

# **CHARTER SCHOOL ACCOUNTABILITY COMMITTEE**

**DELAWARE DEPARTMENT OF EDUCATION**



## **The Delaware MET**

**PRELIMINARY REPORT AND RECOMMENDATIONS**

**APPLICATION TO OPEN A CHARTER SCHOOL**

OPENING DATE: August 2013

GRADES: 9 - 12

LOCATION: Wilmington, Delaware

DATE OF REPORT: 8 March 2012

## Background Information

Name The Delaware MET

Projected	2013 – 2014	320
Enrollment	2014 – 2015	480
	2015 – 2016	640
	2016 – 2017	720

Mission The Delaware MET ignites the passions of high school students through the discovery and development of their unique interests. We empower students to develop self-confidence and create their own success through a personalized learning environment and purposeful internships of their choice. With the support of advisors and community partners, students graduate as confident and capable young adults, prepared to make their mark on the world!

The Delaware MET plans to serve students in grades 9 – 12. The Founding Board has established a partnership with Innovative Schools, a charter management organization (CMO). The school's educational program will use the Big Picture Learning model that has sixty-four schools in fifteen states.

The principles of the Big Picture Learning model are:

- Learning must be based on the interests and goals of each student.
- A student's curriculum must be relevant to people and places that exist in the real world.
- A student's abilities must be authentically measured by the quality of her or his work.

The five learning goals of the model are:

- Empirical Reasoning
- Quantitative Reasoning
- Communication
- Social Reasoning
- Personal Qualities.

In the Big Picture learning model, each classroom ideally will have fifteen students and an advisor, who is a certified teacher, will be in charge of the class. Advisor-Student-Parent-Mentor teams will support the class. Students will be in classes for three days a week and will spend two day a week in an internship with a mentor. All students will have Personalized Learning Plans based on input from students, parents, advisors, and mentors.

Members of the Charter School Accountability Committee and staff from the Charter School Office reviewed the application. Additionally, content area experts from the Department of Education reviewed the application based on their area of expertise.

The Charter School Accountability Committee met on 21 February 2012 for its Preliminary Meeting with the applicant team. A copy of attendees is in Appendix A. In considering the application, the Committee reviewed the following approval criteria listed in 14 *Del. C.* §512.

## Evaluation of Each Statutory Criterion

- (1) **Applicant Qualifications.** The individuals and entities submitting the application are experienced and qualified to start and operate a charter school, and to implement the school's proposed educational program. Certified teachers, parents and members of the community in

which the school is to be located must be involved in the development of the proposed charter school. At the time at which the school commences its instructional program and at all times thereafter, the board of directors must include a teacher from at least 1 of the charter schools operated by the board and at least 1 parent of a student enrolled in a charter school operated by the board.

Mr. Carwell said the applicant had provided evidence that the Founding Board will contribute the wide range of knowledge and skills needed to open and oversee a successful charter school, such as educational and financial experience; however, he didn't see any board member with legal expertise. He stated that the application included detailed plans about how new board members will be identified, recruited, and provided with appropriate training. He recommended that this criterion be considered met.

*By a unanimous vote, the Committee recommends to the Secretary that Criterion One be considered met.*

- (2) **Form of Organization.** The chosen form of organization, identified in the articles of incorporation and by-laws, or the membership agreement, conforms to the Delaware General Corporation Law.

Mr. Hindman said he had reviewed the articles of the Certificate of Incorporation and the by-laws provided with the application. The Certificate of Incorporation supplied does meet the requirement for Delaware General Corporation Law.

However, he noted several problems with the by-laws, such as non-compliance with FOIA and open meeting laws. He recommended that this criterion is not met with a condition that the applicants provide amended by-laws that are compliant with the requirements of the regulation.

*By a unanimous vote, the Committee recommends to the Secretary that Criterion Two be considered not met. The applicant must respond to the specified condition.*

- (3) **Mission, Goals, Educational Objectives.** The mission statement, goals and educational objectives are consistent with the description of legislative intent set forth in § 501 of this title and the restrictions on charter school operations set forth in § 506 in this title.

Mr. Carwell read the mission statement and stated that it was clear, compelling, focused on improving educational outcomes, and set goals and priorities that are meaningful, manageable, and measureable. He recommended that this criterion be considered met.

*By a unanimous vote, the Committee recommends to the Secretary that Criterion Three be considered met.*

- (4) **Goals for student Performance.** The school has set goals for student performance and will utilize satisfactory indicators to determine whether its students meet or exceed such goals and the academic standards set by the State. The indicators shall include the assessments required for students in other public schools, although the charter school may adopt additional performance standards or assessment requirements, and shall include timelines for the achievement of student performance goals and the assessment of such performance.
- (5) **Evaluating Student Performance.** The school proposes a satisfactory plan for evaluating student performance and procedures for taking corrective action in the event that student performance at the charter school falls below such standards which are reasonably likely to succeed.

Criteria Four and Five were combined for the voting. Ms. McCrae indicated that the applicants had addressed the requirements of the criteria; however, she expressed concerns about the student-teacher

ratios and the demands placed on the advisers. Mr. Cruce said that these concerns will be discussed in the Economic Viability section (Criterion Eight). He recommended that these criteria be considered met.

*By a unanimous vote, the Committee recommends to the Secretary that Criteria Four and Five be considered **met**.*

- (6) **Educational Program.** The school's educational program, including curriculum and instructional strategies, has the potential to improve student performance; and must be aligned to meet the Delaware Content Standards and state program requirements, and in the case of a charter high school, state graduation requirements. High school programs must provide driver education. The educational program at all charter schools must include the provision by the school of extra instructional time for at-risk students, summer school and other services required to be provided by school districts pursuant to the provisions of § 153 of this title. A previously approved charter school may continue to operate in compliance with the terms of its current approval, but its charter shall not be renewed unless the school shall submit an application for renewal in full compliance with the requirements of this subsection.

Ms. Hansen shared concerns on behalf of colleagues who reviewed the response for Career and Technical Education and for Instructional Technology (see Appendix B). The response included a concern about sufficient technology being available to administer the Delaware Comprehensive Assessment System (DCAS), other computer-delivered tests, and for instructional purposes.

She stated that the document submitted by the applicants is not fully aligned to the Delaware Recommended Curriculum (see Appendix C). She also said that the US History end-of-course tests are for a defined set of benchmarks and that the misalignment of curriculum may have a negative impact on student achievement. She suggested that the applicant review the United States history course outline that is available on the Delaware Department of Education website.

She recommended that this criterion be considered met with a condition; however, Mr. Cruce asked if Ms. Hansen would be agreeable to this criterion being considered as not met. She said that she was and that the motion before the Committee was for Criterion Six to be considered not met.

*By a unanimous vote, the Committee recommends to the Secretary that Criterion Six be considered **not met**.*

- (7) **Students with Special Needs.** The school's educational program sets forth appropriate strategies to be employed to accommodate the needs of at-risk students and those needing special education services.

Ms. Jones expressed concerns about the section of the application regarding the implementation of Response to Intervention (RTI). She noted that Delaware has regulations relative to RTI and that they are more stringent than the national requirements. The response ought to reflect the Delaware requirements. She recommended that Criterion Seven be considered met.

*By a unanimous vote, the Committee recommends to the Secretary that Criterion Seven be considered **met**.*

- (8) **Economic Viability.** The plan for the school is economically viable, based on a review of the school's proposed budget of projected revenues and expenditures for the first 3 years, the plan for starting the school, and the major contracts planned for equipment and services, leases, improvements, purchases of real property and insurance.

Mr. Kessel raised a concern over the "240 student bubble." In year one of the school's projected enrollment, there are 240 ninth grade students. This class will graduate in 2016 - 2017, thus resulting in a decline in student enrollment and therefore in State and local revenues.

Based on information submitted in the application, in year four of operation, the projected number of students is 720. After the “240 student bubble” graduates in year four, there will be 160 students per class (640 total students) in year five of operation and thereafter.

He also noted that the first year salaries are too low by approximately \$300,000.

There are no counselors listed in the budget and this is a concern for a high school. Similarly, the budget shows only two administrators and this level of administrator staffing is insufficient for a high school in its third year and beyond with over 600 students.

Additionally, the budget did not include costs for substitutes, paraeducators, or specials teachers (e.g., art, music, physical education). He said that it would be very difficult financially to maintain the projected class size of twenty students.

He also questioned the demand for the school and noted that another charter school, the Delaware Academy of Public Safety and Security, had tried to open in the same vicinity but could not attract one-hundred students. The school subsequently moved to a suburban location.

Finally, another concern was that the model for the Delaware MET shares many similarities with the program at nearby Sarah Pyle Academy. Additionally, the business community may not see differences between Sarah Pyle Academy and the Delaware MET. This may adversely affect the ability of the proposed school to place students in internships.

The relative proximity of Howard High School of Technology might also impact the ability of the proposed school to attract students.

Mr. Coleman raised the question about how many teachers would have the skill set to handle all of the responsibilities that are required for the advisors, such as teaching classes and supervising internships.

Ms. Hansen noted that the applicant school looked to the community for resources and assistance for subjects such as physical education, health, and the arts; however, such community involvement can support but not supplant instruction provided by the school. Mr. Cruce similarly observed that the Delaware requirements for visual and performing arts cannot be met solely by resources outside of the school.

Ms. Field Rogers said that custodians are not included in the budget. She also had a concern about the ability to provide the Big Picture model with a teacher to student ratio of 1:20 when the model is predicated on a ratio of 1:15.

Mr. Cruce recommended that Criterion 8 be considered not met.

*By a unanimous vote, the Committee recommends to the Secretary that Criterion Eight be considered **not met**.*

- (9) **Administrative and Financial Operations.** The school's financial and administrative operations meet or exceed the same standards, procedures and requirements as a school district. If a charter school proposes to operate outside the State's pension and/or benefits systems, a specific memorandum of understanding shall be developed and executed by the charter school, the approving authority, the Director of the Office of Management and Budget, the Controller General and the Secretary of Finance to assure that the State's fiduciary duties and interests in the proper use of appropriated funds and as a benefits and pension trustee are fulfilled and protected, the State's financial reporting requirements are satisfied, and the interests of charter school employees are protected. All charter schools shall operate within the Delaware Financial Management System (DFMS) and be subject to all of the same policies and procedures which

govern other agencies operating within such system, except that any charter school previously approved to operate outside of the DFMS may continue to so operate subject to the terms of its memorandum of understanding until such time as the school's charter is renewed pursuant to this chapter.

Dr. Bigelow noted that one reviewer was unclear what this statement in the application meant, "The application states that the school will use policies/regulations established by the State of Delaware for human resources management." She also said that if the applicant school hires non-certified teachers, they must pass Praxis II if it is available and applicable to the teaching assignment.

She stated that it was not clear if the proposed school would implement DPAS II as designed by the Delaware Department of Education as the evaluation system for the teachers, specialists, and administrators.

Also, the application referred to a Personalized Learning Plan. However, DPAS II has a requirement for a plan that includes professional growth activities, specifically in the areas of growing and developing professionally as well as reflecting on professional practice. She could not discern the distinction between the DPAS II professional development requirements and the proposed Personal Learning Plan as described in the application.

Mr. Carwell said that he did not see a comprehensive plan for recruitment given the location of the proposed school. He also noted that the demands for the administrators seem excessive and questions the capacity of Innovative Schools to oversee three new charter schools, especially if one or more would be struggling in its initial years of operation.

Mr. Kessel reiterated concerns about demand for the school and that a case for demand cannot be made based on referencing the prospective school's proximity to under-performing schools.

Mr. Carwell had a concern regarding the school having no guidance counselors or coordinator for the internships and wanted to know who would assume these responsibilities.

Mr. Carwell made a motion that Criterion Nine be considered not met.

*By a unanimous vote, the Committee recommends to the Secretary that Criterion Nine be considered **not met**.*

- (10) **Insurance.** The assessment of the school's potential legal liability, and the types and limits of insurance coverage the school plans to obtain are adequate.

Committee members had no questions. Mr. Kessel recommended that Criterion Ten be considered met.

*By a unanimous vote, the Committee recommends to the Secretary that Criterion Ten be considered **met**.*

- (11) **Student Discipline and Attendance.** The procedures the school plans to follow to discipline students and ensure its students' adherence to school attendance requirements comply with state and federal law.

Dr. Bigelow indicated that the reviewer deemed section (a) to be acceptable but indicated that the school needed to describe how it will report inappropriate behavior to parents, law enforcement, and the Department of Education (section b).

Ms. Jones noted that she had concerns about the response to a statement in subsection (c), "obtaining parent permission before a student with cognitive disabilities can be suspended." She said that this is not required in Federal or State regulations. She referred the applicants to the Delaware Administrative Code, Title 14 section 926.30 – 926-36 to ensure that the disciplinary policy is in compliance.

Additionally, she advised the applicants that current State Code does not refer to “students with cognitive disabilities” and that that language has been changed.

There were also questions regarding subsections (d) and (e). For (d), the reviewer wanted to know if the person(s) in charge of reporting school crimes will attend DDOE sponsored training on how to report mandatorily reportable school crimes. This is required by Delaware Department of Education regulation 601.

The reviewer recommended that the school include a statement that administrators attend DDOE trainings about the mandatory school crime reporting law and that administrators will use the DDOE School Climate and Discipline program manager and DOJ Ombudsperson for technical assistance relative to the law.

Also, the reviewer noted that the applicants referred to Appendix Y for a description of the attendance policy, required levels of attendance, and actions taken to help students meet these requirements (subsection e). He was unable to find this information in Appendix Y.

The description of how attendance policies will be distributed to students at the beginning of the school year states that it will be distributed and reviewed during individual learning plan meetings. The reviewer wanted to know when the first one takes place and the frequency of the reviews.

Mr. Carwell recommended that Criterion Eleven be met with a condition about providing responses to the questions raised during the discussion.

*By a unanimous vote, the Committee recommends to the Secretary that Criterion Eleven be considered met with the specified condition.*

- (12) **Health and Safety.** The procedures the school plans to follow to assure the health and safety of students, employees and guests of the school while they are on school property are adequate and that the charter school will comply with applicable provisions of local, state and federal law, including the provisions of Chapter 85 of Title 11.

Mr. Carwell noted that reviewers had several concerns regarding this section.

*Concerns about school transportation:*

In subsections (h) and (i) under transportation, the reviewer commented that students who participate in off-main campus programs should have the same level of service and safe method of transportation as to and from school. The reviewer had a question about the back-up plan if the applicant is not able to obtain the support of Fleet Management.

In subsection (k) relative to oversight of school transportation operations, the reviewer noted, “We understand that someone at Innovative Schools (CMO) is going to act in support of the Delaware MET. It’s not clear what school transportation expertise exists at the CMO and how they might be involved with school transportation. DDOE Regulation 1105, Para 2.1 states school transportation responsibilities for school districts and charter schools. Due to the liabilities that can come with this area, someone in the school needs to be designated and be responsible for directly overseeing all daily school transportation operations.”

*Concerns about facilities:*

The reviewer provided comments relative to the facilities for the school.

Subsection (d). The review provided guidance relative to requirements, such as providing DDOE with a site layout/floor plan, the need for a site visit, required permits, etc.

Subsection (e). The review included an overview of required compliances.

Subsection (f). The review cited requirements for contractual services.

Subsection (g). The reviewer expressed some concern regarding the operation by which the safety of the students will be ensured when having to cross the street to the YMCA as well as accessing the Brandywine bike trail program. The reviewer had questions about who will provide the bicycles and how maintenance and safety of the bicycles will be assured as well as safety issues relative to the crossing of highways with bicycles and the safety of the bike trails.

*Concerns about school health and safety:*

The reviewer for this section provided the following comments.

Subsection (a). The application contained a statement that when students are located off-campus at their learning through internships (LTIs), an adult working with the student will administer medication. Delaware law does **not** permit unlicensed personnel to administer medication. The reviewer requested how this issue will be addressed.

Subsection (c). The reviewer asked if the proposed charter school will enforce the regulatory requirement for TB testing and how the school will support the school nurse relative to children who are non-compliant with health requirements, such as providing an emergency card or documentation of a physical examination.

Subsections (l) and (m). The response indicated that the DDOE School Nutrition Staff would welcome the opportunity to discuss the school's interest in enrolling in the National Lunch/Breakfast Program as well as provide technical assistance relative to the procurement process for vended meals.

Mr. Carwell noted that the applicant group did not address how they will ensure that students' interactions with internship mentors and staff are structured and safe (e.g., Criminal Background Checks, Child Abuse Registry Checks for the mentors).

Mr. Coleman said that transportation issues are especially a concern for this particular school because students are going into the community for internships and the procedures for assuring student safety during these experiences ought to be addressed.

Ms. Jones said that typically there are more problems with high school students on school buses and she has concerns about the students' safety. She asked who is responsible for student behavior on the buses and at internship sites.

Mr. Cruce said that there are schools that the applicants could contact for resources and/or assistance, such as Positive Outcomes Charter School and Sarah Pyle Academy in the Christina School District.

Mr. Cruce recommended that Criterion Twelve be considered not met.

**By a unanimous vote, the Committee recommends to the Secretary that Criterion Twelve be considered *not met*.**

(13) **Student and School Data.** The school shall have a satisfactory plan for timely transferring student data and records to the Department of Education.

Mr. Kessel said that the applicants had submitted the appropriate information and he recommends that Criterion Thirteen be considered met.



By a unanimous vote, the Committee recommends to the Secretary that Criterion Thirteen be considered **met**.

- (14) **Management Companies.** The school's board of directors shall annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board will insure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter.

Mr. Cruce said that there are still questions that need clarification relative to governance. From the application there is the appearance that the ultimate authority for the school rests with Innovative Schools.

He said that there may have been some conversation in which this issue was addressed verbally; however, he wanted to make certain that the Committee has written clarification about the role of the charter management organization (Innovative Schools) and how authority either rests or does not rest with the Board of the proposed school.

Mr. Cruce went on to say that the onus is on the applicant to give additional information about who is doing what relative to the proposed school and to provide assurances of the ability for Innovative Schools to start up and manage three new schools. Such a role is new to the members of the Committee.

He wanted to know who is tagged to each school and an acknowledgement of the work needed to start up these three new schools. The responsibility is on the applicant to provide the requested information/assurances and he is therefore requesting that Innovative Schools provide a thorough written response for the record.

Ms. Johnson raised a question about the capacity of Innovative Schools to continue to provide adequate services to the other schools with which the organization works.

Ms. Field Rogers said that based on the draft contract with Innovative Schools, she wants to know who really is in charge at the three proposed schools.

Mr. Cruce recommended that Criterion Fourteen be considered not met.

By a unanimous vote, the Committee recommends to the Secretary that Criterion Fourteen be considered **not met**.

### **Summary Recommendation**

Mr. Cruce made a motion that the Charter School Accountability Committee's recommendation to the Secretary of Education is that the application be considered not approved for the purpose of the Preliminary Report.

By a unanimous vote, the Charter School Accountability Committee recommends to the Secretary that the application for the Delaware MET be considered **not approved** for the purpose of the Preliminary Report.

## **Appendix A**

### **List of Attendees**

#### **Meeting of the Charter School Accountability Committee**

**21 February 2012**

#### **Application to Open a Charter School**

#### **The Delaware MET**

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

- Daniel Cruce, Deputy Secretary/Chief of Staff, Chair of Accountability Committee, Delaware Department of Education (DDOE)
- Karen Field Rogers, Associate Secretary, Finances Reform & Resource Management
- Clifton Coleman, Community Member
- Debora Hansen, Education Associate, Visual and Performing Arts, Charter Curriculum Review
- Paul Harrell, Director of Public/Private Partnerships
- Karen Jones, Education Associate, Curriculum Access and Differentiation of Instruction
- April McCrae, Education Specialist, Science Assessment

##### **Members of the Charter School Office**

- John Carwell, Charter School Officer, Charter School Office
- Patricia Bigelow, Education Associate, Charter Schools Office
- Scott Kessel, Education Associate, Charter School Finances

##### **Representatives on Behalf of the Delaware MET**

- Adriane Anderson-Strange, Board Secretary
- Charles Baldwin, President, Charter School of Wilmington
- Duanne Stanford, Board Member

##### **Representatives from Innovative Schools**

- Melissa Browne
- Dawn Downes
- Deborah Scanlan

## Charter School Application Review – Instructional Technology

**School: The Delaware MET**

### **Curriculum**

The school has stated that their purpose is providing students with interest-generated, real-world, personalized learning including 21<sup>st</sup> Century skills (p. 10).

- It notes the use of technology to convey thought and feeling and to be exposed to another language and culture (p. 16) as part of the goal of students becoming **Confident and Effective Communicators**.
- Students will also use technology during Integrated LTI Project Work.

It is recommended that if the school's purpose is to provide 21<sup>st</sup> Century skills and provide internship opportunities in the real world, that technology should be a part of ALL the learning goals and curriculum and not just be included in this goal alone.

### **Questions:**

- Technology Standards (p.16) are mentioned. Delaware had adopted the National Educational Technology Standards (NETS) as a guideline for curriculum development. What standards are being referred to?
- Will sufficient technology be available for DCAS, MAP, and instructional purposes?

### **Professional Development**

The appropriate use of instructional technology does not appear to be a part of the professional development plan.

### **Infrastructure and Federal Requirements**

Currently, the Department of Technology and Information (DTI) files for federal eRate funding on behalf of all LEAs. This funding is used to support the provision of the State's K12 network for internet access. New LEAs have one year to meet the federal requirements under the Children's Internet Protection Act (CIPA) and will be required to certify that they are meeting or are in the process of meeting these requirements during their first year in order for DTI to file on their behalf.

These requirements are that:

- a. The school must have a board approved Internet Safety Policy that meets CIPA requirements.
- b. The school must have an internet safety curriculum in place that includes the following content:
  - i. Safety on the Internet
  - ii. Appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
  - iii. Cyber bullying awareness and response.

It is strongly recommended that the school consider fulfilling both of these requirements upon school opening for the protection of their students and to reduce risk to the school. An Internet Safety curriculum (iSAFE – [www.isafe.org](http://www.isafe.org)) that the LEA may choose to adopt is funded by the Delaware Center for Educational Technology (DCET). Assistance with accessing this curriculum and meeting these requirements is available from:

Wendy Modzelewski, Ed.D.  
Instructional Technology Consultant  
Delaware Center for Educational Technology  
35 Commerce Way  
Dover, DE 19904  
Phone: (302) 857-3305  
Fax: (302) 739-1775  
Website: [www.dcet.k12.de.us](http://www.dcet.k12.de.us)

Teaching and Learning Branch

APPENDIX C

January 31, 2012

**MEMORANDUM**

To: Dan Cruce, Deputy Secretary/Chief of Staff  
John Carwell, Education Associate for Charter Schools

Thru: Marian Wolak, Director of Curriculum, Instruction and Professional Development

From: Debora Hansen, Education Associate for Visual & Performing Arts

RE: Delaware MET Charter School- new charter school application  
curriculum review

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These documents serve to provide feedback and recommendations from curricular reviews completed for Delaware MET Charter School by content specialists at the Delaware Department of Education. The reviews were conducted in the following areas: English Language Arts, Mathematics, Science, Social Studies, Health Education, Physical Education, World Languages and Visual & Performing Arts.

**English Language Arts- Meets Approval**

- We suggest narrowing focus with fewer learning targets to deepen student understanding.

**Mathematics- Meets Approval**

**Science- Meets Approval**

- A very comprehensive scope and sequence document...
- Does the school intend to join the coalition? We would like clarity in the plan to train teachers and who will coordinate this.

Teaching and Learning Branch

APPENDIX C

- Consider storage needs for hazardous chemicals when designing the school.

**Social Studies- Does Not Meet Approval**

- The document is not fully aligned to the Delaware Recommended Curriculum
- The Enhanced Economics course should include the DE Personal Finance Standards. Since Civics, Geography, and Economics instruction is expected during this course, it is recommended that you review the US History course outline. [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/files/ss/Grade\\_11\\_6-11.doc](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ss/Grade_11_6-11.doc)
- The US History end of course test is given to students at the end of the course for a defined set of benchmarks. This may negatively impact student scores.

**Health Education- Meets Approval**

- Well done!

**Physical Education- Meets Approval**

- Excellent!

**World Languages- Meets Approval**

- The submitted Scope and Sequence is outlined thematically with a reasonable timeline. GLEs are addressed with appropriate unit concepts and essential questions to guide contextualized language learning. The Proficiency-Level expectations are missing, however.

**Visual & Performing Arts- Meets Approval**

**Visual Art-Meets Approval**

- While a comprehensive scope and sequence document was presented there was some confusion about the first unit of instruction. As stated in the 8 week scope and sequence students will complete two art activities: A three day still life drawing and a contour drawing (rapid, fluid line drawing). What will students do for the remainder of the time?

Teaching and Learning Branch

APPENDIX C

**Music-Meets Approval**

- A plethora of learning targets is presented. We suggest narrowing focus with fewer learning targets to deepen student understanding.

**Meets Approval- English Language Arts, Mathematics, Science, Health, Physical Education, World Languages, Visual & Performing Arts**

**Does Not Meet Approval- Social Studies**