

# DELAWARE DEPARTMENT OF EDUCATION

## CHARTER SCHOOL RENEWAL APPLICATION FORM For Reviews To Be Conducted in 2011-12

Academy of Dover Charter School  
Name of Proposed School

Noel Rodriguez, Head of School  
Name of Contact Person

Kimeu W. Boynton, President  
Name of the Head of the Board of Directors

104 Saulsbury Road  
Mailing Address of Contact Person

Dover, DE 19904

Opened September 2, 2004  
Proposed Opening Date

302-674-0684  
Telephone Number of Contact Person

K-4  
Grades for School

302-674-3894  
Fax Number of Contact Person

[nrodriguez@aod.k12.de.us](mailto:nrodriguez@aod.k12.de.us)  
E-mail Address of Contact Person

First Year Renewal Enrollment 256  
Total Number

K-4  
First Year Grade Span

Second Year Renewal Enrollment 300  
Total Number

K-4  
Second Year Grade Span

Third Year Renewal Enrollment 300  
Total Number

K-4  
Third Year Grade Span

Fourth Year Renewal Enrollment 300  
Total Number

K-4  
Fourth Year Grade Span

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

## Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2011-2012) in each of the boxes below.

**First Year Renewal Enrollment (2011-12)**

Grade	Number
K	74
1	62
2	46
3	34
4	31
<b>Total 1<sup>st</sup> Year Renewal Enrollment</b>	256

**Second Year Renewal Enrollment (2012-13)**

Grade	Number
K	88
1	66
2	53
3	53
4	40
<b>Total 2<sup>nd</sup> Year Renewal Enrollment</b>	300

**Third Year Renewal Enrollment (2013-14)**

Grade	Number
K	88
1	66
2	53
3	53
4	40
<b>Total 3<sup>rd</sup> Year Renewal Enrollment</b>	300

**Fourth Year Renewal Enrollment (2014-15)**

Grade	Number
K	88
1	66
2	53
3	53
4	40
<b>Total 4<sup>th</sup> Year Renewal Enrollment</b>	300

## NARRATIVE TABLE OF CONTENTS

Introduction.....	4
1. Applicant Qualifications.....	5
2. Form of Organization.....	9
3. Mission, Goals and Educational Objectives.....	9
4. Goals for Student Performance.....	13
5. Evaluating Student Performance.....	18
6. Education Program.....	20
7. Students with Special Needs.....	28
8. Economic Viability.....	30
9. Administrative and Financial Operations.....	39
10. Insurance.....	48
11. Student Discipline and Attendance.....	49
12. Health and Safety.....	50
13. School and Student Data.....	54
14. Management Companies.....	54
Assurances.....	55

## **Introduction**

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**As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application. For renewals and modifications, please update this information if necessary. Otherwise, indicate that this information remains unchanged from your last application. If this is your first renewal or modification using the on line application, please supply this information in its most recent form from your latest renewal, modification or original application. Please follow the same process for all of the sections of this application.**

The Academy of Dover (AOD) Charter School opened in September 2003, following the approval of its charter in 2000 by the Delaware Department of Education (the Department). Initially chartered as a K-6 school, the 2007 charter renewal reduced the school's grade configuration to serve students in Kindergarten through Grade 4.

Since its inception in 2003, AOD has been on a road of continuous improvement. While the school experienced notable challenges during its first charter period (2003-2006), its charter renewal was conditionally approved in 2007. Since that time, AOD has made significant changes that have positioned it to truly fulfill its mission, provide a stronger academic program to the community it serves, and increase the school's financial viability.

The Academy of Dover Charter School has undergone a number of beneficial changes and transitions since its inception, notably in relation to the Board and School Leader (Principal). The Board was completely reorganized in 2007 and the current school leader, Noël Rodriguez, is new since July 1, 2008. Mr. Rodriguez has worked vigorously to address the conditions placed upon the charter renewal, and has maintained a strong commitment to the school's success.

The Department – as a condition of the 2007 charter renewal – required AOD to terminate their Charter Management Organization (CMO) agreement with Mosaica. Since that time, AOD has not had a CMO, but has contracted with Innovative Schools for 'Back Office Support' in the form of managing the school's budgets, preparing financial reports, and handling accounting functions with First State Financials (FSF); human resources support and accounting with Payroll Human Resource Statewide Technology (PHRST); and, support with information technology.

AOD has also reached out to Innovative Schools to support improvements around curriculum alignment, instructional staffing (Instructional Culture Survey, Part I of Model Staffing Initiative through Innovative Schools), and the preparation of the current 2011 Charter Renewal Application which included a comprehensive Gap Analysis. The Gap Analysis employs a strategy that works with the Board, school leadership and teaching staff to review the original and renewal charter, identify gaps with current performance, and identify strategies for closing these gaps.

Since the last renewal, significant strides have been made with increasing student performance; instituting an integrated Art program, and implementing a locally-recognized Family Passport Program which has enhanced parent involvement and commitment to school success.

## **1. Applicant Qualifications**

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- a. **Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school.** (Renewal/Modifications – provide original documentation and any changes)

Since the original and renewal application, the number of Delaware certified, highly qualified (HQ) teachers has increased from 81%HQ in 2007/08 to 94% in 2011/12. Teachers and other staff at the school have been heavily involved in curriculum development, and have participated in the Gap Analysis conducted by Innovative Schools in preparation for development of the renewal application. As a part of the Gap Analysis, both teachers and board members participated in individual workshops in which Innovative School's staff members lead members of the AOD community in discussions regarding the critical components of the school and charter. These areas included: mission and vision of the school, board governance and structure, and curricular and instructional choices and educational philosophy. Furthermore, key gaps were identified and next steps were identified.

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

Preparation of the 2011 renewal application has provided a valuable opportunity for the school to engage in internal evaluation, reflection, and thoughtful planning for continued growth and success during the next 5-year renewal period. The Board, principal, teachers, and paraprofessionals have been involved in various phases of the renewal application development.

- Teachers worked to align both new and current curriculum to the Common Core Standards.
- The Board began the process of assessing the school's vision and mission, and identifying a mission statement more aligned to the work of the current school.
- The principal brought in key stakeholders (DDOE Charter Office, Innovative Schools) to speak to the board about their role in the charter renewal process, and to help define the steps in the process.
- The principal had teachers meet with DDOE curriculum associates to provide teachers with technical assistance.

AOD then reached out to Innovative Schools to administer the Gap Analysis, coordinate the development of the application content, conduct the curriculum alignment, and prepare the narrative and appendix documents for the 2011 Renewal submission.

In addition, the school has partnered with Newark Charter School which has allowed for collaboration in the areas of math curriculum and special education. Staff has also had the opportunity to visit their school to observe their teaching practices, and get advice and direction on a range of instructional topics.

- c. **List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school.**  
(Renewal/Modifications – provide original documentation and any

As a condition of the 2007 Renewal, the Board of Directors was required to completely reorganize and was only able to keep one member of the original Founding Board, with this member serving as Acting President of the Operating Board. Therefore, members of the original Founding Board members are no longer involved in governance and oversight of the school. The following table identifies the current Operating Board for AOD; the Acting President now serves as ‘President.’

<b>Name</b>	<b>Board Position</b>	<b>Residence</b>	<b>Phone</b>	<b>Occupation/ Professional Position</b>	<b>DE Certified Teacher, Parent, Community Member</b>
Kimeu W. Boynton	President	534 Westwood Dr, Dover, DE 19904	302-264-1625	Attorney, HR Administration	Community Member
Nancy Wagner	Vice President	518 Troom Rd; Dover, DE 19904	302-734-1823	Exec Director for Community Relations – DSU; Retired DE teacher and legislator	DE Certified Teacher, Education Administrator; Legislator; Community Member
Beverly Davis	Secretary	154 Lexington Pl; Dover, DE 19901	302-670-3903	Financial Services Account Manager	AOD Parent
Leida Sanchez	Treasurer	559 Cypress Branch Rd; Magnolia, DE 19962	302-535-8161	Budget Analyst; Delaware State University	Community Member
David Anderson		217 Cecil St; Dover, DE 19904	302-734-0366	Information Technology/ Marketing	Community Member
Leon J. Battle		844 Townsend Blvd.; Dover, DE 19904	302-736-6079	Civil Engineering, Dover Air Force Base (Retired)	Former AOD grandparent
Dr. William H. Lane		170 Lakeside Dr; Lewes, DE 19958	302-644-1216	Assoc. Professor; Wilmington University	DE Certified Teacher
Patricia Miller		389 Evelyndale Dr; Dover, DE 19901	302-735-4937	Teacher	DE Cert Teacher; AOD Teacher
Mary M. Scott		149 Dodge Dr; Smyrna, DE 19977	302-653-7410	Retired Superintendent, Smyrna SD	DE Certified Teacher
Jethro Williams		95 Merion Rd; Dover, DE 19904	302-736-0740	Retired Director of Admissions; DSU	Community Member
Noël Rodriguez	School Principal Board Advisor	328 West Wood Dr Dover, DE 19901	302-387-5679	AOD Principal	DE Certified Teacher

- d. Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school.** (Renewal/Modifications – provide original documentation and any changes)

Additional Board members have been recently recruited; an educator and former legislator, along with a parent of a student with special needs. While there are no plans at this time for further recruitment, candidates would be recruited based upon their areas of expertise, as needed, and their interest in the success of the school.

Maintaining representation on the Board with Delaware certified teachers employed at AOD, along with parents of students attending the school will also remain a priority.

The Board also plans to obtain professional training for board members. It is recognized there are valuable opportunities available for the Board to participate in workshops that will help to strengthen their knowledge of governance, school oversight and accountability. This training is especially important at a time when membership has recently been expanded.

- e. Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas:** (Renewal/Modifications – provide original documentation and any changes)

Again, the Founding Board was completely reorganized in 2007. The current Operating Board brings rich experience and expertise to key areas of AOD's charter school operations.

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

**Nancy H. Wagner:** Mrs. Wagner is a recent and valuable addition to the AOD Board. As a life-long educator, her experience as a Delaware certified teacher and education administrator brings broad-based knowledge and understanding of curriculum and instructional strategies in successful public school systems. In addition, her involvement with the Delaware legislature as former chairperson of the House Education Committee provides a unique and important perspective on student and school performance, and successful school models.

**Dr. William H. Lane:** Dr. Lane's extensive experience as an educator spans from higher education to the Lt. Governor's office. His background experiences in school administration and special education bring rich advisory assets to the Academy of Dover.

**Noël Rodriguez:** As a long-time educator – teacher and administrator – Mr. Rodriguez brings broad experience in curriculum and instruction to his leadership role as principal at the Academy of Dover. His dedication to student success has been a driver to the significant achievement gains at AOD since his arrival in 2008.

**Patricia T. Miller:** Ms. Miller is a Delaware certified teacher and is currently employed as a teacher at AOD. In this capacity, she serves as the Board liaison to teachers and staff at the school, and is able to provide information to the Board relative to curriculum and instruction at the school.

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

**Nancy H. Wagner:** Mrs. Wagner's experience serving on the Joint Finance and Appropriations Committees in the General Assembly will bring valuable perspectives to school finance and fiscal accounting.

**Leida A. Sanchez:** Mrs. Sanchez has a rich and extensive background in business and finance. Her substantial professional responsibilities at Delaware State University, and in Public Safety for the State of Delaware, bring significant expertise to her role as Board Treasurer for AOD.

**Beverly S. Davis:** Ms. Davis brings an extensive background in many aspects of financial accounts management. Her corporate experiences, along with those as a small business owner, are able to provide skilled review and analyses of school financial operations and viability.

3) **Personnel management.**

**Kimeu W. Boynton:** Mr. Boynton brings an extensive background in Human Resources supervision, both as a department administrator and as an attorney. He has been involved in the development and administration of numerous HR policies and practices, along with active engagement in collective bargaining and labor relations operations.

**Jethro Williams:** As a former school administrator, Mr. Williams brings experience with personnel and resource management, staffing and evaluation, and other HR management issues.

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

**Kimeu W. Boynton:** Mr. Boynton's experiences as Director of Strategic Partnerships with a Leadership Design organization in Washington, D.C. will be able to provide great support to the school's development of outreach initiatives.

**Nancy H. Wagner:** Mrs. Wagner has long been involved with diversity issues, student recruitment and instruction as they impact student success in school. Her experiences as Executive Director of Community Relations at Delaware State University, as a teacher, a Job Specialist and School-To-Work Coordinator has provided first-hand knowledge of the many challenges faced by students in a diverse school setting, and most importantly, how to assist students find successful pathways.

**Leida A. Sanchez:** Mrs. Sanchez' Spanish bilingual abilities are a rich addition to the assets among the AOD Board of Directors. In an ever-growing diverse student and community population, bilingual, bilateral and bicultural assets are invaluable to fostering a connected school community.

**Dr. William H. Lane:** Dr. Lane's experiences in school district administration and all aspects of school operations will support diversity, instruction, student recruitment and many areas of outreach to support school success at AOD.

**David Anderson:** Mr. Anderson's experience in client services and marketing will be valuable in a number of ways including student recruitment, community outreach and information technology.



**Noël Rodriguez:** Mr. Rodriguez brings extensive experiences achieving success with students from diverse backgrounds and abilities. Whether in the classroom, with student recruitment, or parent engagement – Mr. Rodriguez continues to demonstrate dedication to school success.

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

**Dr. William H. Lane:** A specialty area of expertise for Dr. Lane in public education has been in the area of special education programs and services. Throughout his career, Dr. Lane has remained committed to advancing the quality of educational opportunities for students with disabilities.

**Beverly S. Davis:** As a parent of a special needs student, Ms. Davis brings unique and important perspectives to advocating for students with disabilities, and ensuring they receive all the educational services to which they are entitled. Her strong support for the school, along with her support for the success of all students, remains a valuable asset to the Academy of Dover.

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

**Kimeu W. Boynton:** Mr. Boynton's extensive experiences in administrative operations will bring a great deal of support to the many facets of school operations.

**Leon J. Battle:** Mr. Battle brings a great deal of experience from his career with Dover Air Force Base as an administrator in surface and air transportation. Transport operations and safety management were central to his role at Dover AFB, and his experiences will be invaluable to many areas of school operations.

**David Anderson:** Mr. Anderson brings valuable experience in the information technology arena. As an IT professional, his expertise will be a valuable asset to current and future technology planning at the school.

**Jethro Williams:** As a former school administrator, Mr. Williams understands the many facets of 'on-the-ground' school operations.

**Noël Rodriguez:** As an experienced school administrator, Mr. Rodriguez continues the effective management of school operations at the Academy of Dover. He has demonstrated skill; at maximizing administrative capacity within his school staff, and has provided for contracted support in critical, but important 'back office support' areas of school operations.

## **2. Form of Organization**

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**Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, and Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year. (Renewal/Modifications – provide original documentation and any changes)**

The Academy of Dover, Inc. was incorporated in February 2000. (Appendix A)

As a condition of the 2007 charter renewal, the By-Laws were revised (Appendix B)

There have been no revisions since the 2007 Renewal.

## **3. Mission, Goals, and Educational Objectives**

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- a. **Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506. (Renewal/Modifications – provide original documentation and any changes)**

### **Purpose**

The purpose of the Academy of Dover Charter School identified in the original 2000 application was to provide parents with an additional school option for their children that would provide all students with a mastery of the essential skills needed for a quality education in the 21<sup>st</sup> century. While the purpose has remained consistent through the years, the path to achieving the school's purpose has taken some turns.

As identified in the Gap Analysis conducted in preparation for the current renewal application, members of the staff and board discovered there is work to be done around more fully articulating the purpose and mission of the school, and then fully integrating these elements into all aspects of the schools operation. The current vision and mission statements are as follows:

### **Vision** (2011-12 Student/Parent Handbook)

*The Academy of Dover Charter School will serve as a community pillar for life-long learning, pride, and self-actualization. Looking to the past to prepare students for the future, the Academy of Dover Charter School will combine the beneficial rigors of a classical education with the latest technology and the best teaching and learning practices worldwide. The Academy of Dover Charter School student will cultivate and promote multi-cultural and global awareness. Students will be prepared and encouraged to be entrepreneurs, well informed, and responsible world citizens with purpose, passion, and proficiency.*

### **Mission, Goals and Core Philosophy**

The school mission, as stated in the 2011-12 Student/Parent Handbook:

*The mission of the Academy of Dover Charter School is to open portals of opportunity for children and adults in the community through excellence in public education.*

The Board, in collaboration with the school's staff, is working to adjust the mission statement to reflect the school's goals, philosophy and overall purpose. A focus will be placed on making necessary changes to the mission statement, as well as analyzing the current vision statement to align it to the new school mission.

As the school's mission, goals and educational objectives are re-tooled; they will continue to align with the legislative intent of the Charter School law with a focus on improved student learning, improved measures of school and student performance, and greater opportunities for public school choice in Delaware.

- b. **Describe methods of internal evaluation will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives?** (Renewal/Modifications – provide original documentation and any changes)

There has been a great deal of transition and transformation with AOD's Board of Directors since its inception in 2000, and its renewal in 2007. As a result, there is urgency and commitment among the board members and school leadership to re-tool the school's educational mission and objectives and ensure all aspects of the school are aligned.

To that end, the board is committed to participating in Board training workshops available through Innovative Schools and through the DE Department of Education that will improve their capacity for governance and oversight, and will help them to more fully understand and embrace the financial, operational and accountability responsibilities they assume as board members.

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances and academic performance. Through the Board Development Program, opportunities will be provided for both formal and informal review of these critical operations. The principal will be expected to report monthly on student performance in areas such as attendance, academic achievement, and family engagement. In addition, monthly financial reports will be presented to the Board. Board minutes of monthly meetings, along with those of workshop sessions, will be posted on the school's website and shared with staff and parents.

The Board will continue to oversee academic performance, school operations, fiscal viability and sustainability. In accordance with the Charter Performance Agreement, academic and other performance benchmarks will be monitored and reviewed quarterly and financial reports reviewed monthly. The Board will develop annual plans and goals relative to academic performance, school operations, and finances; or, more often, as needed.

Annually, the Board will conduct a formal review of goals for student performance, inclusive of all data relative to the goals and achievement targets. In accordance with the Charter Performance Agreement, an Annual Report shall be provided to the Delaware Department of Education (DDOE) in accordance with required procedures and timeframes.

As an additional component, through participation in the Board Development Program, the board will evaluate their own internal operations in terms of their governance and oversight effectiveness and practices through an annual gap analysis.

- c. **Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment.** (Renewal/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School will clearly communicate information about the application process, the selection and preference criteria, and the registration and admissions procedures.

In accordance with the requirements of 14 Del. C., §506, Academy of Dover Charter School will ensure that it has enrolled at least 80% of its authorized enrollment by April 1 of each year by conducting an application process within the timeframes, as established in **Section 9: Administrative and Financial Operations** of this charter application. The following activities will be conducted:

- November and December will be the open application period for enrollment each year. The school will advertise and publicly identify the application period, accept applications, and define the admissions requirements and criteria.
- As a requirement for new students to be eligible for the lottery, parents must sign a Letter of Intent with the school stating their intention to accept the enrollment invitation. The letter will also stipulate the requirements for continuing enrollment at the school, as defined in 14 Del. C., §506(c).
- If necessary, a lottery will be held in January, following the application deadline. An objective community member having no ties to AOD Charter School or a representative from DDOE, along with attending members of the school's Board shall conduct a public lottery drawing.
- Parents of all applicants will be sent letters of acceptance or non-acceptance following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter.
- On or before April 1, in accordance with 14 Del. C., §506(c), a roster of those students enrolled at AOD, including each student's home address and district of residence, will be sent to DDOE, and to the superintendents of the districts in which AOD students reside. A letter signed by AOD's principal, along with the student roster, shall serve as the written certification required by this section.
- On or before May 1, AOD will verify data from the April 1 report, make corrections as necessary, and will follow with a second notification to the school district superintendents.

## **4. Goals for Student Performance**

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- a. **List the specific student performance goals in math and reading by grade for students disaggregated by grade and ethnicity for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals.** (Renewals/Modifications – show and discuss the results during the current period as necessary)

During the term of the most recent charter agreement (2008-2011), AOD committed to demonstrate that its students would increase in academic achievement as measured by the state assessment (DSTP) and other standardized assessments as designated by school; students would exhibit positive behaviors as members of the AOD community; and the school would maintain strong market accountability as articulated in the achievement targets listed in their 2008 performance agreement. The performance goals listed below outline in detail the progress towards these goals during the charter period.

### **2008-2011 Performance Agreement Results:**

#### **Performance Goal 1**

During the term of this agreement, the school will demonstrate that its students are increasing in academic achievement as measured by the state assessment (DSTP), Measures of Academic Progress (MAP), DIBELS and other standardized assessments through the achievement targets listed below.

The school will participate in the state assessment (DSTP) in each subject area at each grade required by the Department of Education. In addition, the school will administer, to all grades, a standardized assessment, MAPS, and DIBELS to measure achievement and tailor interventions for those students not performing to grade level.

#### **Achievement Target 1.1**

On the DSTP the percentage of students meeting or exceeding the standard will increase to meet State requirements. If a student is performing below the standard the school will follow all Delaware required policies in addition to providing AOD interventions to maximize student potential. For those students that do not fall under Delaware Code, an Individual Learning Plan will be established.

#### **Result:**

Under new leadership, appointed during the 2008 school year, Academy of Dover focused intently on increasing their reading and math scores specifically on the DSTP. With a renewed focus on student achievement, Academy of Dover has made significant increases on the DSTP over the course of the charter period.

As demonstrated by the data below, Academy of Dover students have shown significant growth from 2008-2011 in third and fourth grades in both reading and math. On average, proficiency has increased more than 20 percentage points during this time period in these grades. Additionally, proficiency in second grade reading increased during the 2008-09 to 2009-10 by 44 percentage points. Furthermore, in 2009-2010, Academy of Dover made AYP for the first time and was among only 22 schools who reached this goal. Therefore, this target has been *met*.

		READING		MATH		WRITING		SCIENCE		SOCIAL STUDIES	
Grade	Year	AOD	State	AOD	State	AOD	State	AOD	State	AOD	State
2	2007-08	72.22	84.33	31.95	86.54						
2	2008-09	55.56	84.86	53.33	87.50						
2	2009-10	79.25	82.30	33.58	87.74						
3	2007-08	36.86	81.69	31.95	77.42	33.33	67.03				
3	2008-09	66.67	81.42	58.82	78.48	40.63	45.21				
3	2009-10	74.51	76.99	56.86	77.94						
4	2007-08	28.57	81.42	28.83	77.15	58.33	52.11	73.68	92.91	15.79	68.45
4	2008-09	42.42	81.70	37.14	76.93	70.59	66.20	78.38	91.69	32.43	69.73
4	2009-10	73.91	76.20	65.22	78.02	--	--	83.33	92.66	45.83	65.50

With the transition to a new state testing system (DCAS) in 2010, Academy of Dover demonstrated strong baseline scores that have denoted them as a superior rated school. This performance demonstrates a continued focus on student achievement across grade levels and content areas.

Grade	READING		MATH		SS	
	AOD	State	AOD	State	AOD	State
2	57.5	65.5	76.2	79.2		
3	51.5	62.8	37.8	67.1		
4	53.8	60.5	52.5	65.2	50.0	64.4

### **Achievement Target 1.2**

Each year, average performance on the Measures of Academic Progress (MAP) assessments taken at the end of the year will increase by at least 5% as measured in RITs (Rasch Units) in Reading, Language Arts and Mathematics over the average performance of students in the same grades at the beginning of the school year.

**Result:** Academy of Dover has consistently shown at least a 5% increase on the MAP assessment for each child; therefore, this target has been met. *Special Note: Due to technical and logistical issues, and the onset of DCAS testing, the MAP Test was not regularly administered during the 2010-2011 school year.*

### **Performance Goal 2**

During the term of this agreement, the school will demonstrate that its students exhibit Positive behavior related to academic success through the following:

### **Achievement Target 2.1**

Each year average daily attendance will be at least 93% of the average daily enrollment.

**Result:** During the previous charter period, AOD's target was set at 90% of the daily average attendance. In their most current performance agreement (2007-2010) they increased this target to 93% of the average daily enrollment. This target was *met*. Average daily attendance during the entirety of the charter period was 93.17% of the average daily enrollment as reported in the Delaware School Profiles. Below you will also see the average daily attendance by year. In both the 2007-08 and the 2010-11 school year, Academy of Dover met the target of 93%. This target was marginally missed during the 2008-09 and 2009-10 school years.

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Average Daily Attendance by Year</b>	93.79%	92.82%	92.26%	93.81%

### **Achievement Target 2.2**

Each year of school operation, the school will have fewer reportable incidents than the average for all schools with similar grade configuration throughout the state.

**Result:** As reported in the Delaware School Profiles, the Academy of Dover had 62 of its students suspended for reportable incidents during the 2010-11 school year or 15% of its students. This was below the state average by 1%, therefore this target was *met*. With the ongoing implementation of Positive Behavior Support, the Academy of Dover continues to reduce its suspensions for reportable incidents each year.

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Average Referrals by Year in Comparison to State Averages</b>	.63%	.93%	.42%	.68%

### **Achievement Target 2.3**

Each year, except for students presented with extenuating circumstances (i.e. moving out of Kent County or becoming homeless) at least 80% of the students on September 30 enrollment roster will complete the school year at the school.

**Result:** This target was *met*. On average, each of the years of the charter agreement, 85% of students who are on the September 30<sup>th</sup> enrollment roster complete the school year at Academy of Dover. Prior to the change in leadership approximately 75% of students were lost in kindergarten and first grade each year.

### **Achievement Target 2.4**

100% of students will receive and participate in Bullying prevention, good citizen lessons and 100% of 4<sup>th</sup> grade students will participate in Pre-DARE Program. 70% of students' end of year behavior records will be reviewed and compared to previous year. For Kindergarten students where no previous record exists, teacher interviews will be conducted comparing students behaviors.

**Result:** This target has been *met*. 100% of students have received and continue to participate in Bullying prevention and good citizen lessons at Academy of Dover. Additionally, 100% of 4<sup>th</sup> grade students participated in the Pre-DARE Program during the charter period.

Due to the small size of the school, Academy of Dover teachers and administration review 100% of students' end of year behavior records and compare them to the previous year, as well as implementing teacher interviews for Kindergarten students who were not present the previous year.

### **Performance Goal 3**

During the term of this agreement, the school will demonstrate that it has strong market accountability through the following:

#### **Achievement Target 3.1**

Each year, the school will have at least enough students seek admission to the school to increase enrollment by at least 10% from the previous year.

**Result:** Under the school's current leadership, enrollment has increased each year since 2008 by 10% or more, therefore this target has been *met*.

#### **Achievement Target 3.2**

Each year at least 80% of the non-graduating student body will return to the school the following September.

**Result:** This target was *met*. Each year during the charter period, an average of 85% of the non-graduating student body has returned to the school the following September.

#### **Achievement Target 3.3**

Of all students entering the school at any grade 50% will continue at the school through the end of the educational program and graduate.

**Result:** Under the current leadership, more than 50% of all students entering the school at any grade continue through the end of the educational program and graduate, therefore this target was *met* during the charter period.

- b. List the specific measurable performance targets on each student performance goal for each year of the Delaware Performance Testing Program (DSTP) for the initial four years of the charter on the Delaware Student Testing Program.** (Renewals/Modifications – Update this section to make it current)

With AOD's focus on academic excellence and the ongoing growth and development of its students it continues to set high standards for student achievement. Utilizing baseline data from the first year of Delaware Comprehensive Assessment System (DCAS) Academy of Dover will seek to meet the standards set forth by the Department of Education in the growth model currently being used.

- c. List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used.** (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results)

The Academy of Dover will continue to use three core assessment tools: the Delaware Comprehensive Assessment System (DCAS), Measures of Academic Progress (MAP) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). These assessment instruments will continue to be used because they provide the data both the school leader and teachers will need to determine if students are meeting or exceeding state's content standards and, most importantly, because they provide data that can be used to inform where students need additional instruction in order to achieve proficiency. Each of these assessments has been aligned to the common core standards. The DCAS will be administered as directed by the state Department of Education. MAP will be administered three times per year. The administrations will be held in the beginning, middle and end of each school year in all grades we have students.



DIBELS will continue to be used as a tool to place students along the RTI continuum. This assessment data utilizes both a beginning of year and end of year assessment to compare student growth and integrate areas of student need into each child's individualized learning plan. Therefore, the success of each student is dependent upon their baseline score and the goals outlined in their individual plan. This has proven to be a critical tool in supporting and placing students along the continuum.

The results of each of these assessments during the previous charter period can be found above in section 'a.'

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

See response above in part 'a'.

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

The Academy of Dover believes that the social and academic needs of a child are interlinked. Therefore, the school's goals set forth in the performance agreement not only focus on academic performance, but include social development goals as well. These goals are designed to ensure that all students are able to meet or exceed the State's baseline standards of achievement, while also serving as a guide for teachers in supporting the growth and development of their students. Emphasis is placed on independent thinking, while also strengthening student knowledge and understanding of mathematics and literacy.

With the transition to the Delaware Comprehensive Assessment System (DCAS), The Academy of Dover understands that the school will need to base their performance targets on this assessment system, therefore the following set of performance targets are based on the growth model set by the Department of Education and Academy of Dover's first year's DCAS scores.

#### **Proposed Performance Agreement:**

##### **Performance Goal 1:**

**The Academy of Dover Charter School will demonstrate that its students are increasing in academic achievement, as measured by the state assessment (Delaware Comprehensive Assessment System-DCAS) and other assessment tools as follows:**

**Achievement Target 1.1:** Students assessed at each grade level on the DCAS will attain an average performance that meets or exceeds state standards for that respective grade and/or demonstrates growth as determined by the Department of Education's use of a growth model. If this model changes, Academy of Dover will continue to meet or exceed the standards set by the Department of Education.

**Achievement Target 1.2:** Students administered the DIBELS literacy assessments at the end of the year will demonstrate academic growth (based on their individual learning plans and baseline scores) when compared to the beginning of the year assessment.

**Achievement Target 1.3:** Each year, average performance on the Measures of Academic Progress (MAP) assessments taken at the end of the year will increase by at least 5% as measured in RITs (Rasch Units) in Reading, Language Arts and Mathematics over the average performance of students in the same grades at the beginning of the school year. *Special Note: The continued use of the MAP assessment may be revisited based upon future data received and performance growth realized by AOD students.*

**Performance Goal 2:**

**The Academy of Dover Charter School students will exhibit positive behaviors related to academic success through:**

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

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

**Performance Goal 3:**

**The Academy of Dover Charter School will demonstrate that it has strong market accountability by:**

**Achievement Target 3.1:** Enrolling the projected number of students allowed by the charter no later than September 30th.

**Achievement Target 3.2:** Re-enrolling each consecutive year at least 80% of the non-graduating student body from the previous year who have not moved out of the Kent County area.

## **5. Evaluating Student Performance**

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- a. **Describe the process of how student evaluation information will be used to improve student performance.** (Renewal/Modifications – provide original documentation and any changes)

The Academy of Dover constantly strives for academic excellence. In order for AOD to reach this goal great importance is placed on the role of evaluation in guiding instruction within the classroom. Over the period of the charter agreement (2007-2011) Response to Intervention (RtI) has been utilized as one way that AOD has drastically raised the scores and educational performance levels of its students. This program, in partnership with the assessments described below, provides AOD teachers, students, administration and families the necessary information to support student achievement.

During the upcoming charter period, the Academy of Dover Charter School will continue to use multiple measures to evaluate student performance including teacher assessments, the Delaware Comprehensive Assessment System (DCAS), Measures of Academic Progress assessment (MAP), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Academy of Dover will continue to adhere to all assessment requirements mandated by the Delaware Education Regulations. These assessments will be used to monitor the progress of students in meeting the standards for reading, math, and science.

As described above, multiple measures of student performance data will be collected in order to understand and track student performance. These data will be analyzed and summarized by teachers and administrators, and will be shared with parents.

Additionally, teachers are required to contact parents of those students who have any grades that are below 75%. This ongoing communication between teachers and parents must be reflected in teachers' phone logs that are reviewed each week by school administration.

- b. Describe the corrective action that will be taken when students do not meet performance expectations.** (Renewals/Modifications Only - Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current charter period of instructional change which has led to improved student performance.)

Academy of Dover believes in the practice of constant reflection and collaborative engagement around student learning. Additionally, AOD believes that it is imperative to create structures that support a child's growth and development in the academic curriculum. Therefore, AOD focuses deeply on the individualized learning of its students. The support structures that have been put in place help reinforce these practices for both students who are on track to meet the performance goals, as well as those who need additional support.

In the event that a student demonstrates an identified need in meeting performance goals, AOD will provide a comprehensive system of supports. With the collaboration of teachers and administrators, a student learning plan will be created for the student. What follows is a more detailed process in which these supports will occur.

The Reading Specialist will support teachers in identifying strategies to best meet the needs of the child, utilizing the Response to Intervention (RtI) framework. The Reading Specialist will also help in this process, most specifically with students identified as Tier III. These individuals, along with the teachers and families will provide the student with a clearly articulated intervention plan that will identify the academic and/or behavioral areas of weakness to be addressed and also a targeted list of necessary resources that will be utilized during the school year. This intervention plan will be monitored regularly, and reviewed weekly with teachers to gauge progress; and reviewed monthly with families to discuss the progress their child has made in meeting the goals of the intervention plan.

- c. If the proposed school will be using an enrollment preference for students at risk of academic failure, then describe the expected performance of student enrolled at the school on the Delaware Student Testing Program in each grade during the initial three year charter period.** (Renewal/Modifications – provide original documentation and any changes)

While AOD serves a predominantly at-risk population, they do not use an enrollment preference for at risk students. AOD will continue to not use an enrollment preference during the upcoming charter period.

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

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

## 6. Educational Program

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(For new applications Phase I requirements should be addressed in the initial application which is due on or before December 31 and Phase II requirements will be submitted within 120 days of conditional approval by the Delaware State Board or by September 30 one year before the opening of the school)

- a. **Provide the scope and sequence document for required content areas for proposed grades to be served of the school charter.** (See sample document <http://www.doe.k12.de.us/infosuites/schools/charterschools/Resources.shtml>) For new applicants, this is a Phase I requirement. Renewal and modification applicants only, please include the following:

Units required in (i) below with duration of instruction.

Alignment of instruction to state content standards for required content areas for grades served by the charter school.

Alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school.

The Academy of Dover Charter School has gone through significant transformation and change since the last renewal, most notably a change in leadership and board make-up, as well as the dissolution of the management of the school by Mosaica, Inc. Precipitated by these changes, Academy of Dover has taken the opportunity to evaluate their educational program and address key gaps, enhancing areas of their curriculum, daily schedule, strategies for parent engagement and focus on individual student needs. While this renewal recognizes the school's previous work, the focus rests on the significant changes that have been made in order to meet the needs of the students, families and teachers within the AOD community.

The Academy of Dover Charter School has included updated curriculum documents based on the Department of Education's expectations for the current grade levels and required content areas. These documents reflect the changes since 2006 including, the use of the new scope and sequence template, alignment to the Common Core Standards in both Reading/English Language Arts and Math and demonstration of the school's transition to new English Language Arts and Math curriculums.

Appendix C	Science Coalition Memorandum of Understanding
Appendix D	Social Studies Pilot Letter of Intent
Appendix E	English Language Arts K-4 Curriculum Maps and Units of Instruction
Appendix F	Mathematics K-4 Curriculum Maps and Units of Instruction
Appendix G	Physical Education/Health K-4 Curriculum Maps and Units of Instruction
Appendix H	Visual Arts K-4 Curriculum Maps and Units of Instruction
Appendix I	Performing Arts (Music) K-4 Curriculum Maps and Units of Instruction

- b. **Provide a statement defining likely curriculum basis in each of the following areas** (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections).

Based on ongoing reflection regarding teacher development needs and the tracking of student performance data, the Academy of Dover has made changes to two key areas of their instructional program. These areas include Mathematics and English Language Arts. Previously using the Open Court English Language Arts text, AOD chose to transition to Harcourt Publishers, StoryTown. StoryTown provides AOD students with research-based phonics instruction and skill and strategy based frameworks for each lesson. With this transition AOD has seen significant growth in their reading scores on the DSTP (*see section 4*) and have a strong foundation to build from as resulted by their first year of the DCAS test scores.

The second curricular change stems from a significant focus on improving math performance, as well as a recognition of a need for greater teacher expertise in the area of mathematics. Previously using Singapore math as a participant in the state’s pilot program, AOD has chosen to make the transition to Real Math. This curriculum was used by the school in the early years of the school’s existence and it is believed that based on the needs of their student and teacher communities, this will be an important curricular transition as they re-focus on math achievement as an area of growth for the upcoming school year and throughout the charter period. Through a gap analysis process, with the support of Innovative Schools, it has been recommended that the scope and sequence that has been created and based off of the Real Math curriculum, also be supplemented with adequate training and resources for teachers. Furthermore, it was recommended that AOD secure a curriculum consultant to help guide the supplementing of Real Math with other materials. AOD has recently consulted with Innovative Schools to provide this support in the upcoming year. Through this transition, AOD will focus continual improvement in the area of instructional practice and include math as a curricular focus in their professional development plan.

The Academy of Dover Charter School will use the following curriculum materials for the charter period:

Mathematics	K-4	Real Math, <i>SRA</i>
English Language Arts	K-4	StoryTown, <i>Harcourt Publishers</i>
Science	K-4	Science Coalition, Science Kits
Social Studies	K-4	Social Studies Pilot, State Approved Units
World Languages	K-4	<i>N/A for elementary school</i>
Visual & Performing Arts	K-4	Teacher created curriculum for both Visual and Performing Arts
Health Education	K-4	Health Teacher.com and Risk Watch
Physical Education	K-4	Teacher created curriculum with some units from DDOE Website

- c. **Provide a signed memorandum of understanding with the Science coalition the Mathematics coalition and a letter of intent with the Social Studies pilot if chosen. For new applicants this is a Phase I requirement.** Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.

The Academy of Dover Charter School (AOD) will continue to participate in the science coalition. A memorandum of understanding identifying this continuation and effective through the term of the charter agreement is included in Appendix C.

The Academy of Dover Charter School has also included a statement of intent (below) to participate in the Social Studies pilot, as well as a signed Memorandum of Understanding, which is included in Appendix D.

*Academy of Dover will implement the Delaware Recommended Curriculum scope and sequence and the approved instructional units and embedded assessments, currently available online at [www.doe.k12.de.us/ss](http://www.doe.k12.de.us/ss). The Academy of Dover, upon renewal of charter, is a member of the Delaware Social Studies Coalition. The instructed curriculum used in the Academy of Dover is the curriculum approved for Delaware Recommended Curriculum. This curriculum is aligned to the Delaware Social Studies Content Standards, includes summative assessments that target the content enduring understandings and guide instruction, and lessons aligned with the goals and assessment. The summative assessments that have been developed by the Social Studies Coalition are used by all teachers in the above mentioned grade cluster(s) as a means of assessing student progress towards the standards.*

AOD will not participate in the Mathematics coalition and therefore has included the appropriate scope and sequence documents, units and required alignment for the chosen Real Math curriculum to be used in grades K-4 (Appendix F).

- d. **Provide a statement of plans for additional academic support for at risk students.** For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

The Academy of Dover Charter School seeks to provide all of its students an excellent education. Recognizing the current population that AOD serves (87% minority, 83% low-income), it has placed great focus on the integration of Response to Intervention (RtI) as a key component of the educational program and as an additional academic support for at risk students. This was added to the educational program prior to the transition of leaders, but has been made a key focus of the instructional program since 2007 and continues to be the primary plan to support students who have been identified at risk. Additionally, at the beginning of each year teachers focus on the previous springs test data to identify students who are either not proficient or for whom proficiency was barely met, on the previous year's state test, in order to provide them with individualized learning plans.

#### **Response to Intervention:**

Using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment three times per year, students are placed in appropriate ability level groups based on their assessment score. Students are then categorized in three tiers: *Benchmark*, *Strategic* and *Intensive*. During the designated RtI time for each grade level, explicit instruction tailored to the individual needs of the child takes place in thirty minute blocks of time. These thirty minute blocks of time range from three to five sessions and 90-150 minutes, based on the severity of the discrepancy between the student's scores and their ability to meet the category of *benchmark*. For example, students identified as *strategic* require 90 minutes of small group instruction per week, while students identified as *intensive* require 150 minutes. With the integration of RtI into the daily instructional schedule (see Appendix J) AOD has documented significant improvement as shown by students reading scores on the state assessment, and will continue utilizing this as a way to support students in the classroom.

#### **Individual Student Plans:**

At the beginning of each school year, AOD teachers spend a significant amount of time looking at the data of their students' from the previous year's state test (previously DSTP, currently DCAS) results. By identifying students who were not rated proficient and those who marginally reach proficiency, teachers create individualized student learning plans in order to increase student's performance. Teachers also provide students with additional in-class support through Response to Intervention (RtI), as well as closely monitoring these student's ongoing growth and development, helping to support increased achievement for these students. In December if students have not made significant gains in their performance they will receive increased time in the area(s) of their struggle, often received two times the amount of math and reading instruction than their on-level peers. While students continue to participate in regular classroom instruction and they also receive an additional class period in a small group setting. All of the additional support is provided in a small group environment, giving students an opportunity to receive individualized instruction. During this period teachers meet regularly with students and their parents to discuss areas of challenge for the students, as well as the growth that is being made.

- e. **Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

Due to the grade configuration (previously K-6, modified in 2007), this was not applicable to AOD's educational program during the 2007-2011 charter period and will not be applicable for the current renewal period as AOD's educational program continues to serve students in grades K-4.

- f. **Provide the teacher to student ratio for the school.** For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

In line with research, Academy of Dover Charter School believes that classrooms which serve an at-risk population, with diverse learning styles and which are fully inclusive necessitate small learning environments. In these small learning environments teachers are able to meet with students individually or in small groups to present material and know specifically where each child is in the learning process. Therefore, classrooms in the AOD (K-4) community have an average of 19 students per classroom. All students have the opportunity to be a part of a learning environment with two teachers for at least part of the instructional day, providing them with approximately a one-to-ten teacher to student ratio during this time. This provides for increased time for individualization, and the ability for the teacher to know where the student is performing and what supports they may need. These ratios have stayed consistent throughout the history of the school as a core tenant of AOD's instructional program.

- g. **Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school.** For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

The Academy of Dover Charter School currently provides a comprehensive program for students in kindergarten through fourth grade. While the school previously served students in grades K-6, AOD reconfigured their school during the 2007 charter renewal to only serve lower elementary students. This decision was informed by the school's experience with enrollment and the local district's own elementary and middle school grade configurations.

The seven and a half hour instructional day allows the school to offer ninety minutes of Language Arts, and one hour each for Mathematics, Science and Social Studies. The school's focus on academics, as well as the presence of a strong specials program helps to expand student learning from the core content areas into a broader base of social, physical and artistic development as well.

### **Curricular Integration**

Under the school's current leadership there has been a significant expansion of the specials program, including an integrated art program which has provided students with the cross-disciplinary connections between the core content areas and art. With the addition of this comprehensive art program a clear culture has been cultivated among the specialists teachers (art, Spanish, physical education and music) of which collaboration and integration is a core element of instructional planning, both with classroom teachers and other specialist teachers. This collaboration and integrated approach provides students with an enhanced educational program and a deeper understanding of core content.

### **Arts Program**

Under the current leadership, Academy of Dover has implemented a comprehensive, integrated K-4 art program. This program, which integrates all areas of the core content areas into its instructional plan, provides students with cross-curricular connections and new ways of thinking about skill-based concepts. Previously, art was not a part of the instructional day at Academy of Dover, but since 2007, has been a

core part of a student's educational experience at AOD. Each year this program continues to expand and last year students had the opportunity to begin learning about pottery with the addition of a Kiln.

### **Family and Community Engagement**

Parent interest, involvement, and support guide the work that is done at AOD and forms the very foundation of the school's efforts. With this in mind, the Academy of Dover Charter School has placed great importance in this area, identifying it as one of their Race to the Top initiatives and making several changes over the past four years to welcome parents into the school community. Based on historical information, this is a key area of focus by leadership for the continued growth and success of the school, as a means of rebuilding relationships with the larger community and more importantly for the sustainability of the school. The implementation of the Parent Passport Program and AOD nights has brought an increased number of parents and families into the school providing teachers and administration the opportunity to build stronger relationships with families. Additionally, the required communication by teachers with parents throughout the week has been seen as a positive way to gain support from parents by classroom teachers.

**Parent Passport Program:** Parents receive passports for each child enrolled and receive stamps noting their attendance at after school events. Families are asked to return the Passports in May. If they have attended at least 80 percent of the evening activities, their children's names are put in a lottery for large prizes such as bicycles, and gaming systems.

**AOD Nights:** Academy of Dover (AOD) Nights provide students the opportunity to participate in a presentation of learning. Parents share in the experiences that students have had and are able to see the work that has been going on in classrooms over the course of the marking period. These events happen three times per year. During the AOD Nights parents are also informed about Title I programs and expenditures, academic and logistical issues, and serves as a time to solicit feedback from the parents. During this time, parents have the opportunity to see student work samples and have discussions with teachers concerning their students' classroom experience. During AOD nights, all staff is available in the event parents have questions regarding issues inside and outside the classroom.

**Parent Liaison:** The parent liaison (Mrs. Wilson) organizes parents, disseminates information and brings forward parent suggestions. Using the liaison, parent involvement in the school is focused specifically in the areas each individual parent wishes to participate. This group will also serve as a support group for families that may be experiencing difficulties.

### **Technology**

Academy of Dover recognizes the importance of technology as a part of the learning environment for its students. Therefore, students have access to nine computers in their classroom for projects, exposing them to new ways to research, gather, analyze and share information in the classroom, school and local community. Furthermore, the bank of nine computers in each classroom allows for the use of computer software to be used as an enhancement of the core curricular areas. Academy of Dover currently has supplemental subject area software for math and reading and hopes to add software for each of the other subject areas as part of their technology plan. In providing students with a technology education students learn to think innovatively to solve problems with new ways of thinking.

- h. **For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks.** This is a Phase I requirement. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the charter renewal as it varies from your last renewal or original application.



## **Professional Development**

Academy of Dover is built upon the ideals of a collaborative learning community. Professional Development at AOD is designed to support the curricular goals for the school community, both vertically and horizontally. This provides the community with a common language around the work that is done with children.

With these ideals, AOD utilizes various avenues to support the development of both teachers and staff. Professional Development at AOD focuses on three areas: 1) ongoing teacher collaboration, 2) school wide goals and 3) individual teacher development.

In order to regularly engage staff in this learning process, AOD teachers frequently have the opportunity to meet in grade level teams to plan and discuss student data. Additionally, AOD gives its teachers the opportunity to attend conferences and share with other members of the AOD community what they are doing in their classrooms. Lastly, AOD brings people on site to achieve school wide goals, providing teachers with trainings and ongoing development in areas of need. Over the past four years, teachers have had the opportunity to attend the following conferences/seminars and receive support from the following individuals/groups:

- National Singapore Math Conference
- National Conference in Diversity
- National Reading Conference
- National Conference on Core Standards
- National Kindergarten Conference
- National Art Education Conference
- MAP Training
- RTI Direct Training
- Singapore Math Ongoing Training
- Classroom Management Training
- Growth Coach Training, Consultant
- Special Education Training
- Special Education Training: Focus on Autism
- Kickboxing Training (to foster self-confidence) and promote good health
- Interactive White Board Training
- CPR Training
- Positive Behavior Support Training
- Excel Training
- Leadership Training

Academy of Dover continues to seek to provide its teachers with the necessary resources in order to continue to improve student performance. Ongoing professional development will continue to be conducted regularly during the academic year. This will occur as part of school-wide in service meetings, professional development workshops offered through the Department of Education and as individual/group attendance at regional and national conferences, as well as weekly meetings between teachers. The descriptions below outline Academy of Dover's key areas of focus for the upcoming charter period. Each of the areas chosen is based on identified needs in the school, as well as areas recommended by the 2011 Gap Analysis performed by Innovative Schools:

### **Mathematics:**

With the curricular transition in Mathematics, Academy of Dover recognizes the need for additional support in this content area. As an area of focus for improved student achievement, AOD plans to bring in consultants to provide ongoing support and training for teachers both in the format of workshops, as well

as in classroom coaching. The focus of this work would be guided by topics such as: math content knowledge, instructional planning, and level of rigor in both instruction and classroom assessments. This may occur as often as one time per month. Additionally, AOD will utilize technical assistance from the Department of Education's Math Education Associates to expand upon the work that was done in preparation for this renewal.

### **Data Analysis:**

With the addition of a state data coach, AOD has gained capacity and expertise in the area of data analysis and the purposeful use of data. Through a focus on data analysis not only in PLC's with their data coach, but also as a core component of the teacher's ability to drive instruction, Academy of Dover will provide teachers time to look at data both as a whole school and in grade levels. Additionally, AOD leadership will discuss how to integrate data collection into teacher's daily interaction with students, how to analyze various forms of test data and identify resources needed by teachers in order to make this a part of their instructional practice. School-based workshops may cover topics such as:

- Data Driven Dialogue
- Turning Data into Information
- Using Data to Inform Instructional Decisions

Academy of Dover would also like to discuss opportunities to become a member of the Vision Network to support the work in both data management and increased professional development.

### **Curricular Integration:**

While there has been great success with the expansion of the specials program, specifically with the focus on arts integration, AOD will focus on developing a structure to support the continuation of this unique element of AOD's educational model and with the goal of developing a fully articulated curriculum across the specials programs and integrated with the core content areas. In order to begin this process, AOD specialist teachers will have the opportunity to collaborate with one another, as well as with general education classroom teachers to create an aligned curriculum that serves as an extension to the instruction occurring within the general education classroom.

As key components of Academy of Dover's program, professional development will also continue in the areas of Positive Behavior Support, Response to Intervention, and the use of instructional technology. Additionally, at the end of each year the leadership team will administer a survey, as well as look at school-level data to determine additional professional development needs.

- i. **Provide three approved (Submitted units are scored "3" or "4" on the Charter School Unit Review Rubric. [Click here to view the Charter School Unit Review Rubric](#)) units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application. Include plans for the modification of approved Delaware Model Units (from the DOE website) to meet the specific needs of the student population of students you serve. [Click here to view the Model Unit Modification document.](#)**

The Academy of Dover Charter School has provided the necessary units for submission, based on both the new alignment to the Common Core standards, as well as the transition to a new Math program (Real Math) and a new reading program (StoryTown).

- j. Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies.** For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

The Academy of Dover currently uses the Story Town curriculum for its reading program. This is a change from the previous renewal in which the school was using Open Court Reading from SRA/McGraw-Hill. Additionally, Academy of Dover has also chosen to adopt Real Math, replacing their previous participation in the pilot Singapore math program. More detailed information about these curricular changes and their reasoning can be found in section 'b' above.

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

See Units of Instruction in Appendices E and F.

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

See Units of Instruction in Appendices E and F.

- m. Provide a detailed description of how the alignment will enhance student learning.** For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

With the transition to the Common Core Standards, AOD teachers have had the opportunity to work intimately with the curriculum, making sure that their units of instruction were aligned to the new standards. This process has not only supported their growth and knowledge of the increased rigor accompanied with the Common Core Standards, but it has integrated this rigor into the teacher's daily instruction with the goal of enhancing student acquisition of skills and content.

- n. Provide a copy of the school calendar and master instructional schedule.** For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

The master instructional schedule provided (Appendix J) highlights the changes that have been made to the AOD schedule since its last renewal. One of the main things that have been integrated is the time for Response to Intervention (RtI), which has served as a key instructional approach to improving student performance.

The school calendar provided (Appendix J) does not show any significant changes from the previous year's calendars. Academy of Dover will continue to provide students with an extended instructional year.

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

Due to the grade configuration (K-6/K-4), this was not applicable to AOD's educational program during the charter period (2006-2011) and will not be applicable for the current renewal application either.

## **7. Students with Special Needs**

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

- a. Describe how the school will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.**

The Academy of Dover Charter School will be in full compliance with current statutes relating to the education of students with disabilities and special needs. Students with disabilities will also have their Individual Education Plan, developed in compliance with the Individuals with Disabilities Act (IDEA), which will identify the annual goals, specifically-designed instruction, and accommodations to be provided. AOD continues to reach out to the DE Department of Education as a resource in these areas.

The school's plan for compliance will include, but not be limited to: parent, teacher and administrator involvement, evaluation, re-evaluation, Individual Education Plan (IEP) development, accommodations, positive behavior planning, procedural safeguards, and certified special education teacher involvement in serving students with disabilities. The plan will also provide for free and appropriate public education (FAPE) to students with disabilities.

The RTI Team (Response To Intervention) is central to reviewing and assessing concerns teachers and/or parents may have when students are having difficulty with academic achievement. This team reviews data collected by the student's teacher(s), observes the student in the learning environment, and may implement a series of interventions to be carried out by the classroom teacher, Reading Specialist, and Special Education Specialist. Following documented attempts with interventions, the RTI Team may recommend a special education evaluation.

A continuum of special education services will be provided for each identified student at Academy of Dover Charter School in accordance with federal and state law. Students with disabilities will be integrated and educated with students who are not disabled. Services provided which might be separate from the general education environment would occur only when the nature or severity of the child's disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

More than half of the teachers (65%) at AOD are dually-certified in special education which helps to expand the school's capacity to provide appropriate services to students with disabilities.

Students with disabilities will be educated in the least restrictive environment and in a manner which fully complies with their IEP's, promotes inclusion and engagement in school activities, and fosters involvement with the entire school community. Parents of students with disabilities will be provided with procedural guidelines and safeguards. See Appendix K for the procedures and forms to be used in the identification, evaluation, and placement of students with disabilities.

The principal of the school will maintain responsibility for assuring compliance with this section.

- b. Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.**

There have been no documented administrative complaints relative to serving students with disabilities.

**c. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.**

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

The principal of the school will maintain responsibility for assuring compliance with this section.

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

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

The principal of the school will maintain responsibility for assuring compliance with this section.

**e. Complying with Title IX of the Education amendments of 1972.**

See item 'c' above.

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

The Academy of Dover Charter School will continue to employ teachers certified in providing services for students with disabilities.

## 8. ECONOMIC VIABILITY

- a. List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title.  
(Renewals/Modifications – Update this section to make it current)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Principal/Administrative	Year 1	Year 2	Year 3	Year 4	Year 5
	FTE	FTE	FTE	FTE	FTE
Teachers	18	20	20	20	20
Nurse	1	1	1	1	1
Clerical	2	2	2	2	2
Custodial	1	1	1	1	1
	22	24	24	24	24

### STAFF POSITION DESCRIPTIONS:

**SCHOOL DIRECTOR** (Principal)  
JOB CODE: P89138

#### Primary Role and Responsibilities

The school principal will be responsible for the administration and management of the Academy of Dover Charter School. This individual will oversee the instructional program, manage school operations, and select and evaluate personnel. He or she must demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, success of the instructional programs, and all aspects of school operations. This position reports directly to the Board of Directors.

#### Qualifications

- Demonstrated successful leadership in a public or non-public school
- Demonstrated leadership in working with professional staff, students, and the community
- Commitment to accountability for all aspects of school's charter and school operations
- Exceptional organizational, communication, public relations, and interpersonal skills
- Demonstrated successful teaching experience
- Demonstrated ability to lead and facilitate teamwork
- Demonstrated success in encouraging and engaging parental involvement
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).

#### Essential Duties and Responsibilities

##### *Instruction*

- Maintain compliance with all aspects of the Charter Performance Agreement
- Ensure implementation of the charter's curriculum, and instructional program and strategies
- Review and analyze instructional performance data

- Design and implement early intervention strategies for improved performance, as needed
- Oversee implementation of professional development plan
- Observe, support and evaluate staff regularly
- Develop parent engagement strategies to support student performance

#### *Operations*

- Establish a strong school culture based on the vision, mission and philosophy of the school
- Market and manage student recruitment, the application process and student enrollment
- Regularly monitor and manage all aspects of school operations
- Ensure compliance with all state and federal regulations
- Prepare and submit formal reports to the school's charter authority
- Ensure proper budgeting, accounting, auditing, and financial planning
- Establish and support a Financial Oversight Committee
- Create and maintain a safe, secure and orderly environment
- Work in conjunction with the school's Board to support the management of the school's non-profit organization
- Create and oversee a plan to actualize the school's goals and mission
- Work with the school's Board to support fundraising activities

#### *Personnel*

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

#### **Requirements**

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

#### **TEACHER**

JOB CODE: P10200

#### **Primary Role and Responsibilities:**

Teachers are responsible for implementing the curriculum and instructional program, providing for an enriched multicultural experience, coordinating with other staff, keeping accurate and concise records, adjusting teaching strategies to meet the needs of all students, and using professional

judgment to provide the best possible instruction and remediation so as to optimize student success in meeting high standards. This position reports directly to the school principal.

**Qualifications:**

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

**Essential Duties and Responsibilities:**

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

- Provide direct and indirect instruction
- Conduct long and short-term planning to address the individual needs of students
- Participate in professional development
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Coordinate lesson plans with other teachers to reinforce student knowledge
- Prepare students adequately for all required assessments
- Evaluate students’ progress and prepare student achievement reports for parents as required
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Work collaboratively with other staff
- Offer to the school community any skills or resources that would enrich the extracurricular opportunities of the students
- Maintain professional competence through participation in professional development activities
- Attend meetings and other activities, as determined by the principal

**Physical and Mental Requirements:**

- Ability to lift up to 50 pounds
- Ability to hear within normal range with, or without, amplification
- Ability to communicate effectively with students, parents, internship mentors, and general public
- Ability to participate in activities that may include standing, sitting, walking; and perform work requiring visual acuity



- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, and communicate clearly, verbally and in writing
- Must possess a valid driver's license or show access to a reliable means of transportation in off business hours

## **NURSE**

JOB CODE: P95723

### **Primary Role and Responsibilities:**

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

### **Qualifications:**

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

### **Responsibilities:**

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

- mind the limitations as well as abilities
- Present health education, both informally and formally, as requested
- Advise school principal on compliance issues for health and safety
- Serve as a liaison among school personnel, families and health care providers
- Comply with Department of Education regulations relative to health and safety in charter schools
- Ability to exercise tact, discretion and confidentiality

**Physical and Mental Requirements:**

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

**OFFICE ADMINISTRATOR (Clerical)**

JOB CODE: P73051

**Primary Role and Responsibilities:**

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

**Qualifications:**

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

**Essential Duties and Responsibilities:**

- Assist principal and faculty with scheduling and appointments
- Assist principal and faculty with correspondence
- Be responsive to clerical requests from the board

- All reception duties including phone calls, greeting visitors, etc.
- Receive and distribute mail, email and faxes
- Ensure office equipment is well-maintained
- Organize, order and inventory office supplies
- Process and organize enrollment information
- File student records as requested by principal and faculty
- Coordinate service providers for maintenance, cleaning, etc.
- Provide support to school events as requested
- Maintain a friendly, positive attitude with staff, students and families
- Order instructional supplies and materials and distributes orders upon receipt
- Perform other related duties as assigned

**Physical/Mental Requirements:**

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

**SCHOOL CUSTODIAN** (Custodial)  
JOB CODE: P73564

**Primary Role and Responsibilities:**

Develops and implements custodial services which will provide a clean, comfortable, healthy, safe and attractive building for students, staff and visitors.

**Qualifications:**

- Physical ability to perform essential functions listed below
- Neat and clean appearance
- Able to get along with adults and students
- Good moral character, honest, dependable and courteous
- Able to follow instructions and must have quality of inquiring before taking action on items with which one is not familiar
- Able to read and write
- Possess a Class D driver's license

**Essential Duties and Responsibilities:**

- Cleaning: scrub, wax, buff, sweep or clean floors, walls, blinds, furniture, lavatories, classrooms, offices, hallways, common areas, locker rooms, lockers, shelves, fixtures and glass surfaces
- Empties and cleans wastebaskets and garbage containers; transports trash to disposal areas
- Maintain and do minor repair on furniture
- Perform the following duties in cafeteria area:
  - Clean kitchen and cafeteria floors

- Remove filters in hoods for cleaning
- Cleaning of range hood
- Clean bathroom/locker room
- Clean hand washing sink(s)
- Clean grease trap as necessary
- Deliver government surplus supplies and frozen food cases to storage areas
- Empty trash in kitchen and cafeteria areas
- Mop up spills in cafeteria areas during lunch periods
- Perform minor maintenance repairs to building facilities including replacement of small window glass
- Assist in snow removal
- Other related duties as assigned

**Physical/Mental Requirements:**

- Able to lift up to 50 pounds
  - Able to hear within normal range, with or without amplification
  - Able to participate in activities that may include standing, sitting, walking, bending, reaching overhead and to perform work requiring visual acuity
  - Possess ability to prioritize and effectively manage competing tasks and responsibilities
  - Sustain calm, reasonable approach and communicate effectively in stressful situations
  - Must be able to read, follow written and verbal instructions, and communicate clearly verbally and in writing
- b. List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships.**  
(Renewal/Modifications – provide original documentation and any changes)

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

- c. Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter. Indicate whether the site will be purchased or leased. Identify the date by which the school’s board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement.**  
(Renewal/Modifications – provide original documentation and any changes)

	<b>Approximate Annual Costs</b>
<b>Facility Lease</b> (Appendix V)	\$49,400: maximum annual during lease term
<b>Utilities</b>	\$64,000: based upon average costs
<b>Insurance</b>	\$17,000: Based upon current costs

The Academy of Dover Charter School has budgeted rent and other occupancy costs at approximately \$130,400 each year. The current facility was built specifically for AOD and is leased by the Board. During the 2010-11 school year, the lease was renewed for 10 years, with an option to buy after 5 years.

The school will continue to utilize operating funds provided by the Delaware Department of Education (DDOE) and annual local revenues, per formula calculations, to pay the rent and maintain the facility. In order to ensure fiscal viability is maintained, the school’s Financial Oversight Committee will work with the board and school principal to regularly analyze enrollment, expenditures and financial management practices.

- d. **Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities.** (Renewal/Modifications – provide original documentation and any changes)

The landlord (Henry Mast; Bay Developers) currently owns the school facility. In the event the school closes, the facilities will be vacated and returned to the landlord. The school will then liquidate its holdings and pay off any debts acquired.

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

The school currently operates with the following contracts:

<u>Contract</u>	<u>Renewal Date</u>
Facility Lease	November 2010
Insurance	November 16, 2011
Audit	June 30, 2011
Transportation	October 7, 2011
Innovative Schools	July 1, 2011

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1<sup>st</sup> of the year in which the school proposes to open and by August 1<sup>st</sup> of each year thereafter. Contracts for the lease or purchase of real property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15<sup>th</sup> of the year in which the school proposes to open.

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED. The budget spreadsheet is located at the following link: <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/new%20charter%20budget%20worksheet%20sample%20blank.xls>.

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates located at the following link: <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/Revenue%20Estimates.xls>. Should you have questions in accessing, completing or understanding this spreadsheet please contact Scott Kessel, Education Associate for Charter School Finance at (302) 735-4040. These revenue estimates will be used to complete the on line budget worksheets located at the following link: <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/new%20charter%20budget%20worksheet%20sample%20blank.xls>. Estimates for federal program revenues may be obtained from Mrs. Tammy Korosec, Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from John Carwell, Charter Schools Office, who can be reached at (302) 735-4020. Estimates for state, local and federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired

by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as students actually enroll and staff is hired.

The applicant must consult Scott Kessel regarding online forms for revenue projection at 302-735-4040 or [skessel@doe.k12.de.us](mailto:skessel@doe.k12.de.us).

- f. List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source. (Renewals/Modifications – Not Applicable)**

N/A

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

Academy of Dover Charter School does not intend to rely on supplemental revenues (funds in addition to the identified federal, state and local funds, as shown on the budget spreadsheets) for basic school operations. The school intends to rely on carryover state and local monies from current operations.

The school will, however, apply for any federal funds under No Child left Behind (NCLB), along with state funds (as part of the Consolidated Grant) for which the school may be eligible. Eligibility for these additional funding sources will be determined based upon May 1<sup>st</sup> of the opening school year.

The Financial Oversight Committee (FOC) has changed since some members have moved from the area. The committee, however, will maintain representation from parents of students enrolled in the charter school, educators at the charter school, and representatives of the Delaware Department of Education (DDOE). Current members are Mrs. Sanchez, representing the Community; Ms. Davis, representing the community and serving as a parent; Mrs. J. Wilson, representing the Community; Mrs. M. Wilson and Mrs. Ruiz, serving as parent representatives. Mrs. Miller serves representing education, as does Mr. Rodriguez.

The FOC will participate in training provided by DDOE, and serve in an oversight role for all aspects of school financial operations and planning. DDOE regulations will guide committee operations, and ensure uniformity and transparency in the financial recording and bookkeeping practices of the school.

- h. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable. (Renewal/Modifications – provide original documentation and any changes)**

The Academy of Dover carries a cash contingency balance to ensure funds are available for the unexpected. Additionally, conservative student registration helps prevent inflated enrollment numbers. The Academy hires its employees at will; should the enrollment numbers drop significantly and cause the loss of a unit, the administration has the ability to reduce the number of employees to work within the state units for staffing.

## **9. Administrative and Financial Operations**

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- a. **Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management.**

Additional website references: <http://budget.delaware.gov/accounting-manual/account-manual.shtml>.  
(Renewal/Modifications – provide original documentation and any changes)

The Academy of Dover has worked diligently to address the concerns identified by the DE Department of Education during the 2007 renewal. In order to ensure the efficient and effective management of financial operations, Academy of Dover Charter School contracts with Innovative Schools for the following professional services related to school operations:

- Budgeting, Monitoring and Financial Reporting
- Human Resources and Benefits Administration Services and Payroll Functions, as well as the related entry into the state's PHRST and FSF
- Information Technology

As a local, non-profit public school support organization, Innovative Schools is able to provide the strategies, tools, and ongoing support needed to ensure successful school operation. Financial and administrative operations will play a critical role in the school's success, so careful attention will be directed toward ensuring viable and effective school financial operations. Given limited budgets and resources, strategically streamlining of administrative costs through qualified contracted services will save time and money allowing for maximum resources to be re-directed to the classroom. In addition, Innovative Schools is able to provide external oversight to all school operations, ensuring transparency in an effective administration. Please see Appendix S for a list of clients for Innovative Schools.

In this capacity, the contractual relationship between the Board of Academy of Dover Charter School and Innovative Schools will optimize AOD's school operations with affordable support from a range of professional experts. With FSF support currently being provided to four (4) (Aspira, DAPSS, AOD and Pencader) charter schools in Delaware, Innovative Schools' knowledge and experience with First State Financials (FSF) will boost effective interaction with required financial practices, and provide competent timely support in this area.

The Academy of Dover Charter School will follow the State Budget and Accounting Policy Manual as it relates to all transaction regulations, guidelines and filing procedures. The school will use the First State Financials (FSF) system for all financial, accounting, and purchasing transactions. Academy of Dover Charter School financial reports will be posted on the school's website on a monthly basis, following board approval. The Financial Position Reports, required by Title 14, will be prepared and submitted to the Department of Education. In addition, the school will commission an annual independent audit of financial accounting and procedures to assure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

Academy of Dover Charter School will utilize the PHRST (Payroll Human Resource Statewide Technology) system for managing and reporting compensation, payroll, personnel information, and employee benefits. All pension related functions, from the initial actuarial form at the time of employment through the pension application at retirement will be processed by Innovative Schools. All personnel involved in executing these processes will be properly trained in accordance with state requirements.

Academy of Dover Charter School hires its teachers as state employees; and as such, offers salaries in accordance with the provisions in Title 14, Delaware Code. The employees are eligible for State of Delaware benefits and the State of Delaware Pension Plan in accordance with the provisions for the hours they work per week. The school will continue to take advantage of the state purchasing system in order to maximize its buying power. The school may independently contract for certain goods and services, as needed and appropriate.

In order to maintain responsible fiscal accounting, planning and management practices – and to comply with the requirements of Title 14, Sec 736 of the Delaware Administrative Code – a Financial Oversight Committee (FOC) has been established to oversee, review and analyze all financial expenditures, management practices and planning. Training for the FOC will be provided by DDOE to ensure the committee has been adequately prepared to assume their responsibilities.

The FOC will consult regularly with the Board and school principal, and will provide reports for the board on a regular monthly basis. The committee will remain actively in place during each year of school operations, and will comply with the regulatory requirements for membership, training and operations.

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

Responsibility for the oversight of operations in this section will include the school principal and school's Board of Directors. The principal will work directly with the FOC and Innovative Schools for professional support services to ensure all financial operations and practices are in accordance with the standards established by the Government Accounting Standards Board (GASB), Delaware's State Budget and Accounting Policy Manual and Delaware Department of Education Regulations. The Board will receive regular reports that include assessments of financial practice, in addition to the status of financial accounts and ongoing sustainability.

- b. Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school.** (Renewal/Modifications – provide original documentation and any changes)

The Board of the Academy of Dover is responsible for oversight and governance of the school, its operations, and its administration. Among the Board's duties is to ensure the school is in compliance with all aspects of the school's charter and Performance Agreement, including a commitment to high standards of financial and administrative operations. Board members will continue to be recruited and selected based upon skills they possess that will enhance the education program; knowledge of financial and school operations; business planning and development; fundraising capacity; and support for teachers, students and parents.

Given the transition and transformation of the Board since 2007, there is a commitment to enhance the Board's capacity for governance and oversight by participating in the Board Training Program offered by Innovative Schools. This program will support investigation into best practices, roles and responsibilities, board operations, governance and oversight, and performance and accountability; and, will cluster workshops targeting founding members as well as operating



board members. In addition, the board will participate in the financial training required by the state.

The Board of the Academy of Dover Charter School will maintain responsibility for the following:

- Assurance the school and the Board will operate in compliance with all applicable laws and regulations, minimizing exposure to legal action. The Board will also create a ‘Conflict of Interest’ policy that is reviewed with, and signed by, individual board members annually;
  - Accountability for both the financial stability and the financial future of the school; engagement in strategic financial planning, primary responsibility for the preservation of capital assets and endowments;
  - Oversight of operating budgets and approval of all contracts;
  - Selection, support, and evaluation of the school principal;
  - Commitment to long-range and strategic planning;
  - Maintenance of full and accurate records of its meetings, committees, and policies; and communication of its decisions widely, while keeping its deliberations confidential;
  - Proactive engagement with the principal to cultivate and maintain good relations with school constituents as well as the broader community; and the exhibition of best practices relevant to equity and justice;
  - Commitment to a program of professional development that includes annual new board member orientation, ongoing education and evaluation, and board leadership succession planning; and,
  - Appraisal of student performance indicators and measurements of academic achievement.
- c. **Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school.** (Renewal/Modifications – provide documentation and any changes)

All internal forms of management at the Academy of Dover Charter School will be the responsibility of school principal. In this capacity, the principal will:

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

It is anticipated the Board will contract with Innovative Schools for the following professional services related to school operations:

- Budgeting, monitoring and financial reporting

- Human Resources and Benefits Administration Services and Payroll Functions, as well as the related entry into the state's PHRST and FSF
  - Information technology
  - Board Training
- d. Describe how teachers and parents be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved.** (Renewal/Modifications – provide original documentation and any changes)

Teachers and parents are involved in decision-making at the school through their representative involvement on the school's Board of Directors. In addition, the Family Passport Program has improved parent and teacher involvement in all aspects of school operations, resulting in improved school and student success. All teachers are represented on the Lead Teacher Committee. The purpose of this group is to facilitate feedback from staff and share in the decision making in running the school. Additional parent representation is done through the parent liaison, who works with all parents in supporting the school, organizing, and brings forth parent suggestions.

- e. List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff.** (Renewal/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School continues to prioritize hiring and maintains high quality school staff. When positions are vacant and available, the process for hiring includes: recruitment and screening; review of credentials, background, experience and references; interviews with the school principal and/or Board; recommendations and contract approvals by the Board.

The timeline for hiring depends upon the availability of vacant positions and the existing pool of candidates. It is always a priority to have teachers hired well-prior to the opening of a new school year, and to fill vacancies during the school year in the earliest possible timeframe as to minimize disruption for students.

In the spring of 2011 the Academy of Dover participated in the first stage of the Model Staffing Initiative (MSI), the Instructional Culture Survey, a human capital assessment designed by the New Teacher Project and brought to Delaware by Innovative Schools. Data from the Instructional Culture Survey has provided AOD leadership with critical information about hiring practices, human capital development and management. Continued participation in the additional stages of the Model Staffing Initiative, including a national teacher pipeline will help to bolster the teaching staff at AOD, as well as help to manage the hiring process. A sample anonymous Instructional Culture Survey can be found in Appendix P.

- f. Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers are participating in an alternative certification program, if available.** (Renewal/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School has worked hard to improve the number of Delaware certified teachers on staff. All teachers for the current school year are Highly Qualified.

When teacher openings become available, Delaware certified teachers will be recruited using multiple advertising venues, social and professional networking sites, and outreach with Delaware's institutions of higher education. In addition, the school will continue to participate in the Model Staffing Initiative teacher recruitment with Innovative Schools.

All professional staff members are required to participate in the Delaware Education Data System (DEEDS) to assure and verify accurate credentialing.

- g. Describe the human resources policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook.** (Renewal/Modifications – provide original documentation and any changes)

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

- h. Describe how the school will incorporate the Delaware Performance Appraisal System into its teachers and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply.** (Renewal/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School requires the participation of all professional staff in the Delaware Education Data System (DEEDS) to assure and verify accurate credentialing. In accordance with the appraisal standards for teachers, administrators and specialists, the Delaware Performance Appraisal System II (DPAS II) has been incorporated to foster professional growth, continuous improvement and quality assurance. The process includes professional responsibilities, conferencing for formative and summative feedback, and improvement planning, as needed, for both the one-year and two-year appraisal cycles.

All professional staff members are encouraged to grow in a way that maintains consistency with the school's vision and mission. Continuous improvement strategies will be regularly incorporated to encourage continuous improvement for staff.

- i. Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school.** (Renewal/Modifications – provide original documentation and any changes)

Parent representation on the Board is a primary means of assuring that the families of the Academy of Dover Charter School have an influence and a path of recourse on matters of importance or concern. Parents are also encouraged to contact the school principal and/or the Board president, as needed. In addition, the Family Passport Program provides multiple avenues for family engagement and feedback in regards to school satisfaction and accountability.

In addition, a parent leads the 'Friend of AOD' parent group. This group provides an opportunity for parents to become involved in the support of the school.

- j. If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application.**

**The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5.** (Renewal/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School will continue to contract with Innovative Schools for the following professional services related to school operations:

- Budgeting, monitoring and financial reporting
- Human Resources and Benefits Administration Services and Payroll Functions, as well as the related entry into the state's PHRST and FSF
- Licensing and certification
- Information technology

As a local, non-profit public school support organization, Innovative Schools is able to provide the strategies, tools, and ongoing support needed to ensure successful school operation. Administrative operations will play a critical role in the school's success, so careful attention will be directed toward ensuring viable and effective school operations. Given limited budgets and resources, strategic streamlining of administrative costs through qualified contracted services will save time and money allowing for maximum resources to be re-directed to the classroom.

In this capacity, the contractual relationship between the Board of the Academy of Dover Charter School and Innovative Schools continues to optimize school operations with affordable support from a range of professional experts. Innovative Schools will provide monthly *Standardized Financial Position Reports* for Board approval and publication on the school's website.

A copy of the current contracted services agreement with Innovative Schools may be found in Appendix R.

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

The Academy of Dover has worked diligently to address the concerns identified by the DDOE in its 2007 charter renewal. In order to ensure the efficient and effective management of financial operations, Academy of Dover Charter School contracts with Innovative Schools for the following professional services related to school operations:

- Budgeting, monitoring and financial reporting
- Human Resources and Benefits Administration Services and Payroll Functions, as well as the related entry into the state's PHRST and FSF
- Licensing and Certification
- Information Technology
- Board Development Training

Innovative Schools is licensed to do business in the State of Delaware. Please reference Appendix S for a copy of their Delaware Business License, more information about their non-profit organization and past clients.

There is no past or pending litigation against Innovative Schools Development Corporation.

1. **Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and students in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators, the committee may review other sources of information in making a determination. (Renewal/Modifications – provide original documentation and any changes)**

#### Strategies for maintaining enrollment of current students:

While AOD does a commendable job recruiting incoming Kindergarten students to the school, enrollment trends show that a number of students leave the school in subsequent years. To ensure that AOD has a strong base of students who stay at the school for their entire elementary school experience, AOD will implement the following strategies to improve attrition rates from one grade to the next:

##### *Mid and End of Year Parent Evaluations:*

To get a better understanding of the reasons for parents enrolling their students in alternate school options, AOD will ask parents to complete a mid and end of year evaluation. Questions will be targeted to determine how parents learned about the school, what factors contributed to their decision to enroll their child at AOD, what is their experience at the school to date, and the likelihood of maintaining enrollment at AOD in subsequent years.

##### *Newsletter:*

To increase communications with families and awareness about the unique attributes and strong academic program offered at AOD, staff will begin sending out a monthly newsletter, both electronic and a paper copy sent home with students, which will highlight the school's accomplishments, a student spotlight, a teacher spotlight, and upcoming events. Because AOD is in the process of renewing the school's charter, school leadership will also provide regular updates on the status of the approval process and highlight ways that parents and others can get involved at the school.

##### *Re-enrollment notification:*

At the start of the school choice period, AOD staff will develop a communication to be sent to parents as an email as well as a print copy that will be sent home to students, requesting that parents re-enroll their students at the AOD by February 1<sup>st</sup>. Reminder email and print communications will be sent half way through the enrollment period and two weeks prior to the close of the choice period.

##### *Board Outreach:*

For those parents who have not re-enrolled their child by February 1<sup>st</sup>, members of the AOD Board of Directors will personally contact those parents to determine the cause for not re-enrolling.

#### Strategies for recruiting new students:

##### *Website Enhancements*

The AOD website was modified in 2010 to increase user friendliness for families and to provide clear and concise information about the school and the application and enrollment process. Parents may now enroll at the school through an online portal, or, for those families who do not have access to a computer; paper copies of the enrollment application are available at the school.

To ensure that families are aware of open enrollment periods, a button will be developed for the home page that says “Enroll Now” with a direct link to the AOD online application. This button will be programmed on the Content Management System so that it can be removed during periods when the school is not accepting applications.

#### *Web Presence*

In looking for online advertising spots for AOD in the Dover area, it became evident that AOD is not currently listed as a public school option on several websites including [www.cityofdover.com](http://www.cityofdover.com) and [www.delawareontheweb.com](http://www.delawareontheweb.com).

To enhance visibility of the school and ensure that parents are aware of AOD as a public school option, AOD staff will contact all locally based websites with information on public schools in the Dover area to ensure that AOD is listed. AOD will also look at ways to increase search engine optimization for families that may be looking for a public school option in the Dover area. AOD staff will also develop a short post that can be placed on a number of Delaware based blogs, such as:

- Wilmington News Journal (Delaware Online)
- Delaware Tourism
- WDEL News Talk Radio
- *Metromix* Delaware
- Parent Information Center of Delaware
- *MomsLikeMe*
- City of Dover
- Kent County & Greater Dover Delaware Convention & Visitors Bureau
- Dover Post

#### *Printed Material Distribution*

AOD will develop a promotional postcard that announces the open enrollment period and highlights key attributes of the school for distribution around the local community including:

- Pre-school centers
- Pediatrician’s offices
- Real estate offices
- Central Delaware YMCA
- Delaware Agricultural Museum and Village
- Air Mobility Command Museum
- Dover Public Library
- Dover Air Force Base ‘New Comers’ Office
- Kids clothing stores/activity centers
- Faith-based centers
- Grocery stores/coffee shops

#### *School Tours/Open Houses*

To ensure families considering AOD as an option for their child are comfortable with the school, AOD staff will organize at least 2 open houses during the open enrollment period as well as host weekly tours of the school during school hours. Efforts will be made to

allow families to observe students in the classroom setting and to allow parents to meet with teachers. For open house events, the school will attempt to coordinate this with student performances or other student based activities.

#### *Advertisements*

During open enrollment periods, AOD will prepare a number of materials for a media blitz that will increase awareness about the school and advertise open house dates. Materials to be developed will include a 30 second radio spot, an online newspaper advertisement, and an advertisement for stickers to be placed on the front cover of the News Journal for subscribers in the Dover area. AOD staff will also develop a press release and will reach out to representatives of The News Journal and The Dover Post to secure a feature article.

The following local media outlets will be targeted for the media blitz:

- Television
  - WBOC- TV 16
- Local Dover Newspaper Publications
  - The News Journal
  - Dover Post
- Local Dover Radio Stations
  - EAGLE 97.7 FM Delaware's Best Music
  - WDOV 1410 AM News Radio
  - WDSB 92.7 FM Today's Best Country
  - WGMD 92.7 FM The Talk of Delmarva
  - WRBS 95.1 SHINE FM
  - 92.9 TOM-FM

- m. List all admission preferences authorized by this statute the school will use. If more than one preference will be used, describe how various preferences will be employed together.** (Renewal/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School utilizes an open enrollment plan. Any child who is qualified under the laws of Delaware for enrollment to a public school is qualified for admission to the Academy of Dover Charter School. If more students submit applications than can be accommodated by the School's capacity – class, grade or building – lotteries will be conducted by grade level according to U.S. Department of Education guidelines, after which, a waiting list will be maintained in the order drawn by lot, for each grade level. Applicants submitting enrollment forms after the lottery will be added to the waiting list for their grade in order of receipt of their application, on a first come, first served basis.

Sibling preference will be honored as long as there is room in the particular grade. If the grade is full, the sibling will be put on a waiting list for the grade.

- n. If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preferences will be used in the enrollment process.** (Renewal/Modifications – provide original documentation and any changes)

The school's Founders no longer have school-aged children.

- o. **Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted.** (Renewal/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School utilizes an open enrollment plan. Any child who is qualified under the laws of Delaware for enrollment to a public school is qualified for admission to the Academy of Dover Charter School. If more students submit applications than can be accommodated by the School's capacity – class, grade or building, lotteries will be conducted by grade level according to U.S. Department of Education guidelines, after which, a waiting list will be maintained in the order drawn by lot, for each grade level. Applicants submitting enrollment forms after the lottery will be added to the waiting list for their grade in order of receipt of their application, on a first come, first served basis.

Sibling preference will be honored as long as there is room in the particular grade. If the grade is full, the sibling will be put on a waiting list for the grade.

Sample admission documents may be found in Appendix U.

- p. **Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program.** (Renewal/Modifications – provide original documentation and any changes)

The timetable for the application and admission process remains unchanged. This timetable is scheduled to begin prior to the School Choice application timetable, as set forth in 14 Delaware Code, Chapter 4, in order to broaden parental school options.

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

N/A

## **10. Insurance**

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

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

The Academy of Dover maintains an Umbrella Liability Policy with The Hartford casualty Insurance Company. A copy of the Declaration's Page, the Certificate of Liability Insurance, and the Insurance Binder may be found in Appendix T.



## **11. Student Discipline and Attendance**

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The application must include a draft “Student Rights and Responsibilities Manual” that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students.

- a. **Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school.** (Renewals/Modifications – provide original documentation and any changes)

The Student Code of Conduct is contained in the Student/Parent Handbook (Appendix Q). It is anticipated the school will adopt the standard Code of Conduct being developed by the Department of Education for all public schools.

Behavior expectations for students are supported and clearly defined through school-wide participation in the Positive Behavior Support (PBS) Program. The school has participated in PBS training provided by the DE Department of Education, and continues to integrate its principles and practices in all aspects of school operations.

Parents have been involved in the implementation of PBS and are aware of the expectations. In addition, parents and students are expected to sign a contract defining expectations for behavior and school attendance.

- b. **Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies.** (Renewals/Modifications – provide original documentation and any changes as well as a discussion of discipline issues you may have had and the general discipline climate in your school)

Through regular monitoring and discussions with students’ teachers, ongoing support will be provided as needed to assist all students with meeting behavior expectations. Consistent with ongoing professional development, teachers receive training in PBS and RtI (Response to Intervention).

Behavior issues requiring more support will be handled in accordance with the policies found in the DDOE Administrative Manual for Services for Exceptional Students (AMSES). The student’s IEP team will be involved in reviewing the requirements of the IEP, conducting a Behavioral Manifestation Determination and, as appropriate, executing a Behavioral Assessment along with establishing a Positive Behavior Support Plan. Procedural safeguards will be followed, along with the completion of appropriate reports to agencies including law enforcement, as required. DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

- c. **Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes.** (Renewals/Modifications – provide original documentation and any changes)

Reportable school crime incidents as described by 14 DE Code, Section 4112 will be reported as required. The written record will contain the mandatory information including data about the incident, the perpetrator and victim, and the disposition of the incident. In addition, the school principal will advise the

Board of such incidents. Annual summary data will be presented at the Yearly Board Program Evaluation Meeting, along with required reports to DDOE.

- d. **Describe the attendance policies of the school. Describe the level of attendance will be required of the students each year. Describe the actions that will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year.** (Renewals/Modifications – Discuss any attendance anomalies you may have had here. If the committee is aware of any such issues, they will request this information)

The school attendance policy is described in the Student/Parent Handbook in Appendix Q. These policies are distributed and reviewed with students each year as part of regular discussions with parents and students.

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

## **12. Health and Safety**

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- a. **Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests? List the staff (e.g. nurse) who will be hired or contracted to ensure the school will provide a safe and healthy environment.** (Renewals/Modifications – provide original documentation and any changes. Also, discuss any health and safety issues you have had here. If the committee knows of any, they will ask specific questions regarding those issues)

Assuring a safe and healthy environment for students and staff is of the highest importance. The Academy of Dover Charter School has a registered nurse on staff who is be responsible for operating under the *Nursing Technical Assistance Manual* issued by the Delaware Department of Education (DDOE).

The school continues to maintain a comprehensive set of health, safety, and risk-management policies and practices, in accordance with the *Nursing Technical Assistance Manual*. In addition, these policies and practices are communicated to parents, students and staff as part of enrollment procedures, various orientation programs and the Student/Parent Handbook.

Annual training is provided for staff, as appropriate, either by the school nurse or other health professionals, as warranted. All reporting requirements will be followed as specified in the Nursing Technical Assistance Manual.

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

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

The following policies ensure:

- 1) **Students have physical examinations prior to enrollment.**

Proof of a student's recent physical examination and immunizations is collected at the time of enrollment. All health information are reviewed, maintained, and monitored by the school nurse, and are maintained as part of the student record.

**2) Required immunizations are in compliance.**

The school nurse is the on-site health expert whose duties include monitoring student health records. When immunization and other screening requirements are not met, parents are notified and the student may be excluded from school until the regulation has been met.

**3) Medications and medical treatments are administered in accordance with DE Code.**

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

**4) Screening for health problems are administered correctly.**

The school nurse conducts an active screening program for vision, hearing, orthopedics, and others as prescribed in DDOE's *Nursing Technical Assistance Manual and Regulations*.

**5) Student health records are monitored and maintained.**

The school nurse monitors and maintains student health records in a secure location and forward the required documentation of services to DDOE.

**6) Emergency care for known and unknown life-threatening conditions is administered**

Procedures are in place for responding to natural disasters and emergencies, including fires and earthquakes and other emergency responses; a policy has been developed for state Fire Marshal's approval of the building; and, policies have been established defining the school shall function as a drug, alcohol, and tobacco-free workplace.

**7) Ensuring health representation on IEP teams when students' needs require such.**

The nurse serves as a member of RtI teams when medically related issues are discussed. The nurse is also involved in any discussions of 504 Plans and accommodations; and, provides medical information during evaluation processes.

- c. **Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed.** (Renewals/Modifications – provide original documentation and any changes)

As part of the pre-employment process, employees are required to have completed a criminal background and Child Abuse Registry checks. Results are maintained in a secure file, separate from personnel files; and, available for authorized inspection.

Criminal background and Child Abuse Registry checks are also required for all staff employed through contracted services agreements, as well as members of the school's Board.

- d. **Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled.** (Renewals/Modifications – provide original documentation and any changes)

The school is located at 104 Saulsbury Road in Dover. The facility was constructed specifically for the school and is leased by the school. The site and facility remain suitable, and health and safety concerns have not been an issue.

In the interest of safety for students, staff and visitors, 'controlled access' to the school's facility will be maintained at all times. A security system provides visual live feeds of all building entrance locations, as well as other key spaces inside and outside of the building. All classrooms have cameras. All outside doors will remain locked from the outside, except during student arrival and dismissal times. Visitor access will be limited to the main entrance until proper identification and 'guest pass' procedures have been completed.

The school is inspected annually by the state Health Inspector, and the facility itself is inspected annually by the City of Dover.

- e. **Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation.** (Renewals/Modifications – provide original documentation and any changes)

The school facility maintains compliance with all county and city code requirements and continues to work with personnel from DDOE to ensure school-specific health, safety, and logic aspects of the site are addressed.

- f. **Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff and visitors.** (Renewals/Modifications – provide original documentation and any changes)

The security equipment maintenance is provided by the vendor, the school custodians maintain the cleanliness of the building, and the facility is maintained by the landlord.

- g. **What location and facilities will be used for physical education? What further safety issues will this add, and how will they be addressed?** (Renewals/Modifications – provide original documentation and any changes)

The school has a multi-purpose room that serves as the location for physical education classes. There are no safety issues of concern with this arrangement.

- h. **Describe how the students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide the transportation, or a combination thereof).** (Renewals/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School contracts bus transportation services to get students to and from school. Such services have been secured using a highly reputable and insured firm that specializes in the student bus transportation business. The school currently contracts with Matthew L. Smith Busing Company; contract is provided in Appendix V.

- i. **Describe how students residing outside of the district in which the school will be located will be transported to the school.** (Renewals/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School makes every effort to accommodate transportation beyond any single school district by establishing central hub points inside of the district for student pick-up and drop-offs to and from school. The school principal works diligently with the transportation company planners to identify and establish convenient spoke and hub configurations that maximize student access and minimize ride times.

- j. Describe how special needs students will be transported if specialized transportation is required by the IEP.** (Renewals/Modifications – provide original documentation and any changes)

Appropriate accommodations, as defined in a student's IEP, are provided to meet the needs of all students requiring transportation. As special transportation needs are identified, the school will work with the student's parents and the transportation services company to ensure compliance with specialized transportation needs.

- k. Provide the plan for oversight of the school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline.** (Renewals/Modifications – provide original documentation and any changes)

The school principal works with the transportation services company each year to provide the most efficient and cost effective means of getting students to and from the school campus location.

A mandatory orientation for bus drivers is also held to establish communication protocols, and clarify procedures related to all aspects of student transportation.

- l. Describe the plan for providing meals for students, including students eligible for free and reduced lunch. If the school participates in the National School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services provided. List the estimated annual costs per student for food services.** (renewals/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School participates in the National School Breakfast/Lunch Program. Meals are provided by cafeteria staff and served on-site to all students, including those eligible for free/reduced lunches

Eligibility for free/reduced meals is determined annually during the first week of school and in accordance with established state and federal procedures. The school principal works with the food service vendor to ensure that all meals are consistent with state and federal guidelines, and compliant with DDOE regulations.

The estimated annual cost per student for food services is \$918.00/student

- m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program.** (Renewals/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School complies with the requirements of the Federal Free and Reduced Lunch Program by providing applications and information about the program to students and their families upon enrollment in the school, and annually thereafter. In addition, assistance is being rendered to families completing the application, as needed.

As part of a general information package, special emphasis is placed on explaining various elements of the program including the provisions for breakfast, lunch, and possible participation with the snack and fresh fruit/vegetable components.

Confidentiality of the students receiving free or reduced meals is maintained using the 'Point of Sale' system (POS).

The school principal works with the food services vendor to ensure that all meals are consistent with state and federal guidelines and those operational procedures are compliant with DDOE regulations.

### **13. Student and School Data**

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- a. **Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records.** (Renewals/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School has processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education (DDOE) regulations regarding the handling and disclosure of students' records. These policies and procedures are published in the Student/Parent Handbook.

Professional development will occur prior to start of school on FERPA as it relates in all areas: instruction, health (HIPPA), child nutrition (free & reduced lunch), child safety (procedures on how to handle children covered by court orders/custody). Training will include electronic record security as well as security for paper records within the school. Staff will sign confidentiality oaths prior to access to systems with student data; confidentiality will apply to paper as well as electronic records.

- b. **Describe the plan for the timely transfers of student and school data to the Department of Education.** (Renewals/Modifications – provide original documentation and any changes)

The Academy of Dover Charter School is part of the state's eSchoolPLUS pupil accounting system. The use of this system ensures timely transfer of student data and records to other schools and the Delaware Department of Education (DDOE). All staff members required to use eSchoolPLUS are fully trained to use the system, and will remain current through staff training and data requirements defined by the DDOE.

### **14. Management Companies**

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

A management company is no longer used to operate and manage the school.

## ASSURANCES

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

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

each school year that the school is in full compliance with state law related to this requirement.

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



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

- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.
- 42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.
- 43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.
- 44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.
- 45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks as stated in 11 Delaware Code, Chapter 85, and Subchapter VI.
- 46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.
- 47) The Board of Directors shall assure that the school has met the teacher certification requirements of 14 Del. C. § 507 (c).

As members of the Board of Directors of this charter school, we agree to these assurances as conditions of approval of the charter.

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

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

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

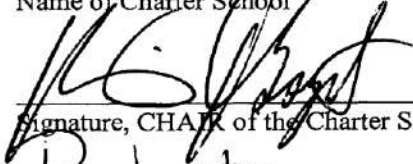
We understand that if a charter is granted for this school, all future members of the school's board of directors will be bound by the terms of the charter unless the approved charter is formally modified with the written approval of the Secretary of Education.

Academy of Dover Charter School

October 15, 2011

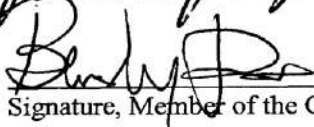
Name of Charter School

Date of Signatures



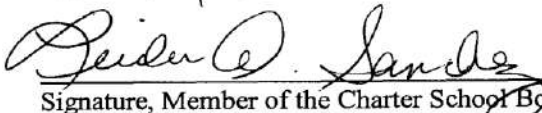
10/7/11

Signature, CHAIR of the Charter School Board of Directors



10/7/11

Signature, Member of the Charter School Board of Directors



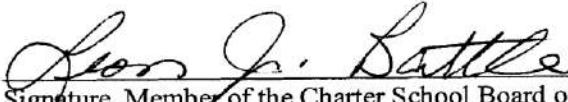
10/7/11

Signature, Member of the Charter School Board of Directors



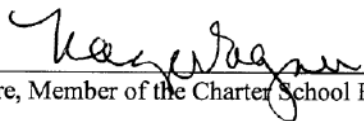
10/6/11

Signature, Member of the Charter School Board of Directors



10/6/11

Signature, Member of the Charter School Board of Directors



10/7/11

Signature, Member of the Charter School Board of Directors

# **KIMEU W. BOYNTON**

534 WESTWOOD DRIVE, DOVER, DE 19904 • (302) 264-1625 • kimeu.boynton@gmail.com

## **EXPERIENCE**

### **GLOBAL LEADERSHIP DESIGN, LLC – WASHINGTON, DC**

Director of Strategic Partnerships (2010 – Present)

- Develop strong, multi-faceted relationships with colleges, businesses and non-profit organizations.
- Understand partners' needs and ensure they are met.
- Responsible for business development and networking opportunities.
- Act as a liaison, between directors, consultants and business partners.
- Identify highest priority opportunities and sell them to our partners.
- Translate partner initiatives and opportunities into internal activities.
- Assist in developing products to fit customer needs.
- Advise principal on human resources issues.

### **UNIVERSITY OF THE DISTRICT OF COLUMBIA – WASHINGTON, DC**

Assistant Vice President of Human Resources (2008 – 2009)

- Supervised Human Resources staff involved in benefits, recruitment, risk management, and employee classification.
- Developed and established in-house training programs that address University needs across division lines (e.g., harassment and discrimination, management).
- Developed and recommend Human Resources and other related policies and procedures for the University.
- Handled labor relations matters and collective bargaining issues, including grievance hearings and collective bargaining negotiations.
- Identified legal requirements and government reporting regulations affecting Human Resources function (e.g., OSHA, EEO, Wage, and Hour).
- Conducted investigations for violations of University policies, District of Columbia and Federal laws.
- Monitored the liability exposure of the University.
- Directed the preparation of information requested or required for compliance.
- Reviewed employee disciplinary appeals through District of Columbia government grievance procedures.
- Selected and coordinated the use of consultants, insurance brokers, insurance carriers, pension administrators, training specialists, labor counsel, and other outside sources.

### **DELAWARE STATE UNIVERSITY – DOVER, DE**

Director of Legal Affairs (2008)

- Performed all aspects of contract administration as outlined below.
- Handled labor relations matters and collective bargaining issues, including grievance hearings and collective bargaining negotiations.
- Assisted the University purchasing department personnel in contracting.
- Performed legal research for various University legal Issues.
- Reviewed and drafted University Policies and Procedures.
- Represented the University at various labor law hearings and mediations.
- Represented the University before the Mid Eastern Athletic Conference.
- Conducted investigations of University personnel for violations of University policies and/or State and Federal laws related to harassment and discrimination.

### **DELAWARE STATE UNIVERSITY – DOVER, DE**

Contract Administrator – Human Resources & Legal Affairs (2006 – 2008)

- Drafted, negotiated and reviewed University contracts, agreements, memorandums of understanding and grants for legal conformity, liability and approval.
- Placed contracts for competitive bidding and met with clients to determine best price points and purchasing guidelines.

- Reviewed, analyzed and compiled memorandums of risk Terms and Conditions for departmental review. Negotiated prices, terms and conditions as required and directed by University Departments.
- Assisted the University purchasing department personnel with contracting and bidding procedures.

**PEPPER HAMILTON, LLC – PHILADELPHIA, PA**

Contract Attorney – Health Effects litigation Group (2005 – 2006)

- Provided litigation support in Multi-District Litigation involving pharmaceutical product liability case.
- Reviewed and prepared documents in long-term discovery process.
- Analyzed documents and legal materials for significant and privileged information.

**LA ESPERANZA, INC. – GEORGETOWN, DE**

Referral Immigration Attorney (2003 – 2005)

- Represented documented and undocumented immigrants and migrant farm workers in various facets of US immigration law.
- Prepared USCIS filings and attend client hearings.
- Assisted detained clients with deportation issues and Habeas Corpus filings.
- Advised clients as to their rights and legal status within the United States.

**MCSHEA TEECE – PHILADELPHIA, PA**

Contract Attorney (2003)

- Jointly represented corporate clients in United State Federal District Court.
- Conducted legal work related to patent and trade secret litigation matters.
- Performed legal research through use of print and electronic resources.
- Reviewed documents related to trade secret litigation.
- Assisted with witness preparation and trial strategy.

**COLLIER SHANNON SCOTT – WASHINGTON, DC**

Contract Attorney – Litigation Group (2001 – 2002)

- Provided litigation support to trial attorneys in landmark environmental case.
- Reviewed and coded documents for trial preparation and organization.
- Performed legal research through use of print and electronic resources.
- Interviewed witnesses and compiled deposition preparation materials.
- Traveled extensively for case investigation and trial preparation.

**LEGAL DEFENSE PROGRAM – MADISON, WI**

Clinical Student Attorney (1999 – 2001)

- Represented indigent clients in criminal misdemeanor offenses.
- Assisted in the defense of federal drug conspiracy cases.
- Filed motions and briefs before the circuit court of Dane County, WI
- Completed jail intake evaluations and prepared clients for court.
- Argued bail arraignment hearings and represented clients at pretrial proceedings.
- Negotiated plea agreements with Assistant District Attorneys.
- Prepared for court proceedings including plea agreements and final trial proceedings.

## **EDUCATION**

**UNIVERSITY OF WISCONSIN LAW SCHOOL – MADISON, WI; Juris Doctor**

Managing Editor – Wisconsin International Law Journal; Student Bar Association Representative

**DELAWARE STATE UNIVERSITY – DOVER, DE; Bachelor of Arts, Political Science**

Major: Political Science; Minor: History

## TEACHING EXPERIENCE

DELAWARE STATE UNIVERSITY – DOVER, DE (2003-PRESENT)

*Adjunct Professor*

**Department of History, Political Science and Philosophy**

Courses: The Supreme Court, LSAT Prep., and African American History

**Department of English**

Courses: African American Literature, Speech and English Composition

**School of Management**

Courses: Business Law, Legal Environment in Business

DELAWARE TECHNICAL AND COMMUNITY COLLEGE – DOVER, DE (2003-PRESENT)

*Adjunct Instructor*

**Department of Criminal Justice**

Courses: Constitutional Law, Criminal Judiciary and Criminology

**Department of Business and Human Services, Paralegal Studies Program**

Courses: Corporate and Commercial Law, Criminal Law and Procedure

## HONORS AND CIVIC ACTIVITIES

- President of the Board – Academy of Dover Charter School
- Member – National Association of College & University Attorneys
- Member – American Immigration Lawyers Association
- Past Member – National Association of Criminal Defense Lawyers
- Advisor – Delaware Technical and Community College Criminal Justice Education Advisory Council
- Advisor – Delaware State University International Students Association
- Coordinator – Delaware Technical and Community College Annual Mock Trial Competition
- The State Bar of Wisconsin Award for highest achievement in Trial Advocacy
- Advisor – Wisconsin School for the Deaf Mock Trial Program

# NANCY H. WAGNER

283 Troon Road ~ Dover, Delaware 19904  
Telephone: (302) 734-1823 Fax: (302) 734-5149

## EDUCATION

Master of Science - Human Resource Management (Summa Cum Laude)  
Wilmington College ~ Wilmington, Delaware

Bachelor of Arts/English  
Salem College ~ Winston Salem, North Carolina

Delaware Certificate in Administration  
Delaware Certificate in English  
Delaware Certificate in School to Work Transition  
Forty-five additional graduate hours in Special Education,  
Career Counseling,  
Communications, and  
Social Skills

## DELAWARE STATE HOUSE OF REPRESENTATIVES, 31<sup>st</sup> DISTRICT 1992-2008 COMMITTEES

Chair Small Business Committee  
Chair Judiciary Committee  
Chair Education Committee  
Chair Personnel Practices Committee  
Vice Chair Corrections Committee  
Member of Joint Finance Committee  
Member of Appropriations Committee  
Member of Gaming Committee  
Member of Tourism Committee  
Member of Homeland Security Committee  
Member of Public Safety Committee

## PROFESSIONAL EXPERIENCE

Executive Director of Community Relations, Delaware State University-  
December 2006 to Present  
School to Work Coordinator ~ Capital School District ~ 1999-2006  
English Teacher- Dover High School- 1989-1999  
Job Specialist ~ Jobs For Delaware Graduates ~ 1987-1989  
Teaching Assistant ~ Florida Atlantic University ~ 1985-1987  
English Teacher ~ Capital School District ~ 1966-1970  
English Teacher ~ Milford School District ~ 1965-1966

## ADDITIONAL WORK EXPERIENCE

Instructor in Communications/American Association of Bankers 1987-1991  
Instructor in English/Delaware Technical & Community College 1988-1991

## BOARD MEMBER

Aid in Dover  
Murphy School  
Kent County Heart Association  
DEL-MAR-VA Council, Inc- Boy Scouts of America

## CIVIC AFFILIATIONS

Capitol City Rotary Club  
Central Delaware Chamber of Commerce  
Delta Kappa Gamma Honorary Sorority/Phi Delta Kappa International  
Member of The Silver Lake Commission

## FORMER POLITICAL AFFILIATIONS

Governor appointed to SREB Legislative Council  
Task Force on Assessment  
Education Commission of the States- Delaware Commissioner  
P-20 Council - Public Education Transition Council  
National Conference of State Legislatures  
    Communication and Information Policy Committee  
    Labor & Workforce Development Committee  
    Education Committee  
National Council of State Governments  
    Criminal Justice Committee  
    Intergovernmental Affairs Committee  
American Legislative Exchange Council  
    Education Task Force

## FORMER AFFILIATIONS

Delaware State Education Association  
Governor's Commission on the Family  
Honorary Commander, Dover Air Force Base  
Kent County Parks and Recreation  
University of Delaware Parents' Board  
Delaware State University Board of Visitors  
Board Member Child's Advocacy Center



**Board Member of Because We Care**

**Advisory Board of Westminster Village  
Board Member of Modern Maturity Center**

**HONORS**

**Citizen of the Year Award 1998 from BPOE Lodge 1903  
Friend of Pharmacy Award from The Pharmaceutical Society 1998  
Central Middle School Community Achievement Award 2000  
Superior Court of the State of Delaware Amicus Curiae Award 2000  
Delaware Hotel and Lodging Association Legislator of the Year Award 2001  
Delaware State Bar Association Distinguished Legislative Service Award 2001  
Golden Spike Award 2001  
State Winner: Sam's Club Teacher of the Year 2005  
National Legislative Leader of the Year ~ Jobs for America's Graduates 2005  
Shofar Outstanding State Legislator's Award - 2006  
The State Council For Persons with Disabilities -2009-Legislative Service  
Award  
Certificate of Recognition for Public Service from the City of Dover 2009**

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Beverly S. Davis  
154 Lexington Place  
Dover, Delaware 19901  
Mobile (302) 670-3903

**Education:**

Wilmington University Dover, Delaware 1987 – 1990  
Bachelor's in Business Management

**Key Skills:**

- knowledge of accounting terminology, formats, principles and double entry bookkeeping system
- General ledger entries
- Excellent organizational and multi tasking skills
- Ability to analyze accounting data and find discrepancies
- QuickBooks
- Proficient in using Ms Word, Ms Excel,

**Work Summary:**

Daily Money Manager, Davis Financial Services LLC, Delaware 2010 – Present

Provide Bill payment and bookkeeping services for individuals & small businesses.

- Maintain general ledger, invoicing and all general bookkeeping and recordkeeping.
- Maintain a working chart of accounts.
- Maintain and provide following reports on monthly basis:
- Profit & Loss , A/R aging, A/P aging, Cash Flow & Bank reconcilements

Securities Processing Analyst, Citigroup, Delaware 2007 - 2010

Research and resolve transaction exceptions in DDA accounts for commercial loan transactions. Develop close working relationships with financial institutions who served as investors to global loan deals. Daily administration of syndicated loans. Month end reporting. Reconcile underwriting breaks. Compile information for audits.

- General Ledger entries
- Account reconciliation
- Create & maintain excel spreadsheets

Investment Accounting Analyst, JPMorgan Chase, Delaware 2003 - 2007

Research and resolve cash transaction exceptions for a large number of fixed- income accounts. Reconcile securities, dividends, and statements to General Ledger. Liaise with internal parties such as Operations, Account Managers, Portfolio Managers and Technology. Develop and maintain relationship with external parties such as custodian banks and accounting agents.

- Manage daily recordkeeping on investment accounts
- Trading and other portfolio transaction activity
- GL upkeep and inter-company reconciliation
- Monthly account reporting

Trust Account Administrator, Bank of America, North Carolina 1996 – 2003

- Responsible for the daily administration of Trust accounts for Private Client Customers. Monitored all transactions including incoming and outgoing funds. Handled ACH Wire transfers. Coding and batching of accounts payable items. Involved in all aspects of resolving exceptions and errors in the transferring of funds
- Maintain private client trust accounts
- Organize documents, receipts, invoices, bills payable and bank statements
- ACH entries
- Account reconciliation

Securities Reconciliation Analyst, Bank of America, North Carolina 1991- 1996  
Responsible for daily reconciliation of Bank Securities accounts and Statements to General Ledger.  
Researched and resolved all exceptions. Maintained monthly matrix used for statistical analysis.

- Completed internal audits of accounts
- MIS reporting
- Bank investment US, CDN and EURO account reconciliations

**References:**

- (1) Jhyon Pollard  
Philadelphia, Pennsylvania  
(646) 384-8724
- (2) Helen Johnson  
Dover, Delaware  
(302) 734-9063
- (3) Noel Rodriguez  
Dover, Delaware  
(302) 387-5679

# Leida A. Sanchez, M.B.A.

## OBJECTIVE

To obtain a position that uses my versatile accounting and management abilities, to achieve a targeted mission within an identified time period. To gain a position that uses my fluent English and Spanish communication skills, in both oral and written form.

## EDUCATION BACKGROUND

**Masters in Business Administration (MBA)** Wilmington College, Dover, DE 2004  
Specialization: MANAGEMENT

**Bachelors of Science (B.S.)** Wilmington College, Dover, DE 2002  
Specialization: Accounting, *MAGNA CUM LAUDE*.

**Associates Degree in Applied Science Business Administration** 1997

DELAWARE TECHNICAL & COMMUNITY COLLEGE, DOVER, DE  
ASSOCIATES DEGREE IN BUSINESS ADMINISTRATION  
ACCOUNTING MAJOR

**Accounting Diploma** 1997

DELAWARE TECHNICAL & COMMUNITY COLLEGE, DOVER, DE.  
Accounting Studies

**Certificate Accounting Studies** 1997  
DELAWARE TECHNICAL & COMMUNITY COLLEGE, DOVER, DE

## PROFESSIONAL EXPERIENCE

**2007 – Present** Delaware State University Dover, DE

### **Budget Analyst Center for Hydrogen Storage**

As the Budget Analyst for the Center for Hydrogen Storage at Delaware State University I monitor three grant from the Department of Energy, Department of Transportation and RITA. These grants are multi-million dollar grants. I process all financial documents run all quarterly reports. I process all tavel request for the Center of Hydrogen Storage.

**2003 – 2007**

Delaware State University

Dover, DE

**Financial Administrator I**

As Financial Administrator for Delaware State University, Business and Finance Department my area of responsibilities entail the efficient management of over 10.5 million dollar of Federal, State, and private grants. I am responsible for the organization and maintenance of all paper and electronic records related to assigned grants. I do the monthly reconciliation of internal records (Banner) to the state accounting system (DFMS). I do the computations and distributions of indirect cost on a quarterly basis. I request funds from state appropriations and Federal Granting agencies as needed. Prepare all related financial reports and the preparation and data input of state documents (FM, AA), general journal entries, and invoices. I am responsible for handling and resolving customer request and queries. I am responsible for the fiscal integrity of the general ledger accounts. I manage the agency accounts, private gifts, and designated funds. I input the restricted accounts payroll into the Banner University accounting system. I review the scholarship accounts for available financial funds.

**1999 - 2003**

State of Delaware/Public Safety/DMV

Dover, DE

**Account Technician / Account Specialist**

Responsible for auditing, analyzing and reviewing all financial transactions state wide for the Division of Motor Vehicles. Comply with the Delaware Budget and Accounting Manual, Generally Accepted Accounting Principles (GAAP) and the Delaware Financial Management System (DFMS) to establish an accurate audit of the Division's transactions and revenue. Make critical assessment of documents (Daily Cash Lane reports) and information for rendering discretionary judgments to ensure compliance with Federal and State laws and Division policies, regulations and procedures. Minimize audit exceptions. Reconcile the daily deposits on the Wilmington Trust on-line System (WILVUE) for accuracy and corrections. Working with Del DOT in the implementation of a daily cash reconciliation program. Process the Month End I Bank Statement Reconciliation, check off canceled checks, deposit slips, debit and credit adjustments, set up a Excel spreadsheet to keep track of all deposits (checks and cash), cash buys, returned checks for non-payment, bank deposit adjustments and restitution. Reconcile the bank statement against the spreadsheet deposits and adjustment. Input all the Cash Collection System (OIS) totals by lane into the Titles System to verify the monthly statement. Process the Cash Receipts (CR) Financial Documents and report. Key the (CR) into the DFMS system. Process the month-end reports and distribute them to the appropriate departments. Office of the Director, Dept. Of Transportation and Budgeting office and DNREC Financial Management Office. Send original Cash Receipts report to the Fiscal and Treasury Dept. Currently working with the Computer Support Dept. In developing a new Bad Check Program. Process returned checks into the Access System. Verify License and registration number and reason check was used for. Send notification to customers of returned check and pending suspension by register and regular mail, as indicated by Title 21 of the Delaware, Criminal & Traffic Law. Process customer returned check payment. Process suspensions for non-payment. Clear suspensions when restitution has been made. Process uncollected checks Excel spreadsheet indicating reason for returned checks and what checks were used for example (Drivers License. Doc Fees, Titles, etc.). Process checks in Access System. Send Affidavits stating when and to whom a notice of a pending suspension was mailed. The Suspension Dept usually requests affidavits. Process Refunds, (Doc Fee, Miscellaneous refunds). Process Petty Cash and reconcile account (Quicken 2000). Research and process the Federal Highway Administration, Highway Statistical reports (Excel). Serve as the Spanish-English translator for non-English speaking customers. Communicate laws, policies, procedures and regulations verbally and/or in writing with all internal and external customers. Provide diverse operational information and technical support to internal departments at all Division of Motor Vehicle sites. Knowledge and ability to operate computers designed for the division auditing needs, spreadsheet (Excel), cash systems (OIS, DFMS, MTRV, and Titles System). Provide quality customer service (external and internal) to help the Division reach and maintain its goal of First Class Service from the First State. Developed an inventory program for registration stickers witch reduced waste by over \$10000.

**2003 – 2007**

Delaware State University

Dover, DE

**Financial Administrator I**

As Financial Administrator for Delaware State University, Business and Finance Department my area of responsibilities entail the efficient management of over 10.5 million dollar of Federal, State, and private grants. I am responsible for the organization and maintenance of all paper and electronic records related to assigned grants. I do the monthly reconciliation of internal records (Banner) to the state accounting system (DFMS). I do the computations and distributions of indirect cost on a quarterly basis. I request funds from state appropriations and Federal Granting agencies as needed. Prepare all related financial reports and the preparation and data input of state documents (FM, AA), general journal entries, and invoices. I am responsible for handling and resolving customer request and queries. I am responsible for the fiscal integrity of the general ledger accounts. I manage the agency accounts, private gifts, and designated funds. I input the restricted accounts payroll into the Banner University accounting system. I review the scholarship accounts for available financial funds.

**1999 - 2003**

State of Delaware/Public Safety/DMV

Dover, DE

**Account Technician / Account Specialist**

Responsible for auditing, analyzing and reviewing all financial transactions state wide for the Division of Motor Vehicles. Comply with the Delaware Budget and Accounting Manual, Generally Accepted Accounting Principles (GAAP) and the Delaware Financial Management System (DFMS) to establish an accurate audit of the Division's transactions and revenue. Make critical assessment of documents (Daily Cash Lane reports) and information for rendering discretionary judgments to ensure compliance with Federal and State laws and Division policies, regulations and procedures. Minimize audit exceptions. Reconcile the daily deposits on the Wilmington Trust on-line System (WILVUE) for accuracy and corrections. Working with Del DOT in the implementation of a daily cash reconciliation program. Process the Month End I Bank Statement Reconciliation, check off canceled checks, deposit slips, debit and credit adjustments, set up a Excel spreadsheet to keep track of all deposits (checks and cash), cash buys, returned checks for non-payment, bank deposit adjustments and restitution. Reconcile the bank statement against the spreadsheet deposits and adjustment. Input all the Cash Collection System (OIS) totals by lane into the Titles System to verify the monthly statement. Process the Cash Receipts (CR) Financial Documents and report. Key the (CR) into the DFMS system. Process the month-end reports and distribute them to the appropriate departments. Office of the Director, Dept. Of Transportation and Budgeting office and DNREC Financial Management Office. Send original Cash Receipts report to the Fiscal and Treasury Dept. Currently working with the Computer Support Dept. In developing a new Bad Check Program. Process returned checks into the Access System. Verify License and registration number and reason check was used for. Send notification to customers of returned check and pending suspension by register and regular mail, as indicated by Title 21 of the Delaware, Criminal & Traffic Law. Process customer returned check payment. Process suspensions for non-payment. Clear suspensions when restitution has been made. Process uncollected checks Excel spreadsheet indicating reason for returned checks and what checks were used for example (Drivers License. Doc Fees, Titles, etc.). Process checks in Access System. Send Affidavits stating when and to whom a notice of a pending suspension was mailed. The Suspension Dept usually requests affidavits. Process Refunds, (Doc Fee, Miscellaneous refunds). Process Petty Cash and reconcile account (Quicken 2000). Research and process the Federal Highway Administration, Highway Statistical reports (Excel). Serve as the Spanish-English translator for non-English speaking customers. Communicate laws, policies, procedures and regulations verbally and/or in writing with all internal and external customers. Provide diverse operational information and technical support to internal departments at all Division of Motor Vehicle sites. Knowledge and ability to operate computers designed for the division auditing needs, spreadsheet (Excel), cash systems (OIS, DFMS, MTRV, and Titles System). Provide quality customer service (external and internal) to help the Division reach and maintain its goal of First Class Service from the First State. Developed an inventory program for registration stickers witch reduced waste by over \$10000.

### **SPECIAL SKILLS**

- Bi-Lingual Spanish (read, write & speak)
- Personal Computer (desktop & laptop)
- MS Office XP, Professional (Word, Excel, Power Point, Access, and Outlook Express)
- Advance Excel
- Quicken 2000
- DFMS (Delaware Financial Management System), Banner 6.1 University accounting system
- WordPerfect 12
- dBASE 5
- MS Windows XP Professional
- Lotus 1.2.3 5.0, Quattro Pro, Paradox
- Web Browsers (Netscape. MS Explorer. America on Line, Be Mail Banyan)
- Wilvue – Wilmington Trust On-line Banking System

References Available Upon Request

## **David Anderson**

217 Cecil street  
Dover, Delaware 19904  
302-734-0366/339-1047  
davidlevianderson@gmail.com

### **Qualification Summary**

- Five years experience in the Information Technology industry in the areas of networking, installation, troubleshooting, windows server, PC building, native and mixed environments
- Several industry certifications including Microsoft, Dell, Brainbench, Copper and Fiber Optic Cabling certifications
  - 17 years of experience working in a professional environment including sales, customer service, marketing, training employees, client based services, board governance, and government.
  - Experience in the integration of network and telecommunications systems including network routers deployment, running cable, server configuration, RAID storage installation, and backup system implementation

### **Work Experience**

5/2011 to Present City Council Dover, DE

- Five years experience in the Information Technology industry in the areas of networking, installation, troubleshooting, windows server, PC building, native and mixed environments
- Several industry certifications including Microsoft, Dell, Brainbench, Copper and Fiber Optic Cabling certifications

17 years of experience working in a professional environment including sales, customer service, marketing, training employees, client based services, board governance, and government 3/2008-

Present **Network Tech** Go 2 IT Group, Lorain, OH

- Performed contract technology work for IBM and Dell for business clients including troubleshooting, reimaging, relocations, upgrades and installs.
- I have worked with AstraZeneca, Best Buy, Morgan Stanley, TCBY, Lens Crafters, and other major companies.

1/2005 - 2/2008 **Service Manager**, National Vendor Service, Mooresville, NC

- Conducted training of new employees, merchandising, managed 10 person reset operations, rtm's, buybacks, resets, submit daily progress reports, follow planograms, customer service, inventory assessments and cycle counts, and sales training.
- Performed product knowledge training of client store associates. We coordinate projects with associates and all levels of client management.

10/2004 - 12/2004 reset merchandiser SAS staffing, Chicago, IL

- Reset work and merchandising

6/2003 - 12/2004 Insurance Agent American General Life and Accident, Dover, DE

- Insurance and annuities sales and related duties.



- 12/2002 - 5/2004 Network Tech ARCNOW.com/ Alternative Resources Corporation Burlington/IL Contract technology deployments for various clients, to name a few, OxyChem, Prudential, Dell, and Countrywide, until the local contracts were all completed.

1/2002 - 11/2002 Network Technician Biztec, Inc, Rehoboth, DE

- Performed public relations, technical computer work, developed the company Marketing plan.
- Worked with Windows Server, Microsoft Exchange, Microsoft Office, and more.
- Successfully performed cabling, server maintenance, data recovery, workstation building, redundant disk arrays, and Network set-up.

8/1999 - 7/2001 Account Manager Rent-a-Center, Dover, DE

- Duties include managing over 200 accounts through collections, sales, service, delivery, and customer service.
- Top 5 in the region on a very frequent basis and number one in gaining new accounts, collections, and maintaining accounts on several occasion

1/1995 - 4/1999 Tax Consultant

JACKSON HEWITT, Dover, DE

- Tax consultant, who eventually managed the Smyrna and Georgetown offices. I was sought out for small business including Schedule K, and rental real estate returns. I helped set up and network the Smyrna office.

6/1998 - 12/1998 Sales Rep7Frontline Marketing, Dover, DE (Contract)

- This company did event marketing for Conectiv to promote their new telephone service. My participation was valued and successful.

## **Education**

02/2009 Goodwill Career Services C-Tech telecommunications training and certifications

12/2001 Delaware Skills Center , Wilmington, DE

- Certificate  
PC Tech MCP (Microsoft), and Dell certifications

5/2001 Thornewood University, Amsterdam, n/accred

- Bachelor's Degree

Political Science/ Distance Learning

12/1990 Oral Roberts University , Tulsa, OK

- Associate Degree eq.  
Marketing major and History minor

Leon J. Battle  
844 Townsend Blvd.  
Dover, DE 19901

## RESUME

I retired from the U.S. Air Force July 1979 after serving a total of 28 years in the Military Services. My job experiences were many in the field of Transportation, Air and Surface. Air Cargo and Air Passenger specialist. Air transportation Supervisor, Superintendent and Heavy equipment superintendent.

I was employed as a Civil Service employee 1979 with the Civil Engineering Unit at Dover Air Force Base, Retiring January 3, 1996. During this period my job title was Vehicle Control, and Safety Officer. My duties included: monitoring /controlling a fleet of seventy five (75) plus vehicles, monitor job cites throughout the Base to ensure good safety practices were used by the specialists, and conduct monthly ground safety briefings for the engineering Unit.

I became a member of the School Board as a grand parent representative to assist my daughter who was a single parent and in the military. She had two sons enrolled at the Academy of Dover, one graduated from Dover High this year, the other one interred Dover High this year.

  
Leon J. Battle

**William H. Lane Ed. D.**

170 Lakeside Drive  
Lewes, Delaware 19958

**Educational Background:**

2005- Present	Wilmington University - Associate Professor Regional Program Chair: Masters in Special Education Program
2002 - 2005	Assistant Principal - Seaford Middle School Seaford, Delaware Grades Six - Eight
1997 - 2001	Assistant Principal - Lewes Middle School Lewes, Delaware Grades Four - Eight
1989 - 1997	Assistant Principal - Delmar Jr/Sr High School Delmar, Delaware Grade Seven - Twelve
1986 - 1989	Teacher of Students with Special Needs - Smyrna HS Smyrna, Delaware
1984 - 1986	Administrative Asst to the Lieutenant Governor of DE Dover, Delaware
1982 - 1984	Assistant Principal - Woodbridge Jr/Sr High School Bridgeville, Delaware Grades Seven - Twelve
1977 - 1982	Teacher - Redding Middle School Middletown, Delaware Grades Six - Eight

**Educational Degrees:**

Ed. D.	Widener University Higher Educational Administration
MED	University of Delaware School Administration
BS	University of Delaware History & Special Education
AA	Wesley College Education

**Community Organizations:**

- Co-President Council for Exceptional Children of Delaware
- Volunteer Coach Lewes Little League and Seaford Middle School
- Board Member Academy of Dover Charter School

# Patricia T Miller

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389 Evelyndale Drive  
Dover, DE 19901  
Phone 302-735-4937

Cellular 732-216-4581  
E-mail  
pa\_treusch@yahoo.com

- Objective** To obtain a Professional teaching position at the Academy of Dover Charter School.
- Education** 9/02- 5/06 Centenary College Hackettstown, NJ  
History / Elementary Education
- Obtained a Bachelor of Arts Degree in History with Certification in Elementary Education
  - English Minor
  - Graduated Magma Cum Laude
- 9/98-6/02 Toms River High School South Toms River, NJ
- Work Experience** 01/07-06/07 Marion T. Academy Charter School Wilmington, DE  
Elementary Teacher
- Enabled students to make transitions and follow classroom conduct rules
  - Motivated students to become interested in their school work
  - Prepared students for the Delaware State Testing Program
  - Received the highest overall DSTP score as a third grade class
- 10/06-12/06 Woodbridge School District Greenwood, DE  
Substitute
- Instructed various grade levels from Kindergarten to Seventh Grade
- 08/06-10/06 Woodbridge School District Greenwood, DE  
Long Term Substitute
- Instructed first grade for the first eight weeks of school
  - Maintained grades and developed the students interim reports
- Volunteer Experience** Centenary College Katrina Relief 2006
- Worked with UMCORE to rebuild homes devastated by Hurricane Katrina
- High School Community Action Program- Elementary School Assistant
- Worked with kindergarten students and teachers for a school year
  - Engaged in hands on, one on one student instruction

- Instructed a class of kindergarten students with teacher supervision

4-H Summer Camp Counselor In Training

- Provided a safe, friendly environment for campers
- Planned cabin activities for 9-14 year olds

Summer Employment Summers of 7/99- 05/06 Six Flags Great Adventure Jackson, NJ

Retail Department Office Level II Supervisor (3/05- 9/05 & 3/06 - 5/06)

Games and Attractions Department Office Supervisor (5/03 -9/03 & 5/04 -8/04)

Games and Attractions Office Manager (4/02 -9/02 & 4/01 -10/01)

- Interviewed Potential Team Members for the Merchandise, Games and Attractions Departments/ Terminated Team Members
- Interacted with Park Guests on a daily basis
- Organized Data/ Data Entry
- Managed Internal Monetary Transactions
- Managed Office Staff
- Prepared Team Member Newsletter

Games Department Hostess (4/00 -10/00 & 7/99 -10/99)

- Interacted with Park Guests on a daily basis
- Managed Internal Monetary Transactions

Professional Memberships

Phi Alpha Theta- History National Honors Society

Centenary College Chapter of the Council for Exceptional Children

Conferences

New Jersey American Legion's Girls State (summer 2001)

References furnished upon request.

**MARY M. SCOTT**

149 Dodge Dr; Smyrna, DE 19977  
302-653-7410

Mary M. Scott is a former Superintendent of Smyrna School District.  
Mrs. Scott retired after many years of teaching and administrative duties.  
Recently, Mrs. Scott worked as a training teacher for student teachers at Wesley College.

She is a graduate of Delaware State University with post graduate studies at several universities.

Mrs. Scott is an active community leader, church worker and is involved in several service organizations throughout the area.

Her desire to continue working with students is evident in her position as a resource for curriculum and instruction on the Academy of Dover Board of Directors.

**Jethro Williams**  
**95 Merion Road**  
**Dover, DE 19904**  
**302-736-0740**

**Date of Birth** – March 9, 1940

**Marital Status** – Married

**Spouse** – Anna B. Williams

**Employment**

Queen Ann County High School – Centreville, Maryland – 1967-1969

Delaware State University – 1969 – 2002

Retired 2002 from Delaware State University (Director of Admissions)

Academy of Dover Charter School – 2002-2007 (Assistant Principal)

**Education**

Elizabeth City State University: Bachelor of Science Degree

University of Maryland College Park: Credits Earned

Salisbury State University: Credits Earned

**Military**

1960 – 1963 United States Army – 82<sup>nd</sup> Airborne

Honorable Discharge

Rank – Sergeant

## Noël Rodriguez

328 West Wind Dr. Dover, DE 19901. E-mail: [nrodriguez@aod.k12.de.us](mailto:nrodriguez@aod.k12.de.us) Ph: 302.387-5679 H:302-233-3515

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### EDUCATION

#### **Wilmington College, Wilmington, Delaware 19890.**

Graduated Summa Cum Laude in 1993 with a Bachelor of Arts in Behavioral Science

#### **Community College of the Air Force**

Graduated in 1995 with an Associate in Applied Science in Mechanical & Electrical Technologies

#### **Wilmington College, Wilmington, Delaware 19890**

Graduated in 1998 with a Masters in Elementary Studies.

Attained Delaware State Certification for *Elementary Teacher 1-8, and Technology Teacher K-12.*

**University of Delaware**, Post graduate studies in Bio-Technology and Genetics

**Delaware State University**, Post Graduate Studies in Educational Administration

**Wilmington College, Delaware**, Post Graduate Studies in Educational Leadership

Attained Delaware Certification for *Principal/Assistant Principal.*

### Experience

#### **Principal/Charter Chief, Academy of Dover Charter School, Dover, DE 19904**

- Chief Financial Officer: Responsible for all financial aspects of the school to include grant writing, payroll, budget, reporting and authorizing.
- Information Security Officer: responsible for information security at the school to include, assigning roles, managing security and enforcing cyber security.
- Chief Human Resources: oversee the Human Resources activities in the school to include, hiring, benefits, credentials, and training. Negotiate all contracts.
- Facilities Manager: supervising all aspects of facilities management.
- Supervisor of Curriculum: Collaborating with Lead Teachers in creation and implementation of curriculum.
- Board Advisor: Ensure that Board is informed and stay with in guidelines.
- Visiting Teacher: Facilitate all truancy issues.
- Chairman of the School Disciplinary Committee
- Member of IST Team: Review's data on all students in the Tier II RTI process.
- Trainer: Conduct training with staff to include, annual homeless training, Child abuse training, technology training etc. July 2008-current



**Associate Principal, Central Middle School, Dover, DE 19901.**

Assisted in building the Master Schedule and created schedules for a student population of over 1000 students. With the use of E-school organized all student data (attendance, report cards, schedules and discipline). Coordinated DSTP testing, served as Dean of Students and Director of Instructional and Academic Achievement. Completed DPAS requirements for selected staff, overseeing professional development recommendations, conducted/facilitated professional development and coordinated new teacher orientation. Organized and implemented Student Success Program. August 04-Present.

**Technology Teacher/Department Head, Dover High School, Dover Delaware 19904.**

Developed and taught Technology Curriculum for grades 9-12. Supervised four departments (Technology, Physical Education, Music, and Art), overseeing budgets and allocation of resources, curriculum and Professional Development. Assisted in installation and maintenance of school wide technology resources. Active in the Southern Regional Educational Board (SREB), developed and implemented schools Advisory Program. Managed the schools State Computer Literacy Program. Aug 1999-Aug 04

**President of the Delaware Technology Association, Department of Education, Dover, Delaware 19901.**

Organized Technology Teachers throughout the state to tie in individual distinct technology curriculums, so they aligned with the state and national standards. Co-authored a standard statewide technology curriculum for new teachers.

**Adjunct Faculty, Wilmington College, Wilmington, Delaware, 19890.**

Instructor of Psychology, Sociology, Spanish, Anthropology, and General Studies. Developed and implemented course curriculum in Spanish Culture and Spanish Language. 1998-2004

**Spanish Teacher, Montessori School, Dover, Delaware 19901.**

Wrote and implemented Spanish Language Curriculum for students' pre K-3<sup>rd</sup>. 1998-1998

**Electrical Systems Instructor, PolyTech Adult Education, Woodside, Delaware.**

Instructed and edited electrical systems curriculum, instructing students in Electrical Theory and Facility Electrical Installation for the Delaware Apprenticeship Program. 1997-1998

**Active Duty United States Air Force**

**Police Officer, Administrative Specialist, Industrial Electronic Technician, Electrical Systems Technician, Security Specialist, Corrections Superintendent, United States Air Force.**

Instruct Seminars in Stress Management, Quality Management, and Professional Military Education. Conduct counseling with personnel, and coordinate with referral agencies. As training Manager, plan, schedule, and conduct training for Civil Engineer Personnel. Responsible for managing multi million dollar projects, by reviewing designs,

supervising installation, and inspecting projects. Plan and order materials for the Electrical maintenance of over one hundred facilities. Supervise, train, and evaluate 80 military and civilian personnel. 1979-1999

## **School Leadership**

**School Improvement Committee member, Site Based Discipline Committee Chairperson, School Development Committee Member, School Climate Committee, PBS Committee Member, English Language Arts and Special Education Chairperson. Central Middle School, Dover, Delaware 19901.**

Collaborated with various committee members to analyze data, target areas of need, and develop/institute steps toward improvement, assisted in the implementation of a school wide advisory program , directed new teacher orientations, conducted staff development in use of grading tools, e-school, Differentiated Instruction, Frameworks etc.2004-current.

**Member of Department of Educations Assessment Task Force,** Review the best practices of educational assessments for the purpose of providing recommendations for the improvement and/or changes to the Delaware Student Testing Program (DSTP). 2005-2006

**SREB/ Making Schools Work Member, Department Chairperson, Dover High School, 19901.**

Researched instructional strategies, developed models, and participated in workshop training in workshop training in a district- and school-wide initiative to improve academic success at the high school level. Reported findings and maintained active involvement in a variety of initiatives to incorporate improved instructional strategies, research-based methods, and improved data analysis into the decision-making process at Dover High School. 1999 to 2004. Managed four departments' budgets, curriculum, and programs.

## **RECOGNITION/MEMBERSHIPS/RESPONSABILITIES**

Dean's List, Wilmington College  
Member Delta Epsilon Rho Honor Society  
Twice selected for the United States Air Force Tops in Blue  
Governors Commission for Hispanic Affairs  
International Technology Association (President)  
Southern Regional Educational Board  
Association for Supervision and Curriculum Development  
Education Law Association  
Phi Delta Kapa  
Capital School District Administrators Association  
Delaware Association of School Administrators

Veterans of Foreign Wars  
Association of Supervision and Curriculum  
International Reading Association  
National Association of Elementary School Principals  
Delaware Principals Academy  
Charter School Network