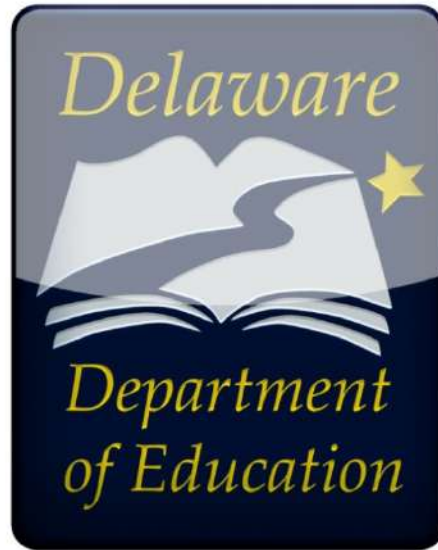


# CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



## **Sussex Montessori School**

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

CSAC Initial Meeting: January 24, 2018  
CSAC Initial Report Published: February 5, 2018

Members of the Charter School Accountability Committee (“CSAC”) met with representatives from Sussex Montessori School (“SMS”) on January 24, 2018 for the CSAC Initial Meeting to address the approval criteria set forth in 14 Del. Code § 512.

The following were in attendance at the Initial Meeting of the Charter School Accountability Committee (CSAC) on January 24, 2018:

**Voting Committee Members of the Charter School Accountability Committee**

- Karen Field Rogers, Chairperson of the Charter School Accountability Committee, Deputy Secretary, DDOE
- Kimberly Krzanowski, Director, Office of Early Learning, DDOE
- Amy Baker-Sheridan, Education Associate, Academic Supports, DDOE
- Tracy Neugebauer, Education Associate, Exceptional Children Resources, DDOE
- Charles Taylor, Head of School, Providence Creek Academy
- Chandra Pitts, CEO, One Village Alliance, Community Member
- Maria Stecker, Education Associate, Educator Evaluation, Educator Effectiveness & Talent Management Workgroup, DDOE

**Non-voting Committee Members of the Charter School Accountability Committee**

- Donna Johnson, Executive Director, Delaware State Board of Education

**Staff to the Committee**

- Catherine T. Hickey, Deputy Attorney General, Counsel to the Committee
- Denise Stouffer, Lead Education Associate, Charter School Office, DDOE
- Brook Hughes, Education Associate, Financial Reform and Resource Management
- John Carwell, Education Associate, Charter School Office, DDOE
- Sheila K. Lawrence, Administrative Secretary, Charter School Office, DDOE

**Representatives of Sussex Montessori School**

- Linda Zankowsky, Ed.D., Board President
- E. McCrae Harrison, Board Secretary
- Trish Hermance, Board Member
- Mark Chura, Consultant
- Sean Steward, Board Member
- Jessica Crampton-Bradley
- Brett Taylor, Consultant
- Mark Conces (via videoconference)
- Jessie Reeves (via teleconference)

**Additional Attendees Noted**

Jen Roussell, Administrative Secretary, Operations Support, DDOE

## Discussion

Ms. Field Rogers stated the purpose of the meeting which was to discuss the New Charter Application with the applicant, ask questions, and probe areas of concern based on the CSAC's initial review of the written application. She added that the meeting would also serve as the applicant's opportunity for an interview in support of the application. She also noted that each section of the application was aligned to the minimum requirements for consideration, as identified in 14 Del. Code § 511 and 512.

Ms. Field Rogers asked the school representatives to summarize the charter application. Dr. Zankowsky stated that Sussex Montessori School ("SMS") Board member, Christine Gorowara, wanted to attend the meeting but had a travel commitment. She also mentioned that another Board member, Scott Richardson, was unable to attend due to his teaching responsibilities. She recognized the SMS Board for their engagement and deep commitment to launching SMS. Dr. Zankowsky stated that she had led two elementary schools and later discovered Montessori schools when she was exploring school options for her children. She stated that Montessori's founder, Maria Montessori, developed an education method based on the premise that all children are capable. She added that Montessori classrooms and schools are structured to support a child's natural desire to learn. Dr. Zankowsky also stated that Montessori recognized the combined importance of classroom environment and culture, support, deep understanding of academics, self-efficacy, persistence, collaboration, creativity and integrity.

Dr. Zankowsky stated that for over 100 years the Montessori method has successfully served diverse students across six continents and has produced world leaders, innovative thinkers and citizens who have contributed to their local communities. She added that the Harvard Business Review has over thirty-one articles that cite the impact of Montessori education on entrepreneurial leaders. She added that she eventually enrolled her sons at a Montessori school and led a Montessori school for 12 years.

Dr. Zankowsky stated that she and the SMS Board wanted to make Montessori education more accessible because the model was largely available only to families who could afford it. She added that she and other members of the Board founded Montessori Works to expand opportunities in Delaware.

Mr. Steward stated that he is a resident of Sussex County, educated in Seaford School District and he has three school-age children. He noted that, as a parent, he found limited alternative public education options in Sussex County for his children. He stated that there is a high demand for alternative school options. Ms. Crampton-Bradley stated that she has lived in Sussex County for several years. She added that there were few alternative public education options available in Sussex County for her children. She stated that she became involved with SMS because she wanted to make Montessori education available to the broader Sussex County community, particularly the underserved.

Ms. Harrison provided an overview of how Maria Montessori developed the Montessori model in Italy. She stated that beginning in the late 1950s the Montessori model began to grow in popularity in the United States. In the last five years, she added, public Montessori schools have been established in every state. Ms. Harrison demonstrated a number of hands-on classroom materials that are unique to Montessori classrooms. She also stated that a unique feature of Montessori classrooms are multi-age groupings, with older students acting as guides for their younger peers.

Ms. Hermance stated that two adults in every classroom is another unique feature of the Montessori model. She also stated that an individual education plan is developed for every student. Ms. Hermance also noted that the relationships between students, teachers, their peers and parents are emphasized which promotes a positive school culture and climate. She added that the Montessori model also provides support to at-risk students.

Dr. Zankowsky introduced a four minute video about the Montessori model. Following the video, Dr. Zankowsky noted that while traditional Montessori programs include pre-school age students in multi-age classrooms, kindergarten students will be the youngest age group at SMS in accordance with Delaware law.

Ms. Field Rogers asked the CSAC if they had any questions or concerns regarding the following sections of the application.

### **Section 1.1 – Executive Summary**

Ms. Field Rogers noted that most elementary schools transition at grade 5 and asked the applicant to explain the rationale for its K-6 grade configuration and speak to any challenges this might pose. Dr. Zankowsky stated the proposed grade configuration aligns to the multi-age, three-year age-span classrooms that are common to the Montessori model. At SMS, she added, students would be grouped in grades K/1, 2/3 and 4/5/6. She also stated that, in her experience, families who enroll at Montessori schools typically remain for the entire time. Mr. Conces stated that one benefit of multi-age classrooms is that teachers do not teach to the average. Ms. Field Rogers stated that families who choose charter schools typically want to remain with charter schools and cautioned the applicant that grade 6 retention could be problematic because the only other charter school in Sussex County, Sussex Academy, has a lottery for grade 6.

Ms. Neugebauer asked the applicant to explain its assumptions regarding the projected special education enrollment (52 students, 20%) in comparison the State average (>15%). Dr. Zankowsky stated that the projection is based on parents who see the Montessori model as a different way to work with children. She added that Montessori schools typically have a higher percentage of students with unique needs because the model can address unique learning needs in ways many traditional schools cannot. Ms. Neugebauer cautioned the applicant to rethink this projection because students with unique learning needs may not always be identified for special education services.

## **Section 1.2 – Founding Group and School Leadership**

Ms. Field Rogers noted that while the proposed school will be located in Sussex County, the Board only has two members who reside in Sussex County. Dr. Zankowsky stated that the Board is currently recruiting two Sussex County residents. She shared that as the founding Board transitions off the Board, they will be replaced with Sussex County residents.

Ms. Field Rogers asked the applicant to describe the relationship between Montessori Works and SMS. Dr. Zankowsky stated that Montessori Works spearheaded the development of the charter application and provides funding to SMS. She also stated that Montessori Works and SMS are two separate and distinct organizations. Dr. Zankowsky stated that Montessori Works will eventually resume its original mission to increase Montessori education opportunities in Delaware and SMS will fulfill its mission of operating a successful Montessori school in Sussex County.

## **Section 1.3 – Education Plan**

### **Curriculum and Instructional Design**

Ms. Sheridan-Baker stated that the applicant's curricular materials were reviewed by DDOE's content specialists and summarized the findings as follows:

1. English Language Arts – Approved
2. Mathematics – Approved
  - It is strongly suggested that Sussex Montessori read the Ed Reports document to fully understand the limitations of the programs selected by clicking [here](#) and making the necessary adaptations/adjustments.
3. Science – Not Approved
  - Attachment 4E: SMS plans to join the Science Coalition but also submitted science curricula. The curriculum units are not aligned to the Next Generation Science Standards (NGSS) available at [www.nextgenscience.org](http://www.nextgenscience.org). The standards are now written as performance expectations. As a member of the Science Coalition, SMS is expected to teach the science materials provided in the kits. There was no evidence in the curriculum documents showing that the units would be taught. Additionally, there was no evidence that SMS would modify the materials in the kit to make them more aligned to the Next Generation Science Standards. Missing in all grade levels are phenomenon based/storylines requiring students engaged with meaningful experiences integrating the three dimensions of NGSS.
4. Social Studies – Approved
5. Visual & Performing Arts – Not Approved

- SMS is currently working to refine their scope and sequence documents to have them aligned to State standards prior to the final CSAC meeting.

6. Physical Education – Approved

7. Health – Not Approved

- Attachment 4I: The application does not address the family life, drug and alcohol education, and other requirements outlined in 14 DE Admin. Code 851. These areas should specifically be addressed in the Health Education program in accordance with this regulation.

**Special Populations and At-Risk Students**

Ms. Neugebauer stated that she participated in DDOE’s two pre-application technical assistance workshops for new charter school applicants where she stressed the importance of demonstrating a strong understanding of special education requirements as opposed to cutting and pasting the regulations into the application. She commented that the application did not demonstrate a strong understanding of special education requirements and she noted the following concerns:

- The application specifies that summer school would not be offered but Extended School Year (ESY) services would be provided for eligible students with disabilities. Ms. Neugebauer noted that there are some students with special classifications that fall outside of ESY services who are eligible for 12-month services. She stated that there are six special education classifications that are eligible for 12-month services (e.g. autism) and advised the applicant to review the requirements and revise the education plan accordingly. She also noted that the application should not state that summer school would not be offered because it may be required for some students.
- There are several places in the application that refer to the Instructional Support Team (IST) when it should be the Individualized Education Program (IEP) team. She added that these teams are not interchangeable and it is clear from the application that the difference is not understood. For example, she noted that the application specifies that the IST which has a pre-referral focus will develop IEP’s which is the role of the IEP team.
- The application does not demonstrate a clear understanding of the difference between the Individuals with Disabilities Education Act (IDEA) requirements and 504 plan requirements. She noted that the application treats them as though similar but they are different. She added that special education teachers typically do not have a role with 504 plans but the application specifies that special education teachers will develop 504 plans instead of a counselor or lead administrator.
- The application does not demonstrate a clear understanding of the student identification process through Child Find. The application only refers to the learning

disabled (LD) classification but there are other identifications (e.g. health impairments, etc.) that fall under that process. Ms. Neugebauer requested that the applicant expand on this section to demonstrate a stronger understanding of the Child Find process and that it encompasses more than students with learning disabilities.

- The budget includes a special education teacher at .8 FTE, dual certification for all teachers and Montessori certification for all teachers. Based on the projected 20% special education population, a .8 FTE special education teacher will not be sufficient to serve 52 students with IEPs.
- The applicant may enroll students that require a setting that is not an inclusion setting. Based on the application, it does not appear that the proposed school would be able to meet the needs of students who require a self-contained setting.

Mr. Charles Taylor stated that the budget for related services appears to be too low based on the projected special education population. Ms. Neugebauer also noted that a student with an orthopedic impairment would require special transportation services and impact the budget accordingly.

#### **Section 1.4 – Performance Management**

See “Conclusion”.

#### **Section 1.5 – Staffing**

Ms. Stecker asked the applicant to describe the process to transition any students and teachers who are new to Montessori education. Ms. Harrison stated that it is challenging and referenced the transition process when Montessori was established at Christina School District. She added that the Montessori model lends itself to preparing students because Montessori classroom materials require teachers to establish extensive ground rules so that the materials are handled properly. Ms. Harrison stated that the same mentality that helps students handle Montessori classroom materials properly also helps them transition to the Montessori model in general.

Dr. Zankowsky stated that teachers who are new to Montessori will receive weekly coaching to assist with the transition and they will be part of a support network to discuss any issues that may arise. She added that the school would draw support from the National Center for Montessori in Public Sector which will develop the training model for SMS based on best practices used around the country.

#### **Section 1.6 – Governance and Management**

Ms. Hickey stated that her comments do not serve as legal advice but only observations and questions based on a review of the SMS documents. Her comments and questions were as follows:

By Laws:

- The minimum number of directors (3) specified in section 5.03 seems sparse given that two members of the board of directors are required to be a parent and a teacher by statute; it does not seem to allow for depth and breadth of experience that the charter school law contemplates will be included on a school's board; given that quorum is defined in by laws as majority of directors, it could result in far-reaching decisions being determined by only two people. The Board should have sufficiently knowledgeable and varied membership to reflect the charter school law and to perform its duties effectively.
- Section 5.08 terms of office of directors – it is not clear how “two consecutive terms (i.e. 6 years)” will be applied given the described initial terms of each class of directors. For example, a class A director's initial term expires in 2020; if chosen for another term, that is three years and expires in 2023 for a total service of 4 years over two consecutive terms. Is that person ineligible to serve another term? Or, is the term limit two consecutive “full” 3 year terms?
- Section 5.10 – as a public body, a charter school board of directors cannot act without a quorum.
- Section 6.01 – “public body” is defined in 29 Del. C. § 10002(h), not 29 Del. C. § 10002(a)
- Section 7.03 – Committees of public bodies are also public bodies and are subject to the open meeting provisions of Delaware's Freedom of Information Act.
- Section 7.06 – Under the charter school law, the only entity empowered to control a charter school is the board of directors
- Section 9.03 – allowing only one officer to execute instruments, particularly without any parameters to that authority (e.g., amount, type, etc.) seems risky and could easily lead to problems with finances, fiscal responsibilities, oversight, etc.
- Article XI – Charter school board members are public officers under 29 Del. C., Chapter 58 and subject to those laws. The by-law provisions and the conflict of interest policy need to comply with those laws. In addition, it might be prudent to note, where applicable, that the provisions of this section will comply with 29 Del. C., Chapter 58 (for example in Section 11.03, regarding payments or benefits.)
- Section 12.05 – Under Delaware law, anything purchased in whole or in part with State funds is considered an asset of the State; 29 Del. C., Chapter 70 applies to the disposal of state owned assets.
- Conflict of interest policy – should be in compliance with 29 Del. C., Chapter 58; might be prudent to reference the applicable provisions of that law.



## **Section 1.7 – Parent and Community Involvement**

Ms. Field Rogers noted that Western Sussex also has a community of Haitian Creole residents, in addition to Latino residents, and asked the applicant how they would connect with that community. Dr. Zankowsky stated that there are number of community organizations they would collaborate with to reach these communities.

Ms. Pitts noted that the application includes a marketing plan and social media presence to inform the community. She asked the applicant to describe how the target communities, particularly the underserved, will be authentically engaged and included in the planning and leadership of the school. She also noted that it might be challenging for students to transition to other schools in grade 7 after completing grade 6 at SMS. Dr. Zankowsky stated that Montessori schools typically have parent cooperatives which engage parents in meaningful ways. She also stated that partnerships with La Esperanza and First State Community Action will inform how SMS can effectively engage families in the planning process. Ms. Crampton-Bradley added that the goal is to build on existing networks that families are already familiar with. Dr. Zankowsky stated that in addition to engagement and decision making, SMS plans to educate parents about the charter school enrollment/lottery process. Ms. Pitts stated that she has often seen organizations allude to diversity in its written materials but not in practice. Dr. Zankowsky stated that SMS has an upcoming meeting with La Esperanza. Ms. Pitts stated that the application suggested that the partnership had already been established. Dr. Zankowsky stated that there have been several meetings with La Esperanza.

## **Section 1.8 – Start-Up and Operations/Section 1.9 – Facilities**

Ms. Field Rogers requested clarification about the proposed target location for the school. She added that one section of the application focuses on Western Sussex but Central Sussex is mentioned elsewhere in the application. Dr. Zankowsky stated that the school's location will be in Central Sussex and draw students from that area, primarily, as well as Western Sussex. She added that prospective sites have been identified in the Central Sussex corridor. Ms. Field Rogers noted the unique geographic size and considerable travel distances in Sussex County and asked the applicant to address these challenges. Dr. Zankowsky stated that the transportation plan would include hub locations. Ms. Crampton-Bradley stated that the goal is find a location that would be accessible to as many families as possible. She added that driving from Lewes to Georgetown is a regular commute for most Sussex County residents. She also stated that there are transportation systems which are centrally located in Georgetown. Ms. Field Rogers noted that the applicant's projected low-income projection may not be accurate because transportation is a huge barrier in Sussex County for families without cars. Dr. Zankowsky stated that outreach efforts are planned to connect with underserved communities, particularly the Latino community in Western Sussex to better understand and address these issues. She added that she has an upcoming meeting scheduled with a representative of La Esperanza.

Mr. Charles Taylor asked the applicant to provide the maximum bus ride duration for prospective students. Mr. Brett Taylor stated that the current distribution of potential students are located primarily in Western and Central Sussex County. He acknowledged that the distances are considerable. He also stated that First Student is the primary bus company serving the area. Mr. Brett Taylor stated that they have projected that 9% of students will live two miles or more away from the school and require bus transportation. Mr. Charles Taylor stated that Providence Creek Academy draws students from nine different districts. He added that the school currently owns its buses and limits bus routes to no more than one hour. He commented that Sussex County's unique geographic challenges are a major concern because of the potential negative effects on enrollment.

Mr. Brett Taylor stated that Georgetown and Seaford were considered as potential locations for the school but Georgetown appears to be the most accessible location for prospective families. He also stated that purchasing buses has been considered. Mr. Charles Taylor requested that the applicant provide a transportation analysis as part of its response to the CSAC Initial Report. Mr. Steward stated that a central location would be an advantage because the longest ride from Delmar to Georgetown is about 45 minutes. However, he added, if the school is located in Milford, the bus ride would be longer. Ms. Field Rogers noted that presumably, if the school is located in Central Sussex, it would not pull as many students from Western Sussex which would involve hub stops. She added that parents would have to figure out how to transport their children to hub stops instead of having door-to-door transportation available.

#### Insurance Coverage

- Provide a description of the coverage of the Directors and Liability Policy; will it cover, e.g., claims that the school failed to provide a free appropriate public education to a student with a disability?
- Will the policy be a claims made or claims occurred one?

### **Section 1.10 – Budget and Finance**

See "Conclusion"

#### **Conclusion**

Ms. Field Rogers asked members of the CSAC to specifically articulate any outstanding concerns with each section of the New Charter Application. The following specific information was requested by the CSAC:

### **.02 School Enrollment Projection**

1. Grade Configuration: Explain the rationale to serve grades K-6 when surrounding schools in the proposed target areas have K-5 elementary schools and 6 – 8 middle schools. Describe any challenges this might pose to students and families.

## **1.1 Executive Summary**

2. On page 13, under Prospective Partners, the application lists First State Montessori Academy as a partner. Describe the nature of the partnership.

## **1.3 – Education Plan**

### Curriculum and Instructional Design

3. Address curricula deficiencies for Science, Visual and Performing Arts and Health (see page 6).

### Special Populations and At-Risk Students

4. Address concerns regarding 12-month services (see page 6).
5. Provide clarification regarding Instructional Support Team (IST) and Individualized Education Program (IEP) team (see page 6).
6. Provide clarification regarding process for IEPs and 504 plans (see page 6)
7. Provide clarification regarding student identification process through Child Find. Expand on this section to demonstrate a stronger understanding of the Child Find process and that it encompasses more than students with learning disabilities.
8. SMS may enroll students that require a setting that is not an inclusion setting. Describe how the school would provide services in B and C settings for students.

### Student Recruitment and Enrollment

9. Describe the rationale for SMS marketing to students in Western Sussex when the prospective sites are approximately 15 miles away.
10. Describe student retention in grade 6 since the proposed K-6 grade configuration does not align with other schools in the target areas (Note: consult Academy of Dover).
11. The start date for open enrollment should be the first Monday in November, not November 1<sup>st</sup>. Provide a corrected policy.
12. Schools cannot require birth certificates. See the fact sheet at <https://www.justice.gov/sites/default/files/crt/legacy/2014/05/08/plylerfact.pdf>. Correct and provide the updated policy.  
Under the “Re-Enrollment” section, the application states that if a parent does not submit a re-enrollment commitment form by the deadline established by the school, the student’s name will be withdrawn from the rolls of the school. A re-enrollment form may be requested, but it is not permissible to withdraw a student because the parent did not provide one. Correct and provide the updated policy.  
The application requires student records in four weeks. A student’s cumulative record must be processed promptly once a records request is received from a receiving school (see 14 DE Admin Code 252.3.0). Correct and provide the updated policy.  
Attachment 8-A-5 – Certification of Intent to Enroll – conditions of “good cause” are not current. This should be updated based on 14 Del. Code, Chapter 5. Correct and provide the updated policy.

## **1.4 Performance Management**

13. There are currently only academic performance goals and climate goals. How will the school evaluate its organizational and financial performance?

## **1.5 Staffing**

14. What financial support will teachers receive towards Montessori certification?
15. Describe the school's contingency plan if the expected certified teachers are not available.
16. The budget includes a special education teacher at .8 FTE, dual certification for all teachers and Montessori certification for all teachers. Based on the projected 20% special education population, a .8 FTE special education teacher will not be sufficient to serve 52 students with IEPs. Describe how this staffing issue would be addressed.

### Professional Development

17. Describe the partnership between the University of Delaware's College of Education and Human Development and the National Center for Montessori in the Public Sector. How does this benefit teachers in Sussex County?
18. Will teachers be paid for their training time in the summer?

## **1.6 Governance and Management**

### Legal Status and Governing Documents

#### By Laws

19. The minimum number of directors (3) specified in section 5.03 seems sparse given that two members of the board of directors are required to be a parent and a teacher by statute; it does not seem to allow for depth and breadth of experience that the charter school law contemplates will be included on a school's board; given that quorum is defined in by laws as majority of directors, it could have far-reaching decisions being determined by only two people.
20. Section 5.08, terms of office of directors – it is not clear how “two consecutive terms (i.e. 6 years)” will be applied given the described initial terms of each class of directors. For example, a class A director's initial term expires in 2020; if chosen for another term, that is three years and expires in 2023 for a total service of 4 years over two consecutive terms. Is that person not eligible to serve another term? Or, is the term limit two consecutive “full” 3 year terms?
21. Section 5.10 – as a public body, a charter school board of directors cannot act without a quorum.
22. Section 6.01 – “public body” is defined in 29 Del. C. § 10002(h), not 29 Del. C. § 10002(a)
23. Section 7.03 – Committees of public bodies are also public bodies and are subject to the open meeting provisions of Delaware's Freedom of Information Act.

24. Section 7.06 – Under the charter school law, the only entity empowered to control a charter school is the board of directors.
25. Section 9.03 – allowing only one officer to execute instruments, particularly without any parameters to that authority (e.g., amount, type, etc.) seems risky and could easily lead to problems with finances, fiscal responsibilities, oversight, etc.
26. Article XI – Charter school board members are public officers under 29 Del. C., Chapter 58 and subject to those laws. The by-law provisions and the conflict of interest policy need to comply with those laws. In addition, it might be prudent to note, where applicable, that the provisions of this section will comply with 29 Del. C., Chapter 58 (for example in Section 11.03, regarding payments or benefits.)
27. Section 12.05 – Under Delaware law, anything purchased in whole or in part with State funds is considered an asset of the State; 29 Del. C., Chapter 70 applies to the disposal of state owned assets.
28. Conflict of interest policy – should be in compliance with 29 Del. C., Chapter 58; might be prudent to reference the applicable provisions of that law.

## **1.7 Parent and Community Involvement**

### Community Involvement

29. Provide evidence of how the Board will continue to cultivate grassroots Sussex County support for a Montessori education.

## **1.8 Start-up and Operations**

### Transportation

30. The transportation plan does not appear to be sufficient to serve the needs of underserved families which SMS projects to be at 50% of the school population. Provide a transportation analysis that addresses:
  - a. How underserved families would be able to access the school;
  - b. The varying transportation costs of the different proposed school building locations (e.g. Georgetown versus Milford). Potential bus route models or simple model routes to project cost and timing would be helpful.
31. How will SMS ensure parents with transportation barriers are able to engage with the school and IEP meetings? Provide public transportation routes in Sussex County. The application shows a lack of understanding about Sussex County. P
32. Provide a list of providers that the school has contacted to demonstrate that the cost estimates are realistic and show transportation contracts are realistic.

#### Lunch/Breakfast

33. The application states that the school nurse will work with the foodservice vendor. This is not typically the role of a school nurse. There needs to be a designated person for school nutrition (does not need to be full time) that will be responsible for the administration of the program and also the operations. Reporting, training, monthly claims for reimbursement are all requirements. Also, point of service meals counts at each meal are required.

#### Student Health Services

34. What medication policies will be in place for administration in school and provisions for field trips? Will this be included in the Health and Safety Manual?
35. What is the plan for the Epinephrine for Anaphylaxis in Schools (EAS) for the Trained Person program?
36. What is the plan for Naloxone availability in the school?
37. While the narrative provides specific actions for certain medical events, it is not comprehensive regarding injuries, when 911 is to be called for further evaluation for referrals. Is this expected to be included in the Health Manual?
38. Describe how health emergencies be handled. Please note that the school nurse can coordinate and supervise Emergency Healthcare Plans, but they must be written by the primary healthcare provider and submitted by the parent.

#### Insurance Coverage

39. Provide a description of the coverage of the Directors and Liability Policy; will it cover, e.g., claims that the school failed to provide a free appropriate public education to a student with a disability?
40. Will the policy be a claims made or claims occurred one?

#### 1.10 Budget and Finance

41. The budget narrative specifies that the mortgage will be paid for by State and local funds but the spreadsheet shows other funds in Year 1 and 2. Please clarify.
42. The budget for related services appears to be too low based on the projected special education population. Describe the number of students and costs for services.
43. Line 19 – Cafeteria - Budget Narrative (State & Local) states that cafeteria expenses are budgeted at \$625/student/year. However, no amount is listed on line 19 of the State & Local budget sheet in any year. There are expenses listed on the Federal budget for cafeteria. Was the inclusion of cafeteria expenses in the narrative for State & Local a mistake?
44. Line 27 – Therapists (Occupational/Speech) -Budget Narrative (State & Local) shows budget of \$1,000 per student per 10% SPED/ELL Contracted Services. Is \$1,000/student realistic for speech/OT/PT/etc.? These services can be expensive. Also, 10% special education population may be low (if it ends up being higher, then they would earn additional funds to support the additional students; however \$1,000/student still seems low).

45. Line 28 – Classroom Technology - Budget Narrative (State & Local) indicates “Systems for Teacher Classrooms.” There is \$0 budgeted for year 1, then \$5,000/year thereafter. Provide additional information on this line and why there is nothing budgeted for year 1. \*\*budget for Year 1 appears to be under “Other funds”
46. Line 29 – School Climate - Budget Narrative (State & Local) indicates “Responsive Classroom materials.” There is \$0 budgeted in years 1 and 4 and \$1,000 budgeted in years 2 & 3. Provide additional information on this line and why there is nothing budgeted in years 1 and 4. \*\*budget for Year 1 appears to be under “Other funds”
47. Line 30 – Computers - Budget Narrative (State & Local) notes budgeted items “Tech for Administrative/Clerical staff”; however, there are no amounts listed on line 30 of the State & Local budget sheet in any year.
48. Line 31 – Contracted Services - Budget Narrative (State & Local) indicates the amounts budgeted are for substitutes. In year 1, \$5,640 is budgeted, which would cover approximately 55 staff absences (about 5 days per FT teacher). Is this a realistic projection?
49. Line 33 – Insurance – Quote provided is based on enrollment of 280 students and teaching staff of 15. Total insurance quoted (for all policies listed) is \$28,950. Budget for all 4 years is \$15,000. If workers compensation policy is excluded, annual cost is \$15,350. Provide clarification of which policies will be purchased. Also, the general liability policy will likely increase as enrollment increases; however, the budget does not reflect this.
50. Line 36 – Utilities - Budget Narrative (State & Local) states “Payment for 4 facilities.” The budgeted amounts are \$10,000 in year 1 and \$15,000 in years 2-4. This seems extremely low. What is this based on?
51. Line 38 – Telephone/Communications - Budget Narrative (State & Local) states “contracts for telephone, computer bandwidth.” The budgeted amounts are \$3,000 per year, which equates to \$250/month. This seems extremely low. What is this based on?
52. Line 44 – Supplies & Materials - Budget Narrative (State & Local) states, “Supplies for Administrative Staff is being allocated under Other funds for the planning year.” Nothing is budgeted in years 1-4 for supplies and materials. This seems unrealistic. \$15,000 worth of supplies purchased in the planning year is not going to last for five years.
53. Line 46 – Postage & Shipping – nothing is budgeted in Years 1-4.
54. Line 47 – Enrollment and Recruiting – nothing is budgeted after year 2.
55. Line 50 – Other - Budget Narrative (State & Local) states this is to cover “Costs for audit, legal, and financial services (back office) – All contractual.” The amount budgeted is \$50,000 per year. However, a different section of the application states that back office will cost \$35,000 per year, which leaves \$15,000 to cover audit and legal costs. The audit alone will cost nearly \$15,000, so where is the remainder to cover legal?
56. Federal funds budget only covers free/reduced lunch funding. There does not appear to be any other entitlement funding (Title I, II, IV, IDEA, etc.) budgeted. Was this an oversight?

57. Other Funds budget – line 6 – Miscellaneous Revenue – indicates that teachers will be required to reimburse the school for professional development training in Year 1 (paid over 3 years at \$10,000 per teacher).
- a. Is this a standard practice?
  - b. Do teachers have to pay for their own professional development?
58. Equipment for the Health Office: Does the budget support equipment costs such as reference materials, cots, refrigerator, locked cabinets, oxygen, epinephrine, naloxone, first aid and injury supplies?

**Next Steps:**

- The CSAC Initial Report will be issued no later than February 5, 2018.
- The first of two public hearings will be held on February 12, 2018 at 6:00 p.m., in the Georgetown Public Library in Georgetown.
- The school will have an opportunity to respond to the CSAC’s Initial Report. The school’s response is due on or before February 20, 2018.
- A second and Final Meeting of the CSAC will be held on March 7, 2018 at 2:15 p.m., Department of Education, in the 2<sup>nd</sup> Floor Cabinet Room of the Townsend Building in Dover.
- On or before March 20, 2018, the CSAC will issue a Final Report, which will include its recommendation on the Charter School New Application.
- A second and Final Public Hearing will be held on April 4, 2018 at 5:00 p.m., here in the 2nd floor Cabinet Room of the Townsend Building in Dover.
- The public comment period ends on April 5, 2018.
- The Secretary of Education will announce her decision at the April 19, 2018 State Board of Education meeting.