty families would give the school approximately 25 volunteer hours each week.

-Cafeteria Operations:

-Students will bring lunches on a temporary basis initially.

-A program will be developed where students in small groups will be responsible for planning menus, purchasing food and preparation for the students. The costs of these lunches will not exceed the cost of supplies. This program will be directed by a certified home economics teacher. Benefits of this program are in the development of social skills, math and economics, and health and dietary planning. (This plan has been successfully in use in Pennsylvania for a number of years. A visit is planned to this PA facility in the spring to better replicate this program.)

-Based on proposed budget and DPI funding estimates
-See enclosed sheet.

Criteria #B-9

Financial Operations:

1. Operate within the Delaware Financial Management System

Reasoning: -cost effective

-facility is always prepared for an audit

-aware of funds available at all times

-necessary since no MIS will be available on this scale

2. Operate independently with an accounting firm

Reasoning: (per Thomas Sombar, CPA)

-daily book-keeping procedures would be done by an administrative assistant on site

-preparation for yearly audits, payroll, and major accounting procedures will be completed by the CPA firm

-estimated cost for this type of service would be approximately \$8000. per year

Part E

Charter School Application Budget Worksheet

Three Year Projection

	YEAR 1	YEAR 2	YEAR 3
REVENUE*			
State Appropriations	347,394	469,056	609,773
Local Fund Transfers	63,387	88,741	115,363
Other (Please Specify)**			

TOTAL REVENUE = 410,781 557,797 725,136

- * State and local revenue estimates may be obtained from the Education Associate, School Accounts, at the Delaware Department of Public Instruction (302-739-4664).
- ** Additional lines may be added if necessary or other revenue sources can be outlined on an attached sheet. Please indicate total revenue from all sources here.

EXPENSES

	YEAR 1	YEAR 2	YEAR 3	FTE's
Personnel (Please Indicate FTE's)				
<u>Salaries</u>				
Teachers	151,129	201,600	268,800	4/6/8
Principal/Administrative	0	0	0	(12 non-teacher)
Clerical	22,000	22,700	23,500	1
Custodial	2,700	3,000	3,300	
Other (Please Specify)				
Nurse - RN	30,000	31,000	32,000	1

Other Employment Costs

Health Insurance	30,000	40,000	50,000
Pension	22,446	28,133	35,780
FICA	12,594	15,785	20,076
Medicare	2,945	3,693	4,695
Worker's Compensation	2,844	3,564	4,533

Unemployment Insurance	467	586	745
Other Benefits (Please Specify)			

Subtotal Personnel = 277,125 350,060 443,429

EXPENSES (continued)

	YEAR 1	YEAR 2	YEAR 3
Student Support			
Transportation	17,234	24,127	31,020
Cafeteria	500	1,000	1,000
Extra Curricular	500	1,000	1,500
Supplies and Materials	10,000	12,000	15,000
Textbooks	10,000	10,000	15,000
Computers	6,000	6,000	6,000
Other (Please Specify)			
TV/VCR	1,000	1,000	1,000
Testing Materials	500	500	500
Student Interns	4,800	5,200	5,600

Subtotal Student Support = 50,534 60,827 76,620

Administrative/Operations Support

Insurance	3,200	3,500	4,000
Rent (1500/mo/1 st yr)	18,000	19,200	20,400
Mortgage	0	0	0
Utilities	7,700	7,700	7,700
Maintenance (500/mo.)	6,000	6,000	6,000
Supplies and Materials	20,000	25,000	30,000
Equipment Lease/Maintenance	6,000	12,000	12,000
Telephone/Communications	3,500	5,000	6,500
Accounting & Payroll	1,000	1,000	1,000
Printing and Copying	7,850	10,000	12,000
Postage and Shipping	1,000	14,000	2,000
Other (Please Specify)			
office computer	2,000	2,000	2,000
Contingent	6,872	54,110	101,487

Subtotal Administrative Support = 76,250 92,800 103,600

TOTAL EXPENSES = 403,909 503,687 623,649

Criteria #B-10

Legal Liability:

Positive Outcomes Charter School Inc. is an independently incorporated entity, bearing all legal implications. Neither Kent General Hospital nor Delaware Psychiatry Services will be legally liable for this educational facility. The corporation agent is Suzanne E. Donovan, as an appointed representative of the school.

Insurance provided by Pratt Insurance of Smyrna, DE will write the policy covering the facility. Since Positive Outcomes Charter School is a non-profit corporation, no other individual or organization will be legally liable.

Insurance Coverage:

Errors and Omissions: \$1 m

General Liability: \$1 m

Non-owned/hired personal vehicles: \$1 m

"B" Workers' Comprehensive: \$.5 m

Umbrella: \$5 m

Computers and other electronic equipment: \$25,000.
(Theft and/or damage)

per: Mark Boole, Pratt Insurance

Mike Mercer

PRATT
INSURANCE
INCORPORATED
SINCE 1880

February 29, 1996

Positive Outcomes Charter School, Inc.
c/o Kent General Hospital
Department of Psychiatry
640 S. State Street
Dover, DE 19901

Attn: Ms. Suzanne Donovan

Re: Insurance Estimate

Dear Suzanne,

It was a pleasure talking to you today regarding the proposed Charter School and its initial and long term insurance needs. Based on our discussions, I am pleased to give you the following estimate for various insurance coverages. Please keep in mind that this is only an estimate and it does not constitute a formal proposal or offering from an insurance carrier. You have asked, in the interest of time, that I give you this estimate based on the program of insurance we currently write for the Charter School of Wilmington.

The following coverages and limits are suggested as minimums for the start up phase of the school and do not contemplate a student population at this time. Once it is known that a school will commence with a given amount of students, we will then endorse the policy for this exposure and charge the appropriate additional premium.

1. Commercial General Liability
\$1,000,000 each occurrence/\$2,000,000 annual aggregate
Premium = \$208
2. Non Owned/Hired Automobile Liability
\$1,000,000 Combined Single Limit
Premium = \$172
3. Board of Education Liability
\$1,000,000 each loss
Deductible - \$1,000 each loss
Premium = \$998

4. Workers Compensation - Employers Liability
 - Bodily injury by accident - \$100,000
 - Bodily injury by disease - \$100,000
 - Bodily injury by disease - policy limit - \$500,000
 - Premium = \$50
5. Umbrella Liability
 - \$5,000,000
 - Premium = \$1,537

Please note that the above coverages do not include any property coverages such as computers, personal property or building coverages. If any of those coverages are anticipated, we will have to quote them separately.

Suzanne, should you have any questions or if I could be of further service to you in any way, please do not hesitate to call me. Coverages proposed above would be placed with Selective Insurance Company of America, which is an A+ rated company in A.M. Best. This the same carrier that provides coverages for most of the state's school districts and numerous municipalities.

Thank you for this opportunity and I will await your advice.

Very Truly Yours,



Michael P. Mercer
Vice President Operations

MPM:mlw

Criteria #B-11:

Discipline/Attendance:

-modified implementation of a site-based intervention program with advisory committee made up of board members, staff, faculty, and parents, with three levels of infraction. Level I offenses will be addressed by a student senate, with faculty advisor, Level II will be addressed by student senate, and all faculty, Level III will be addressed by student senate, faculty, and school board members.

-discipline will be preventative in nature, with expectations, consequences, and levels spelled out from day one

-an initial student contract will be in place as soon as the student is registered at the school, signed by both the student and his/her parents.

-a time-out area will be provided

-only teachers with experience with this population will be hired for this program

-scheduled counseling sessions with as-needed sessions available with qualified counselors

-small classes as per regulation for special needs students: 1:8 (1:10) teacher-student ratio

-see Student Code of Conduct in Appendix

Attendance:

-regular attendance will be kept, as per state and federal laws (daily phone contact will be kept with parents of students absent for more than one day)

-student and/or parent must contact the school each morning when the student is absent

-180 day school year will be kept coordinating with Capital School District and the surrounding districts.

-a 7 hour day/8:30-3:30 (6 1/2 hour instructional time)

-calendars included-see appendix

-due to the special circumstance of the school, no particular allowances for extended absences will be permitted. Students MUST maintain daily attendance.

Criteria #B-12

Health and Safety:

-all staff; teachers, administrator, and non-teaching staff will be required to have appropriate inoculations and preventative communicable disease screening, as well as, the required State Police background check

-the condition of the building, as per state mandated regulations, will also be monitored for safety after the initial inspection prior to Jan. 1, 1996 by hospital personnel.

-students will be monitored at all times while attending school or on off-site field trips

-no classroom or location within the school or outside on the grounds will be without proper supervision at all times

-state and federal guidelines will be observed relating to acts of violence and terroristic threatening to staff or other students. (as per HB 85)

Criteria #B-13:

Student Admission:

- students falling into the category of academically at-risk and demonstrating frustration with traditional classes, with no history of continuous disruptive or violent behavioral problems, will be considered for this school (see appendix for definitions from administrative manual)

- since at-risk has no absolute definition, students referred will be viewed as to their academic status at school, personal situation (self-esteem, emotional and/or psychological disorder), and desire to attend Positive Outcomes to improve their academic standing

- admission will be voluntary on the part of both the student and parent. No student will be admitted who is reticent to attend. (At this point, a high-interest curriculum is essential to gain the interest of the student)

- in addition to written referral and school reports, a personal interview with the head of the school and at least one faculty member will be required to determine if the program has the potential to meet the needs of this particular student. Mutual student- and program-suitability is important to the viability of this program. Students demonstrating out-of-control behaviors will not be admitted to ensure the purpose, academic improvement, is maintained.

- students must be enrolled for at least one school year

- prior to the Sept. start of the school year each student will be tested for placement with the WRAT II

- in addition, the Piers-Harris Children's Self-Concept Scale will be used to judge self-esteem, since the literature demonstrates that this population generally has very low self-esteem

- due to the nature of the public funding for this facility, the majority of students must be registered for the opening of school prior to 30 April of that year to ensure that the 75% operating money will be available by 1 July. (Final roster must be in place by 30 Sept. for final count for funding.)

- it is the hope of the planners that we will be able to address everyone applying for the 1996-97 school year. A waiting list will be kept in the event of over subscription.

Recruiting Procedures:

Brochures and letters will be sent to district and school administrators, school counselors, teachers, psychologists, physicians, and treatment centers. Schools

board member will informally inform the public. Television and newspaper advertisements will be used as public service announcements. Invitations have been received to speak at professional meetings (school counselors meeting and Phi Delta Kappa conference).

B-13

Criteria #B-14

Qualified Staff:

- teachers will be hired based on their level of education: preferably Masters' or equivalency
- teachers will also have broad-based education, preferably dual certification in a content area and special education or elementary education
- teachers WILL have experience working with LD, ADD, ADHD, mental disorders
- ALL teachers will be certified in Delaware, NO limited term certifications
- teachers must be flexible and willing to expand their education through inservice programs, graduate courses, and/or workshops
- head of the school should hold a teaching certificate in DE, and be eligible for administrative certification in DE

Criteria #B-15

Transportation:

-will be negotiated with the sending district for transportation within Capital district. Negotiation will also be made for transportation to the Capital district limits by outside districts, where possible.

-exceptions to this may require parents transportation to the school or to a drop-off point within the district.

With regard to transportation:

In dialogue with Mrs. Penny Barkley, Transportation Supervisor for Capital School District, the district is reluctant to negotiate or commit to transport until a student roster is in progress. Each situation will be addresses individually, as is needed based on the number of students from Capital School District. One other option discussed is to have students ride their assigned bus to Central Middle School or Dover High School, as is appropriate, then be transported to Positive Outcomes Charter School by another bus as per a contract by either Positive Outcomes or Capital for this service. This would be similar to the existing arrangement for the ILC from POLYTECH.

Criteria #B-16:

Interscholastic Athletics:

No interscholastic athletics will be attempted for the school year 1996-97. During this school year, arrangements will be considered for the following year, based on the population of the school. A track and field coach has volunteered to develop a team, if enough students are enrolled. Intrasccholastic sports will be developed: one-on-one basketball, volleyball, and softball. Further sporting activities will be developed as the demand from student population arises.

Criteria #B-17:

Timetable:

- receive written commitment from Kent General Hospital and DPI to begin the program (ASAP)
- start advertising/requests for referrals: prior to Jan., 1996, as soon as approval from KGH for nominal support is received.
- begin interview process for teachers: Feb., 1996
- interview process for students to begin in Feb., 1996 (to be completed for the most part by April, 1996 for May 1, 1996 preliminary roster)
- early March: officially open the school for the public to see (as soon as the site is vacated by the Day Hospital and any needed renovations are made).
- based on registration to this point, order books and materials, early to mid-May
- June: arrange for and administer above mentioned tests to students on the roster at scheduled times
- inservices with teachers to begin in May, with some expectation of preparation to be completed over the course of the next month
- meet with teachers bi-weekly through the months of June and July for instructional inservices
- teachers will spend the week before Labor Day at inservice programs and preparing for students
- students will be invited to come to the school at some time during the week before school opens to "look around" and familiarize themselves with the facility and staff

PART D

Charter Schools Not Being Converted from a Public School

Criteria #D-1

Facility Planning:

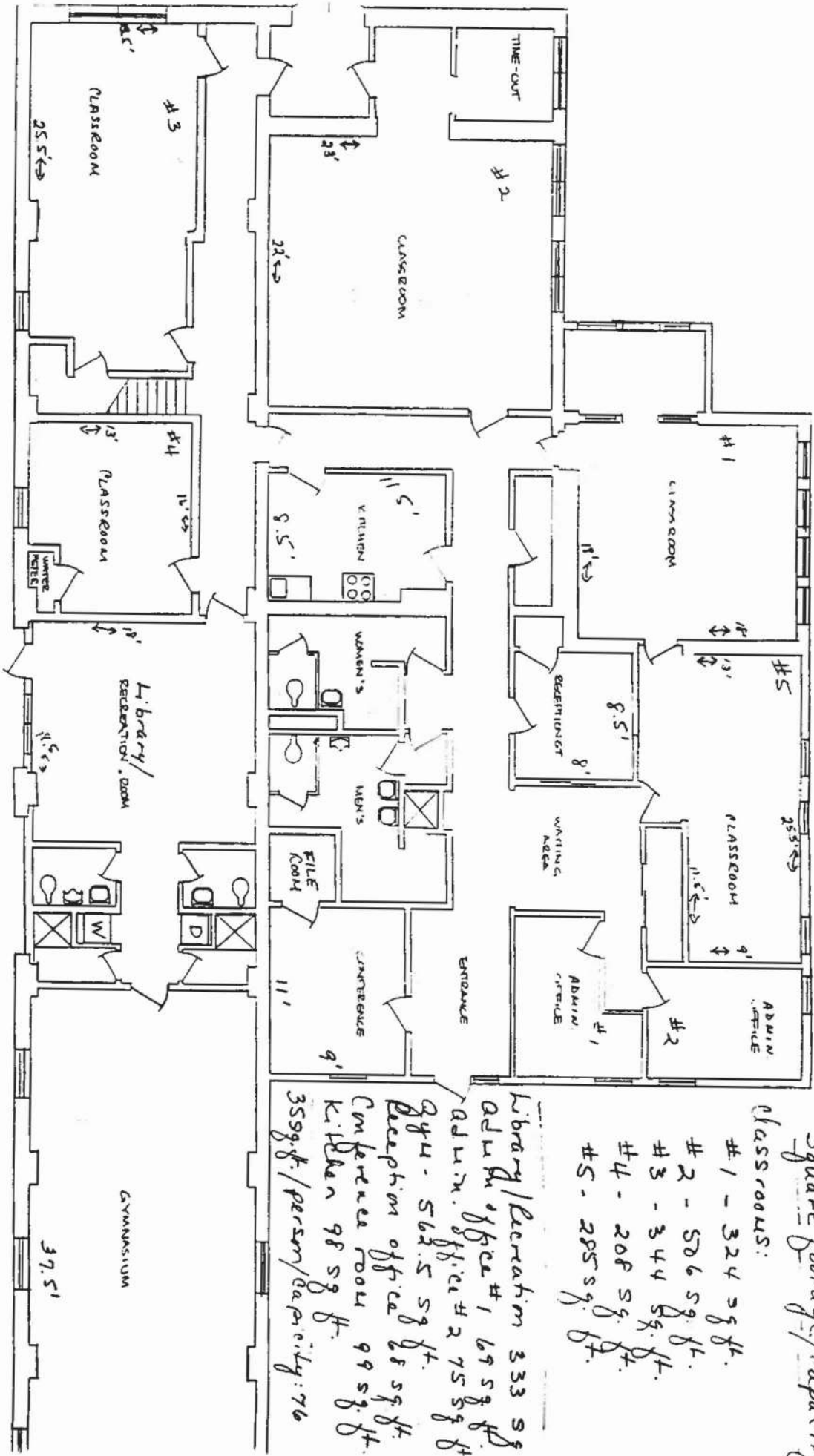
-the present Adolescent Day Hospital at Kent General Hospital will be the interim facility

-since this is currently operating as a mental health/school facility, adapting it to the needs of a charter school will not be of consequence

-the charter school will reimburse the hospital (the landlord) for expenses

-a facility for the express purpose of the charter school will be addressed at a later time when the program has demonstrated its success

-See schematic of property at 620 S. State Street enclosed in appendix



Square Footage/Capacity

- Classrooms:
- #1 - 324 sq. ft.
 - #2 - 506 sq. ft.
 - #3 - 344 sq. ft.
 - #4 - 208 sq. ft.
 - #5 - 285 sq. ft.

Library/Recreation 333 sq. ft.
 Admin. Office #1 69 sq. ft.
 Admin. Office #2 75 sq. ft.
 Reception Office 68 sq. ft.
 Conference Room 99 sq. ft.
 Kitchen 98 sq. ft.
 359 sq. ft./person/capacity: 76

KENT GENERAL

Central Delaware's Hospital and Health Care Center

Dennis E. Klima
President
(302) 674-7000

February 27, 1996

Ms. Suzanne Donovan
Positive Outcomes Charter School, Inc.
Dover, DE 19901

Dear Suzanne:

Kent General Hospital is prepared to lease the building at 522 S. State Street, currently occupied by the KGH Adolescent Day Hospital, to Positive Outcomes Charter School, Inc. on the following terms:

- a. Term: 1 year (7/1/96 - 6/30/97) with an option to extend for two additional one-year terms.
- b. Base Rent: \$1,500 per month
- c. Additional Rent: \$500 per month to fund the maintenance and renovation allowances.
- d. Condition of Premises: The building will be leased in its present condition, "as is", and without any improvement, alternations, or modifications by KGH, except as set forth below. Any improvements or modifications will be completed at tenant's expense.
- e. Tenant Responsibilities: Tenant will be responsible for all repairs and maintenance costs, utilities, housekeeping, and other building services, except as set forth below. (Based on past usage, electric, gas, and water will approximate \$7,700 a year. Based on your request for housekeeping services at 6 hours per week, housekeeping is estimated at \$2,700 per year.)
- f. Maintenance and Renovation Allowances: KGH will establish a \$3,000 maintenance allowance and \$3,000 renovations allowance. Renovations will be made, as directed by tenant, with KGH consent. Maintenance,

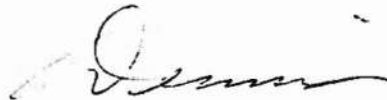
Ms. Suzanne Donovan
February 27, 1996
Page 2

including major systems repair or replacement, will be made as directed by tenant, with KGH consent. All expenses above these allowance will be born by the tenant.

Our commitment to lease the building to you is subject to incorporation of these and other customary terms and conditions in a lease agreement satisfactory to KGH. The lease should be guaranteed by the Department of Public Instruction, State of Delaware, in order to assure proper protection for the students, the new school, and Kent General Hospital. We would be happy to discuss this and other possible approaches with DPI.

If you find this acceptable, we will begin preparation of the lease agreement.

Sincerely,



Dennis E. Klima
President

DEK/ljr

cc: Gerald L. White
Todd Costello
Barry Goldstein, M.D.
Terry V. Feinour

Part E

Charter School Application Budget Worksheet

Three Year Projection

	YEAR 1	YEAR 2	YEAR 3
REVENUE*			
State Appropriations	347,394	469,056	609,773
Local Fund Transfers	63,387	88,741	115,363
Other (Please Specify)**			
TOTAL REVENUE =	410,781	557,797	725,136

* State and local revenue estimates may be obtained from the Education Associate, School Accounts, at the Delaware Department of Public Instruction (302-739-4664).

** Additional lines may be added if necessary or other revenue sources can be outlined on an attached sheet. Please indicate total revenue from all sources here.

EXPENSES

	YEAR 1	YEAR 2	YEAR 3	FTE's
Personnel (Please Indicate FTE's)				
<u>Salaries</u>				
Teachers	151,129	201,600	268,800	4/6/8
Principal/Administrative	0	0	0	(12 non-Teacher)
Clerical	22,000	22,700	23,500	1
Custodial	2,700	3,000	3,300	
Other (Please Specify)				
Nurse - RN	30,000	31,000	32,000	1

Other Employment Costs

Health Insurance	30,000	40,000	50,000
Pension	22,446	28,133	35,780
FICA	12,594	15,785	20,076
Medicare	2,945	3,692	4,695
Worker's Compensation	2,844	3,564	4,533

Unemployment Insurance	467	586	745
Other Benefits (Please Specify)			

Subtotal Personnel = 277,125 350,060 443,429

EXPENSES (continued)

	YEAR 1	YEAR 2	YEAR 3
Student Support			
Transportation	17,234	24,127	31,020
Cafeteria	500	1,000	1,000
Extra Curricular	500	1,000	1,500
Supplies and Materials	10,000	12,000	15,000
Textbooks	10,000	10,000	15,000
Computers	6,000	6,000	6,000
Other (Please Specify)			
TV/VCR	1,000	1,000	1,000
Testing Materials	500	500	500
Student Interns	4800	5,200	5,600

Subtotal Student Support = 50,534 60,827 76,620

Administrative/Operations Support

Insurance	3,200	3,500	4,000
Rent (1500/mo/1 st yr)	18,000	19,200	20,400
Mortgage	0	0	0
Utilities	7,700	7,700	7,700
Maintenance (500/mo.)	6,000	6,000	6,000
Supplies and Materials	20,000	25,000	30,000
Equipment Lease/Maintenance	6,000	12,000	12,000
Telephone/Communications	3,500	5,000	6,500
Accounting & Payroll	1,000	1,000	1,000
Printing and Copying	7,850	10,000	13,000
Postage and Shipping	1,000	14,000	2,000
Other (Please Specify)			
office computer	2,000	2,000	2,000
Contingent	6,872	54,110	101,487

Subtotal Administrative Support = 76,250 92,800 103,600

TOTAL EXPENSES = 403,909 503,687 623,649

Part F

Assurances

The charter school assures that it will do the following:

1. Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
2. Participate in the State Assessment Program.
3. Manage its financial operations within the Delaware Financial Management System (DFMS) or negotiate a memorandum of agreement with the state's Budget Director and the Comptroller General to do otherwise.
4. Maintain communications with other public and nonpublic schools to assure efficient notification about transfers and to exchange related records.
5. Provide necessary reports and cooperate with financial programmatic or compliance audits.
6. Comply with Delaware Code, Chapter 85, Title 11 relating to criminal background checks for education employees.
7. Not operate in a sectarian manner or include religious practices in its educational program.

The charter school applicant agrees to the above assurances.



(Signature of Chairman or Chief Officer of the applicant's corporation)

Date:

12/20/95

95-01/95/10/13

Part F

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7. Not operate in a sectarian manner or include religious practices in its educational program.

The charter school applicant agrees to the above assurances.

Suzanne S. Donovan (for the staff)
(Signature of Chairman or Chief Officer of the applicant's corporation)

Date: 12/20/95

95-01/95/10/13

APPENDIX CONTENTS

1. Budget Resources
2. AM and PM class schedules
3. School Board Members and their biographies
4. Bibliography
5. Task Force Meeting notices and minutes
6. Definitions of terms
7. Code of Conduct and Disciplinary plan
8. Year End Evaluation Criteria
9. School Calendars (three years)
10. Sample Curriculum

BUDGET COST RESOURCES

1. Insurance quotes: Mark Boole at Pratt Insurance, Smyrna, DE
2. Telephone Service: per Bell Atlantic, business phone service
3. Accounting costs: Thomas Sombar, Sombar and Cimo, CPA's Georgetown and Milford, DE
4. Xerox Rental costs: Per Service representative
5. Student Support Expenses/Extra Curricular:
Out of necessity and due to the plethora of field trip opportunities within walking distance of the school, only "on-foot" trips will be scheduled in the '96-'97 school year.
6. Possible grants for educational materials may be realized through Benjamin Cabell, MBNA Scholars Advocate.

Revenue: No grants or In-kind donations have been proposed as of this date: 12/13/95.

Budget estimates are for two years only. It has been proposed that a larger building be obtained for the third year and beyond. The final goal of this project is a pre-K-12 school.

Morning Academic Schedule

Gr. 9-12	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Home Room	Home Room	Home Room	Home Room	Home Room
8:25-9:15	English	Math	Science	Soc. Studies	English
9:20-10:10	Math	English	Math	Science	Soc. Studies
10:15-11:05	Science	Soc. Studies	English	Math	Science
11:10-12:00	Soc. Studies	Science	Soc. Studies	English	Math
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
Gr. 7&8	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Home Room	Home Room	Home Room	Home Room	Home Room
8:25-9:10	Science	Math	English	Soc Studies	Science
9:15-10:00	Math	English	Soc. Studies	Science	Math
10:05-10:50	English	Soc. Studies	Science	Math	English
10:55-11:40	Soc Studies	Science	Math	English	Soc. Studies
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch

Noreen A. Taylor
Therapeutic Recreation

PROPOSED AFTERNOON SCHEDULE CHARTER/ALTERNATIVE SCHOOL

WEEK 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30 - 1:00	LEISURE READING	RELAXATION THERAPY	PEER SUPPORT	MUSIC APPRECIATION JAZZ	PEER SUPPORT
1:00 - 2:00	LIFE MGMT SOCIAL SKILLS - MAKING FRIENDS	LIFE MGMT SELF ESTEEM RESPONSIBILITY	LIFE MGMT STRESS MANAGEMENT	LIFE MGMT SOCIAL SKILLS COMMUNICATION	LIFE MGMT ASSERTIVE- NESS TRAIN
2:00 - 3:00	PHYSICAL EDUCATION BASKETBALL	ART PAINTING & DRAWING	PHYSICAL EDUCATION GYMNASTICS	ART CERAMICS & DRAWING	PHYSICAL EDUCATION WEIGHT LIFTING

WEEK 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30 - 1:00	LEISURE READING	RELAXATION THERAPY	PEER SUPPORT	MUSIC APPRECIATION BIG BAND	PEER SUPPORT
1:00 - 2:00	LIFE MGMT SOCIAL SKILLS BODY LANGUAGE	LIFE MGMT COOKING CLASS	LIFE MGMT SELF ESTEEM MAKING CHOICES	LIFE MGMT SOCIAL SKILLS DEALING W/ ANGER	LIFE MGMT CONFLICT RESOLUTION
2:00 - 3:00	PHYSICAL EDUCATION EXERCISE	LEISURE SKILL COIN COLLECTING	PHYSICAL EDUCATION FITNESS COURSE	ARTS & CRAFTS DRIED FLOWERS	PHYSICAL EDUCATION TRACK & FIELD

WEEK 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30 - 1:00	PEEP SUPPORT	QUIET SMALL GAMES GRP	RELAXATION THERAPY	LEISURE READING	MUSIC APPRECIATION CLASSICAL
1:00 - 2:00	LIFE MGMT LEISURE EDUCATION RESOURCES	LIFE MGMT INTERVIEW SKILLS	LIFE MGMT SELF ESTEEM EXPRESS FEELINGS	LIFE MGMT SOCIAL SKILLS MANNERS	LIFE MGMT SELF ESTEEM
1:00 - 2:00	PHYSICAL EDUCATION 3 ON 3 BASKETBALL	LEISURE SKILLS PHOTOGRAPH	PHYSICAL EDUCATION BASEBALL	ART CARD MAKING	PHYSICAL EDUCATION WELLNESS

WEEK 4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30 - 1:00	MUSIC APPRECIATION BLUES	NATURE WALK	RELAXATION THERAPY	PEER SUPPORT	LEISURE READING
1:00 - 2:00	LIFE MGMT SELF ESTEEM MEETING YOUR NEEDS	LIFE MGMT SEWING	LIFE MGMT PRETTY ME PROGRAM	LIFE MGMT SOCIAL SKILLS ACCEPTING AUTHORITY	LIFE MGMT STRESS EDUCATION
1:00 - 2:00	PHYSICAL EDUCATION HOCKEY	ART STAIN GLASS	PHYSICAL EDUCATION DODGE BALL	LEISURE SKILL CRAFTS	PHYSICAL EDUCATION VOLLEYBALL

SPECIALTY PROGRAMMING

- 1) LEISURE READING - STUDENTS WILL GO TO LIBRARY EVERY TWO WEEKS AND CHECK OUT BOOKS TO HELP WITH ASSIGNMENTS AND TO READ DURING LEISURE READING GROUP.
- 2) PRETTY ME PROGRAM - THIS IS A SELF ESTEEM GROUP FOR FEMALES WHICH THEY WILL HAVE SESSIONS ON HOW TO LOOK THEIR BEST ON THE INSIDE AND OUT. THERE IS A CERTIFICATE THAT MAY BE EARNED IF ALL CLASSES ARE ATTENDED. THIS GROUP WOULD WORK BEST TO BE OFFERED WEEKLY OR BI-MONTHLY.
- 3) SINGING GROUPS - THIS GROUP WOULD MEET DEPENDING ON THE INTEREST FROM STUDENTS. ACCOMPANIMENT IS HARD TO ARRANGE SO IN PLACEMENT THERE WOULD BE ACCOMPANIMENT TAPES FOR STUDENTS TO PRACTICE WITH. IF THE GROUP MEETS FOR ENOUGH PRACTICES THEY MAY BE ASKED TO SHARE TALENT AT SPECIAL DINNERS OR LUNCH TIME OR IN THE COMMUNITY.
- 4) DRAMA CLUB - THIS IS A GROUP THAT WOULD MEET ON A NEEDED BASIS DEPENDING ON INTEREST. THE GROUP WOULD ESPECIALLY BE ENCOURAGED TO HAVE SOME TYPE OF PRODUCTION QUARTERLY OR ON HOLIDAYS.
- 5) COMMUNITY WORKS GROUP - THIS GROUP SHOULD BE MANDATORY FOR ALL STUDENTS. THIS WOULD BE A TIME THAT STUDENTS WOULD CHOOSE THEIR STRENGTHS AND GIVE BACK TO THEIR COMMUNITY. A STUDENT MAY CHOOSE TO WORK INDEPENDENTLY LIKE HELPING CHILDREN LEARN TO READ OR WEEDING A DISABLED PERSONS GARDEN. THERE ALSO COULD BE GROUPS THAT WORK ON PROJECTS SUCH AS MAKING HOLIDAY FAVORS FOR NURSING HOME RESIDENTS. THIS PROGRAM WOULD PROMOTE POSITIVE SELF ESTEEM IN THE AREA OF HELPING OTHERS OR REALIZING THEIR VALUE TO THE COMMUNITY.
- 6) MUSEUM OUTINGS - THESE OUTINGS COULD TAKE PLACE ON A REGULAR BASIS TO TEACH POSITIVE LEISURE RESOURCES OR AS A SPECIAL PROJECT WORKED OUT WITH THEIR HISTORY LESSONS.
- 7) ENVIRONMENTAL GROUP - THIS GROUP WOULD TAKE AN INTEREST IN CARING FOR THE ENVIRONMENT. THE STATE PARKS HAVE SPECIAL PROJECTS TO TEACH CHILDREN/ADOLESCENTS THE VALUE OF CARING FOR THE ENVIRONMENT. RECYCLING AND OTHER EARTH SAVING VALUES COULD BE TAUGHT IN THE SCIENCE PROGRAM IN CORRELATION TO THIS GROUP.

- 8) SPORTS TOURNAMENTS - SHOULD BE HELD ON A REGULAR BASIS.
SPORTS TAKES A HIGH PLACE IN OUR SOCIETY AND CAN BE USED FOR A NUMBER OF POSITIVES WITH OUR POPULATION. BUILDING SELF ESTEEM IS ONE ACCOMPLISHMENT OF A PROGRAM SUCH AS THIS. THE AREA OF TEAM WORK AND COMMUNICATION CAN BE HIGHLY STRESSED IN THESE TYPE OF PROGRAMS. SMALL TOURNAMENTS LIKE 1 ON 1 BASKETBALL ARE A GOOD WAY TO CARRY THIS INTERACTION OUT.
- 9) GYMNASTICS TRAINING - THIS IS AN AREA WHERE AN INDIVIDUAL CAN EXCEL AT A SPORT. TO GIVE THE STUDENTS A CHANCE TO BE GOOD AT ONE THING. THERE ARE PROGRAMS WHICH NEED TO BE RESEARCHED THAT HAVE BEEN VERY SUCCESSFUL WITH WORKING WITH CHILDREN AT RISK HAVE BEEN VERY SUCCESSFUL.
- 10) SELF ESTEEM GROUP - STICK UP FOR YOURSELF
THIS IS A BOOK DESIGNED FOR THE STUDENT WITH LOW SELF ESTEEM ITS FOCUS IS MAKING CHILDREN/ADOLESCENTS MORE POWERFUL IN THE AREA OF TAKING RESPONSIBILITY, MAKING CHOICES(POSITIVE), MEETING THEIR NEEDS, EXPRESSING THEIR FEELINGS AND HAVING POWER IN RELATIONSHIPS. EVERY STUDENT SHOULD BE A PART OF THIS GROUP ONCE A WEEK. THE GROUP WILL GO THROUGH THE READING AND EXERCISES TOGETHER WITH DIRECTION FROM STAFF.
- 11) SOCIAL SKILLS
THIS GROUP SHOULD TAKE PLACE WEEKLY OR BI-WEEKLY. THERE ARE A NUMBER OF EXCELLENT CURRICULUM THAT CAN BE USED. THE DIFFERENT TYPES OF VEHICLES FOR THIS GROUP WOULD BE READINGS, WORKSHEETS, ROLEPLAYS, GAMES AND EDUCATIONAL VIDEOS.

POSITIVE OUTCOMES SCHOOL BOARD

LeRoy Andrews, MA, CEAP

Dept. Psychiatry, KGH

4659 Deep Grass Lane

Houston, DE 19954

736-6135, 674-4700 ext. 7459, 6271

Mr. Andrews is a Certified Employee Assistance Professional and Delaware Psychiatry's senior Certified Psychology Assistant. He specializes in corporate mental health issues, Psychological testing/assessment, and stress management. Mr. Andrews, a graduate of Texas A&M and George Mason University, has had 14 years of experience in the practice of psychology and counseling. An Army veteran, Mr. Andrews also has extensive experience in teaching, group home management, and laboratory research. Mr. Andrews, who lives in Sussex County with his wife and daughter, is active in numerous sports, with particular interest for the game of golf and enjoys astronomy and reading.

Todd Costello, MSN

Administrative Director, Psychiatric Services

Kent General Hospital

Dover, DE

Mr. Costello, a native of Philadelphia, has relocated to Lewes, Delaware to join the staff at Kent General Hospital. Mr. Costello has his RN diploma from Presbyterian Hospital School of Nursing, his BSN from Thomas Jefferson University, and his MSN from Hahnemann University. He has served on the faculties of both Hahnemann and Thomas /Jefferson Universities. Mr. Costello has taught Health Promotion at the Dunbar School and been a consultant for the Philadelphia and Centennial School Districts on Aggression in the Classroom. Mr. Costello served on the mayor's coalition on Homelessness in Philadelphia, as a grant coordinator for Domestic Violence Programs, and as a volunteer with Women Against Abuse.

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Barry Goldstein, MD
Chairman, Department of Psychiatry
Kent General Hospital
Dover, DE
(302) 674-7429

Dr. Barry H. Goldstein, MD is originally from New York. After graduating from Stuyvesant High School in New York City, he attended New York University where he earned his Bachelor of Engineering Degree in 1974. Dr. Goldstein went on to attend Albert Einstein College of Medicine and graduated in 1976. Upon completion of medical school, Dr. Goldstein completed his internship at the Children's Hospital of Los Angeles Pediatrics in 1979, and his General Psychiatry residency at Cedars-Sinai Medical Center in Los Angeles in 1981. Dr. Goldstein then was awarded a fellowship from Cedars-Sinai Medical Center in Family and Child Psychiatry in 1983. Dr. Goldstein is board certified in both General Psychiatry and Child Psychiatry since 1984. He holds professional memberships in the Medical Society of Delaware, Delaware Academy of Child and Adolescent Psychiatry, American Academy of Child and Adolescent Psychiatry, American Medical Association, American Psychiatric Association and the American Society for Adolescent Psychiatry. Additionally, Dr. Goldstein is accredited with many notable presentations. He has been honored by Cedars-Sinai Medical Center for both outstanding teaching and outstanding service and commitment to excellence in patient care.

Dr. Goldstein began his professional career in 1981 with a private practice in Beverly Hills and West Los Angeles. In 1983 he earned a staff appointment as an attending at Cedars-Sinai Medical Center. He was granted the attending staff chief for the Department of Psychiatry at Cedars-Sinai Medical Center from 1988 through 1990. During that time he remained active in both his private practice and in consultations. He was consultant for Julia Ann Siger Preschool center, El Nido Services and Reeves Entertainment Group Productions. At that time he was involved in the Southern California Psychiatric Society Newsletter Editorial Committee, Southern California Society for Adolescent Psychiatry Executive Committee and the Southern California Society for Child Psychiatry. In 1990 he and his family relocated to Dover, DE. He and several other practitioners formed Delaware Psychiatry Services, LLC, a multidisciplinary practice, where he works as a Psychiatrist.

Mary Ellis Jenkins
602 N. Walnut Street
Milford, DE 19963
424-0111

Ms. Jenkins is a parent and entrepreneur in the community interested in furthering the education of children at-risk. She is a graduate of the University of California, Sonoma, with a degree in Business/Accounting. Ms. Jenkins has experience in general accounting with Price-Waterhouse. As an entrepreneur, she has owned and managed a turkey farm, The Tassa Jara Turkey Lady (1980-1988), and a video shop in Milford, DE (1988-present). She is married with one son, a freshman at Valley Forge Military Academy.

Susan Phillips, RN
414 Evergreen Circle
Milford, DE 19963

Mrs. Phillips, a native of Philadelphia, has her nursing diploma from Pennsylvania Hospital, in Philadelphia, PA, her BSN from the University of Pennsylvania, her MSN and Pediatric Nurse Practitioner's Certificate from the University of Virginia. Mrs. Phillips has held various positions in the nursing field: obstetrics, pediatrics, and emergency medicine. She has taught pediatric nursing and has held administrative positions in nursing auditing, policies, and procedures. Mrs. Phillips has been active as a volunteer at both Milford Memorial Hospital and Christ Church, Milford. She currently owns Doll Dreams, Children's Antiques and Collectables, Heritage Market, Lewes, DE. The widow of Warren Phillips, MD, she is resident of Milford, DE with her two sons, Mark and Adam. Both Mrs. Phillips personal and professional life have given her expertise in the field of children with disabilities.

JoAnn Rosenfeld
103 S. Shore Drive
Dover, DE
697-0134

School counselor in the Capital School District.

Lori Sansbury, BS, MA
Simpson Intensive Learning Center
Psychologist for the elementary ILC, special education. Ms. Sansbury holds a BS degree in Elementary Education from West Virginia University and an MA in counseling, also from WVU. She is a member of the board for licensing for professional counselors and an adjunct faculty member in the Department of Psychology at Wesley College.

Pierre Stevens
178 Carnoustie Road
Dover, DE 19901
678-3375

Mr. Stevens holds a BS in Secondary English from California State University, California, PA. While doing graduate work at the University of Delaware, he spent two years as a teaching assistant, teaching freshman English. Mr. Stevens spent eight years teaching at Dover High School, thirteen years in sales and management, and the last three years as a broker for Dean-Witter. Mr. Stevens has served as editor of the Delaware English Journal, in curriculum development for the Delaware Teachers of English, and has been active on teachers' councils. He is currently a member of the Delaware Professional Standards Council for certification of teachers. He has recently been active in the development of recertification guidelines and review of all aspects of Delaware standards.

Mr. Stevens lives in Dover with his wife, Mary Ann and two sons, Mark and Andrew.

Edward S. Wilson, III, PhD.
Department of Psychiatry, Adolescent and Child Day
Hospital Program
Kent General Hospital
Dover, DE

Dr. Wilson is a graduate of the University of Delaware, earning his BA in 1972. He was awarded his PhD. from Duke University in 1979. Dr. Wilson is board certified in psychology and holds professional memberships, to include American Psychological Association, and Delaware Psychological Association. He has taught several courses and provided consultation at many reputable schools, universities and institutions. Dr. Wilson is accredited with many notable presentations and research projects, several of which have been funded through grants awarded to aid in his research.

Dr. Wilson began his professional career while earning his Masters Degree in Education. He taught at the Psychiatric Day School for Duke University until 1975, at which time he was employed by Durham Technical Institute as a Program Consultant for Affective Day Care Project. In 1976, he worked as a school psychologist and director of ESEA Title IV-C for the Alamance County Schools in Graham, NC. Dr. Wilson returned to Delaware in 1984 to People's Place II in Milford as the Director of Clinical Services, LLC, a multidisciplinary practice, where he also worked as a Psychologist.

Suzanne E. Donovan, MEd.
931 Church Hill Rd.
Milford, DE. 19963
(302) 424-1545

Mrs. Donovan grew up in Bucks County, PA, graduating from The Stevens School, Chestnut Hill, Philadelphia. She received her BA in English from Moravian College, Bethlehem, PA, with minors in secondary education and social studies. Her student teaching was done in the Fall of 1965 at Nitschman Junior High School, Bethlehem, where she taught 120 at-risk ninth graders. In December 1966, she relocated to Hanau, Germany where she resided until September, 1968. She and her family returned to the United States to reside in Pittsburgh, PA, where she became involved in teaching at St. Peter's Child Development Center, a program for Exceptional Children. The anticipated outcome for these children was inclusion (called "mainstreaming" at the time). The arrival of her third son took her out of the work force, once again. Over the next few years, and several moves, she held jobs in public relations and retail store management. Mrs. Donovan returned to teaching in a developmental pre-school program in Southampton, PA. She was responsible for placing kindergarten students in a one- or two-year kindergarten program, depending on their social development and academic abilities. In September, 1988, Mrs. Donovan moved to a middle school to teach language arts and social studies to seventh- and eighth-graders. In July of 1989, she returned to graduate school at Chestnut Hill College for her Masters in Education with concentration in elementary education. Her MEd. was conferred in May, 1991, granting her K-12 certification in Pennsylvania. A change in teaching jobs offered her the opportunity to chair the language arts committee in the design of a new curriculum for Middle States Accreditation. This New Curriculum was developed according to the new Pennsylvania Standards, the PCRP. In 1993, she was accepted to the doctoral program at Wilmington College, Georgetown, DE. The Donovan family moved to Milford, DE, in August, 1993. October 1993 she became the teacher at Kent General Hospital. Her doctoral course work completed in February, 1996, will be followed by her dissertation on Charter Schools. Mrs. Donovan has concentrated her recent graduate work on students at-risk. She lives in Milford, with her husband and two of their seven sons.

Mrs. Donovan holds memberships in the National Council of Teachers of English, Association for Supervision and Curriculum Development, and the American Association of University Women.

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#1

CHARTER SCHOOL PROPOSAL TASK FORCE

MEMO: To members

• FROM: Suzanne Donovan and Todd Costello

We, in the adolescent psychiatric unit, are proposing a charter school for the new campus of the Central Delaware Psychiatric Center. A brief overview of the school is attached to this memo. We would very much appreciate your input into this project. We have scheduled a meeting for Tuesday, July 18, 1995 from 11 AM to 1 PM in one of the private dining rooms in the hospital. We hope you will be able to attend. If you are unable to attend and wish to be a part of this task force, please feel free to call one of us or send your written comments to us. (Suzanne will be on vacation at this time, but may be reached at home, 424-1545.) Thank you for your time!

Suzanne Donovan
Todd Costello
Mary Ann Stevens
Claudette Dean
Amanda King
BethLight
Gale Ivey
Dr. Goldstein
Dr. Appel
Dr. Dostillio
Faye Bibee-Friedman
Roger Hutchins
Iris Payne
Lisa Joslin
Noreen Taylor



**KENT
GENERAL**

Central Delaware's Hospital
and Health Care Center

MEMO

FROM: Suzanne Donovan & Todd Costello

RE: Second Charter School Task Force Meeting
Wed , August 30, 1995 - 12:00 Noon
GFCC 1 & 2

The meeting will update this group on the philosophy and mission statement of the proposed school, clarification of the terminology, and proposed population to be addressed. The agenda is attached for you to peruse. Please bring any questions with you or send them to us prior to the 30th. Committees needed to proceed will be discussed at the meeting. Please be willing to volunteer a small portion of your time! Thanks!

Dr. Goldstein
Dr. Wilson
Mary Ann Stevens
Claudette Dean
Amanda King
Beth Light
Gale Ivey
Dr. Appel
Dr. Dostillio
Faye Bibbee-Friedman
Iris Payne
Roger Hutchins
Lisa Joslin
Noreen Taylor
Todd Costello

**Department of Psychiatry
Charter School Task Force Meeting
August 30, 1995**

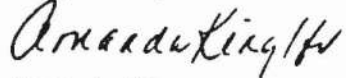
A Charter School Task Force Meeting was held in the GFCC 1&2 on Thursday, August 30, 1995. Suzanne Donovan, M Ed., made a presentation on a Positive Outcome School. Listed were the major points of discussion:

<u>Topic</u>	<u>Discussion</u>
Mission Statement	To address students at-risk in public schools - provide LRE. Inclusion is the final goal.
Philosophy	A child-centered education to reduce the incidence of dropping out.
Pyramid (most to least restrictive)	Inclusion/Mainstream, Charter School, Alter- native School, Day Treatment, In-patient (most restrictive). Students will come from all areas of the pyramid as well as straight from public school.
Physical Layout	3-4 classrooms (Science/Math, Social Studies/ English), some self-contained.
Teachers	Elementary, Math/Science, Social Studies, Language Arts, Special Ed. They must be flex- ible and up-to-date with education.
Curriculum	Integrated, heavy focus on reading, life skills, problem solving, self esteem.
At-Risk	Since 1987 Many definitions, most interchange- able
WRAT Test	Tests reading, spelling, etc. Used to identify students
Parents	Involvement is the key. Have possible day and/or evening Adult Literacy Program for them.

Page 2

Suzanne has various meetings set up with educators to discuss items associated with the planning for the Charter School. Other staff are meeting to work on curriculum, grant writing, etc. The type of education and experience teachers will need to teach these children was discussed. Plans are to have the Charter School ready for operation in the fall of 1996.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Amanda King".

Amanda King

Handwritten initials "SJD" in a cursive script.

#3

MEMO

FROM: Suzanne Donovan SD

DATE: October 27, 1995

RE: Third Charter School Task Force Meeting
Fri, November 3, 1995 - 11:00 A.M.
PDR #3

The meeting will update this group on the philosophy and mission statement of the proposed school, clarification of the terminology, and proposed population to be addressed. You will be briefed on meetings and talks that have taken place since our last meeting. Please bring any questions or other information with you that needs to be discussed. Committees needed to proceed will be discussed at the meeting. Please be willing to volunteer a small portion of your time! Thanks!

Dr. Goldstein
Dr. Wilson
Mary Ann Stevens
Claudette Dean
Amanda King
Beth Light
Gale Ivey
Dr. Appel
Dr. Dostillio
Faye Bibee-Friedman
Iris Payne
Roger Hutchins
Lisa Joslin
Noreen Taylor
Todd Costello

**CHARTER SCHOOL TASK FORCE MEETING
FRIDAY, NOVEMBER 3, 1995 - PDR #3 - 11:00 A.M.**

Present Suzanne Donovan, Mary Ann Stevens, Noreen Taylor, Anant Sarma, Beth Light, Claudette Dean, Fredda Richards

Anant Sarma, the new Cost Budget Manager for Finance, was introduced and will be attending the Charter School Planning Meetings

Suzanne gave an overview of what has taken place since the last meeting. A rough draft of the proposal was submitted to DPI and made the October 30th time frame. She had just received it back and most questions had already been answered in an updated proposal. Suzanne met with Ron Meade and he said we were on-line for discipline and curriculum guidelines. Conduct guidelines still need to be drawn up

The budget looks good and the dollar amount of just under \$400,000 was approved for the first year. The \$130,000 budgeted for four teacher's salaries is not a concrete amount. Money will be given accordingly to meet education, experience, etc. The budget money will be distributed at two intervals during the fiscal year. On July 1st, approximately 75% will be received and the balance distributed on November 1st, which would include any changes in monies due to a larger enrollment of students, etc. The State Board of Education will take 90 days to review. All money for the school would come from the State, excluding any grant money used. Kent General Hospital will have no financial obligation to the school, except in-kind contributions such as computers, donations, etc. The school will rent the building it will occupy.

Teacher positions will be 10-month positions. Children will attend classes 180 days. There will be 12 in-service days for teachers during the year. Summer programs will be determined and planned for during the normal school year.

Noreen has put together a social skills program. It was discussed that regular subjects be incorporated into the morning curriculum and PE, life skills, etc. be taught in the afternoon. An adult literacy program is to be part of the parental involvement program.

Possible employment positions discussed for the Charter School other than teachers were: 1) P/T school nurse with an MS in counseling, 2) an administrative assistant.

Suzanne is to make a Charter School presentation to the KGH Board of Trustees this month

You will be informed of the next scheduled meeting

Respectfully Submitted,



Fredda Richards, Admin. Assistant

Section B-13: Identifying Potential Students:
(Outline II: A, B, C)

- A. Students identified as at-risk by their teachers, principals, school counselors, and parents.
- B. Students falling under Section 504 of P.L. 94-142 (disability limiting learning, i.e. ADD/ADHD, for which districts are required to develop an education plan)
- C. Students who have mental disabilities which are considered unmanageable in a public classroom (Tics, ADD, ADHD, Schizophrenia, etc., or the following:
 - 1. Learning Disabled:
 - definition: an impairment of one or more basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself as a deficit in the functional ability to listen, speak, read, write, or spell, or to perform mathematical tasks (ADD, ADHD, dyslexia, and developmental aphasia.)
 - eligibility criteria: student unable to perform at grade level expectation in a regular placement, current functioning significantly below grade level in core achievement areas as a result of difficulty in the areas of basic reading skill, reading comprehension, written expression, expressive language, mathematics reasoning or calculation, or listening comprehension; or inability to successfully complete academic tasks at a rate comparable to peers despite adaptations to the instructional program, with severe discrepancy between intellectual ability and achievement in one or more of the afore mentioned areas.
 - 2. Serious Emotional Disturbance:
 - definition: condition which manifests itself in one or more of the following clusters or patterns of behavior: Seriously deviant thought processes (Schizophrenia), seriously withdrawn or anxious behaviors, including the tendency to develop physical symptoms or fears associated with personal or school problems which adversely affect the student's learning and educational performance.
 - eligibility criteria: identified behaviors have existed over a long period of time and to a marked degree, that the students exhibits a general pervasive mood to unhappiness or depression and/or is unable to enter into age-appropriate relationships with peers, teachers, and others; and that these emotions and behaviors directly interfere with and adversely affect learning and educational performance

Definitions:

Charter School:

- a non-profit corporation operating as a public school established by contract with a sponsor under the provisions of this chapter (sponsor is DPI/State Board)
- nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil based on ethnicity, national origin, gender, or disability
- exempt from statutes and rules applicable to school districts
- provide a comprehensive program of instruction for at least one grade or age group, 5-18
- meet state standards

Admission:

- special circumstances/at-risk of failure

At-Risk:

- students who have demonstrated a tendency toward failure over a period of time, and are in danger of not completing high school through graduation. BROAD TERM!
- see pages 2,5,&15(g) in legislation

LRE/Least Restrictive Environment:

- students are free to move around from class to class inside and outside the building
- opposite of self-contained, where students are restricted to remain in one class room for most or all of the day

Inclusion:

- (formerly Mainstreaming) the integration of all students (LD and regular) into one class situation, LRE and Inclusion are final goals of all educational programs, BUT only as is appropriate

Child-Centered Education:

- education is planned from the student's needs and abilities not top the teacher's preference, need for flexible teachers

Population:

- as per philosophy and primary characteristics

Funding:

- State, Federal, and Local
- may receive grants

Site:

- Day Hospital/proposed new building for 3rd year of operation, after established success

Role of the Hospital:

- parent organization/"umbrella"

Support:

- from DPI as well as Governor Carper

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CODE OF CONDUCT: POSITIVE OUTCOMES SCHOOL

1. Students will have a positive attitude toward the school, staff, and peers and demonstrate respect at all times.
2. Students will be cooperative with staff and other students.
3. Students will have all assignments completed on time.
4. Students will attain mastery (80%) in all academic subjects.
5. Students will understand the basic need for academic education and high school diploma.
6. Students will be active in all social programs being presented at school and in the community for their benefit.
7. Students may approach any staff member at any appropriate time to arrange a one-to-one meeting to discuss a problem. A mediator may be included if desired by the student.

Infractions will be by level (I,II,III):

LEVEL I: a. inappropriate language (swearing or excessive loudness)
b. disrespect for teachers, other staff, students, or self

LEVEL II: a. refusal to follow staff directions
b. leaving a class or school building without permission
c. difficulty on the school bus
d. a second infraction of Level I

LEVEL III: a. Lying, Stealing, or "using" others' property without permission
b. threatening
c. repeated infractions of Level I or Level II without effective mediation

At any point a student approaching a Level I infraction may be offered a 5 to 10 minute time-out with or without immediate counseling, but requiring a debriefing at the end of the time-out with a counselor.

The following interventions will occur with the specific levels of infraction:

Level I infractions (first offense) will be reviewed by a student senate, comprised of student representatives of each class and a faculty advisor.

Level II infractions will be reviewed by the student senate and all faculty.

Level III infractions will be reviewed by faculty and school board members.

Consequences will include: loss of privileges for one to five days (1 to 5); In School Suspension for one to five days (1 to 5).

Infractions of a more serious nature will be handled by the authorities as per mandate by legislation.

YEAR END EVALUATION CRITERIA

1. The number of students (percentage) who have demonstrated mastery (80%) in all academic areas.
2. The number of students (percentage) with perfect or "near" perfect (only 5 or less excused) absences for the year.
3. The number of students (percentage) with less than five (5) Level I infractions and no Level II or III for the year.
4. The number of parents (percentage) who have participated as volunteers.
5. The number of students (percentage) returning for the second (2nd) year/number of new students enrolled for the second year.
6. Overall satisfaction of the staff with the program:
#1, not very satisfied; #2, somewhat satisfied; #3, satisfied most of the time; #4, satisfied all the time.
7. Overall satisfaction from the Board of Directors with:
a. the program
b. the staff
utilizing the same scale as above.
8. Overall satisfaction from the students with:
a. the program
b. the staff
utilizing the same scale as above.
9. Overall satisfaction from the parents with:
a. the program
b. the staff
utilizing the same scale as above.
10. Comments or suggestions.

1996-1997 SCHOOL CALENDAR

8/26-30	Teacher Inservice
9/3/96	First Day for Students
10/7/96	Interim Reports
10/11/96	Inservice for teachers
10/14/96	Columbus Day Holiday
11/1/96	End First Marking Period
11/8/96	Report Cards
11/28/96	Thanksgiving Holiday
11/29/96	Holiday
12/2/96	Students return
12/2/96	Interim Reports
12/23/96	Winter Holiday Begins
1/2/97	Inservice For teachers
1/3/97	Inservice for teachers
1/6/97	Students Return
1/20/97	Martin Luther King Holiday
1/24/97	End second marking period
1/31/97	Report cards
2/14/97	Inservice for teachers
2/17/97	Presidents' Day Holiday
2/24/97	Interim Reports
3/24/97	Spring Holiday Begins
3/31/97	Students return
4/4/97	End third Marking Period
4/11/97	Report cards
5/2/97	Inservice for teachers
5/5/97	Interim reports
5/26/97	Memorial Day Holiday
6/18/97	Last Day of School for Students
6/19/97	Inservice
6/20/97	Inservice

Schedule includes three (3) days for inclement weather, twelve (12) teacher inservice days.

1996

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POSITIVE OUTCOMES

1997

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POSITIVE OUTCOMES

1997-1998 SCHOOL CALENDAR

8/25-29	Teacher Inservice Days
9/2/97	First Day for Students
10/6/97	Interim Reports
10/10/97	Inservice for Teachers
10/13/97	Columbus Day Holiday
10/31/97	End First Marking Period
11/7/97	Report Cards
11/27/97	Thanksgiving Day Holiday
11/28/97	Holiday
12/1/97	Inservice for TEachers
12/2/97	Students Return
12/2/97	Interim Reports
12/24/97	Winter Holiday Begins
1/2/98	Inservice for Teachers
1/5/98	Students Return
1/19/98	Martin Luther King Holiday
1/23/98	End Second Marking Period
1/30/98	Report Cards
2/13/98	Inservice for Teachers
2/16/98	Presidents' Day
2/23/98	Interim Reports
4/3/98	Third Marking Period Ends
4/6/98	Spring Holiday Begins
4/13/98	Students Return
4/13/98	Report Cards
5/1/98	Inservice for TEachers
5/4/98	Interim Reports
5/25/98	Memorial Day Holiday
6/16/98	Last Day for Students
6/17-18	Inservice for Teachers

Schedule includes three (3) days for inclement weather,
twelve (12) days for teacher inservices.

1997

January

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November

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December

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27	28	29	30	31		

POSITIVE OUTCOMES

1998-1999 SCHOOL CALENDAR

8/31-9/4/1998	Teacher Inservice Days
9/8/98	First Day for Students
10/9/98	Inservice for Teachers
10/12/98	Columbus Day Holiday
10/13/98	Interim Reports
11/6/98	End First Marking Period
11/13/98	Report Cards
11/26/98	Thanksgiving Day Holiday
11/30/98	Inservice for Teachers
12/1/98	Students Return
12/7/98	Interim
12/24/98	Winter Holiday Begins
1/4/99	Students Return
1/15/99	Inservice for Teachers
1/18/99	Martin Luther King Holiday
1/22/99	End Second Marking Period
1/29/99	Report Cards
2/19/99	Inservice for Teachers
2/22/99	Presidents' Day Holiday
2/23/99	Interim Reports
3/29/99	Spring Holiday Begins
4/5/99	Students Return
4/9/99	Third Marking Period Ends
4/12/99	Inservice
4/16/99	Report Cards
5/10/99	Interim Reports
5/31/99	Memorial Day Holiday
6/18/99	Last Day for Students
6/21-22/99	Inservice for Teachers

Schedule includes two (2) days for inclemene weather, twelve (12) inservice days for teachers.

1998

January

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February

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April

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November

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POSITIVE OUTCOMES

1999

January

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February

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March

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April

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May

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June

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July

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August

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September

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October

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November

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December

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POSITIVE OUTCOMES

PROPOSED INTEGRATED CURRICULUM FOR 7th GRADE

Unit 1 Topic: Colonial America

Language Arts: Historical novel (to be chosen)
Social Studies: Colonists and historical background
Math: Economy of the colonies, trade, farm products
Science: Animals, foods available, disease and
influence on humans

Students will understand the historical significance of the novel and the author's point-of-view of the setting and characters. They will be able to interpret what is fact and what is opinion, and support this idea with information from the novel. Students will draw conclusions about people of the times and how they lived. Written work will reflect the use of the writing process. Social Studies will deal with the historical background and the geography of Colonial America. Math will be concerned with reading maps, charts and estimating distances and amounts. The economics of life in Colonial America will be studied. Life Science will deal with living things: plant and animal reproduction, and environmental issues of 18th Century America.

Unit 2 Topic: The Revolutionary Period

Language Arts: Novel (to be chosen)
Social Studies: Changes in government
Math: Economic changes and trade
Science: Animals and plants available, differing food
products

Language Arts will involve writing to interpret information, comprehension of historical background, and analysis of characters who portray the era. Social Studies will center around how the government changed from the Colonial period. Math and Science will deal with the changes in economy and trade, and the introduction of new products to the farming community.

Unit 3 Topic: The Civil War Era

Language Arts: Novel: Mark Twain
Social Studies: Historical significance of the War
Between the States
Math: Economics of the South and North, how they
differ, cost, estimation, distances and geographic
areas
Science: Life Science: growing farm products in the
South and in the North, and how they differ

Students will read of life in the South during the Civil War era and write opinions of the people of the time. Students will understand the geography of the U.S. at the time. Math will center on continued map and chart reading and estimating distances and economics. Science will center around the growing of cotton and its use in the northern manufacturing centers.

Unit 4 Topic: Post-Civil War North

Language Arts: Washington Irving, Legend of Sleepy Hollow

Social Studies: post-Civil War life in New York, education in the late-19th century, and the rise of urban living

Math: Economic changes, geographic changes and life changes

Science: Changes in food products, and human life adaptations to these changes

Students will learn about life after the Civil War and how it changed. Study will center on life in the new urban areas and how it effected people. The rise of public education and its results will be studied. How these changes in life effected the economy and changes in agricultural enterprise will be discussed.

Students will complete 7th grade with the following skills:

- A. Comprehending and interpreting how literature can be used to learn about history; how the author's point-of-view and character analysis can relate information about people of the era; deciphering fact from opinion; drawing conclusions from and supporting details of an opinion or decision.
- B. Writing to persuade; to inform (research); to support details; to implement the writing process; and organize information to make outlines.
- C. Learn the historical significance of periods of time; understand the geography of the U.S. at different times; read maps and charts for information about periods of time; understand the people (culture) and economics of selected periods of time.
- D. Students will understand how life science has changed over the period of 18th century colonial America to the turn of the 20th century. They will see the differences in farming and agriculture of the U.S. Students will also study the impact of environmental issues on the changing life in the U.S.
- E. Students will study how to read maps for distances; charts and graphs for math information; determine percentages; apply geometric concepts to life situations; and employ algebraic unknowns to calculate mathematical information.

PROPOSED INTEGRATED CURRICULUM FOR 8TH GRADE

Unit 1 Topic: Reconstruction, Mid-19th Century West

Language Arts: Scott O'Dell, Sing Down The Moon
Social Studies: Plight of the Native Americans
Math: Economy of the West: Gold Rush, railroad, etc.
Science: Agriculture of the Western U.S.

Students will study the culture of Native Americans and their fight to attempt to control their own land. This will include the buffalo, farming by settlers, cattle ranching, and the growth of the California coast. Students will estimate and calculate distance, mileage, and numbers of people moving about the area west of the Mississippi.

Unit 2 Topic: Turn of the Century

Language Arts: Lawrence Yep, Dragonwings
Social Studies: Chinese-American culture in CA, and the influx of Asian peoples into the U.S.
Science: the effects of earthquakes on human and plant life
Math: calculating distances, costs, estimating values of goods and money (an economy dependent on railroads and gold mines)

Students will understand a growing melting-pot of cultures in the U.S. They will learn of the differences in culture, as well as how life on the west coast is different from that on the east coast. Environmental issues such as earthquakes will be explored. Math will revolve around the economy of the railroads and gold mines.

Unit 3 Topic: Beginning the 20th Century

Language Arts: Individual research on the American Past-time, baseball
Social Studies: Growing racial tensions and its effect, growing cities
Science: Human biology: exercise and physical health
Math: Calculating percentages, constructing scale replicas of baseball fields, geometric shapes (baseball diamond)

Students will interpret their own choice of literature on this topic. They will be introduced to writing a factual research paper, using the writing process, and following proper research techniques. Social Studies will follow the rise of cities and growing racial tensions and how it effected American culture. The science of human physiology will be explored as it relates to athletic achievement. Math will involve calculating baseball statistics and percentages, and the study of how this science has evolved

with the advent of the computer. Geometry will be implemented in the designing of sports fields, done to scale.

Unit 4 Topic: Modern 20th Century

Language Arts: Jerry Spinelli, Maniac Magee
Social Studies: Changes in city-life and attitudes;
civil rights laws and equity
Science: New environmental issues
Math: Modern Costs of living

Students will be able to compare changes in the U.S. since the late 19th century as they appeared in the growth of cities and changes to suburban life; new environmental challenges; challenges to the American dollar; and future changes to the economic system of the U.S.

By the end of 8th grade students will be able to:

- A. Understand historical fiction; how it effects their understanding of periods of history; how to differentiate between fact and fiction; how characterization and drawing conclusion. is important to understanding literature and our culture.
- B. Writing will emphasize the need for organization, accurate research for facts, clear supporting details, and clear writing skill.
- C. Science will introduce the concepts of human biology as a part of life science.