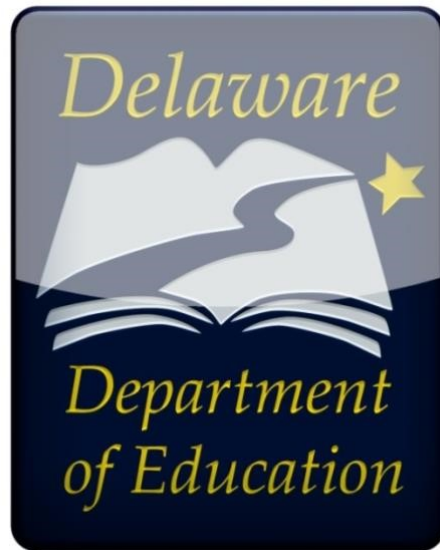


# CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



## **Bryan Allen Stevenson School of Excellence**

**New Charter Application**

**FINAL REPORT**

March 31, 2022

Under 29 Del. C. § 10006A(e) the Charter School Accountability Committee (CSAC) is permitted to hold a fully virtual meeting without an anchor location during a state of emergency. On July 13, 2021, the Governor of the State of Delaware issued a Declaration of a Public Health Emergency for the entire state. Governor Carney extended the Public Health Emergency on January 31, 2022.

Members of CSAC met with representatives from the Bryan Allen Stevenson School of Excellence (BASSE) on March 24, 2022, for the final meeting to address the approval criteria set forth in 14 Del. C. § 512.

The following attended the Final Meeting:

#### **Voting Committee Members**

- Kim Klein, Chairperson of CSAC and Associate Secretary of Operations Support, DOE
- Tyler Bryan, Education Associate, Operations Support, DDOE
- Gregory Fulkerson, Education Associate, Academic Support, DOE
- Tiffany Green, Education Associate, Educator Support, DOE
- Brook Hughes, Education Associate, Operations Support, DOE
- Joyce Leatherbury, Education Associate, Academic Support, DOE
- April McCrae, Education Associate, Academic Support, DOE
- Brian Moore, Education Associate, School Support, DOE
- Ted Molin, Community Member
- Charles Taylor, Community Member

#### **Ex-Officio Members (Non-voting)**

- Kendall Massett, Executive Director, Delaware Charter School Network
- Vincent Lofink, Delaware State Board of Education

#### **Staff to the Committee (Non-voting)**

- Leroy Travers, Lead Education Associate, Charter School Office, DDOE
- John H. Carwell Jr., Education Associate, Charter School Office, DDOE
- Faye Schilling, Education Specialist, Charter School Office, DDOE
- Alicia Balcerak, Administrative Secretary, Charter School Office, DDOE

#### **Representatives of Bryan Allen Stevenson School of Excellence**

- Chantalle Ashford, Educator, Founding Board Co-chairperson
- Teresa Berry, Ed.D., Educator, Founding Board Co-chairperson
- Katherine Cauley, Board Secretary
- Kristen Croner, Founding Instructional Leader
- Karen Higgins, Founding Board Member, Governance Committee
- Dr. Julius Mullen, Founding Executive Director
- Betsy Renzo, Educator and Attorney, Founding Board Secretary
- Crystal Timmons-Bryant, Director of Development

- Robin Eglin, Omnivest Management
- Kimberly Hensinger, Omnivest Management

### **Discussion**

Ms. Klein shared that this was the final meeting of CSAC relative to the new charter application submitted by the Bryan Allen Stevenson School of Excellence (BASSE).

### **Finance and Budget**

1. On page nine of the applicant's response, it is noted that the board of directors has budgeted \$80,000 for renovations to the Ennis Building. However, the lease (p. 2) notes that approximately \$200,000 in nonstructural, cosmetic improvements/repairs and maintenance are needed. Who will be responsible for the repairs and maintenance?
  - a. If BASSE is responsible, how will the increased costs affect the budget?
  - b. Does BASSE have the additional \$120,000 available to make the necessary repairs?

A – When the school began negotiating the terms and conditions of the Letter of Intent to lease, we did not know the condition of the facility and wanted to establish a potential fit out number around how construction is done. Due to COVID, our ability to inspect the school building was held up until October of 2021. The inspection of the building was done with the facilities director of the Indian River School District in November 2021. After the property inspection, we had the opportunity to review the maintenance logbook for the last five years. After inspection and review of the maintenance logbook, we concluded the school building was in excellent condition and no renovations of any material level were necessary. All that is needed is a fresh coat of paint and some minor repairs and maintenance. We feel the \$80,000 budgeted number is conservative and are confident with the budgeted number for cleaning up the building.

The original estimate of \$200,000 was given prior to the opportunity to inspect the building and the corresponding maintenance log. Once this occurred, the budgeted number was reduced to \$80,000

### **Recruitment and Retention / Enrollment**

2. In response to question 4d, the applicant states, “BASSE projects fewer challenges in recruiting high school student because our middle school students will continue to matriculate.” Historical data shows that this is not always the case. With the ninth-grade re-enrollment rate as low as 35-50% in some charter schools that serve both middle and high school grades. With that in mind, provide information on the challenges that you anticipate in recruiting high school students and how you will address those challenges.

A- Several factors and strategies will positively impact our ability to improve the student matriculation rate from middle school to high school, including transitional events/activities (day at the high school, bridge ceremony, teacher meet and greet, etc.), incorporate high school buddy/mentor system, integrate athletics/extracurricular activities, and sustain a compassionate climate and culture. Also, we will consult with our parents, students, nearby charters, and non-charters for additional guidance.

3. On page 15 of the applicant's response, it is noted that BASSE would delay opening if enrollment is below 80% on May 1<sup>st</sup>. How would an additional planning year be funded?
- A- Although we do not anticipate a delayed opening, we have a fiscal plan in place if an additional planning year is required. We will utilize our existing funds from the Longwood Foundation (\$1,000,000) to support an additional planning year. Additionally, we are optimistic about being awarded \$250,000 in May 2022 from the New School Venture Funds and \$450,000 from the Charter School Growth Fund, which will enhance our fiscal portfolio.
- a. Is there sufficient funding to continue paying staff and rent during a second planning year?
- A – Yes, we will utilize our existing funds from the Longwood Foundation (\$1,000,000) to support an additional planning year. Additionally, we are optimistic about being awarded \$250,000 in May 2022 from the New School Venture Funds and \$450,000 from the Charter School Growth Fund, which will enhance our fiscal portfolio.
- b. How might a delay affect the school's ability to recruit students and staff?
- A- We would develop a comprehensive outreach plan (absent of COVID challenges) including consistent strategies to targeted venues based on recent success/best practices, engage parent advisory, hold youth/family events, activities, etc.

#### **Facilities**

4. The lease states: "tenant is responsible for utilities, maintenance, janitorial services, structural-related costs of maintenance including HVAC. Tenant shall pay for all capital related expenditures, including, but not limited to, mechanical, electrical, plumbing and roof expenses." Did BASSE have an independent inspection conducted of the facilities?
- a. If so, were there any major issues/deficiencies that will need to be addressed by BASSE?
- A- After our site inspection and review of the maintenance logbook for the past five years, we do not feel there are any material issues or deficiencies. We understand that the HVAC system is on the older end of its useful life, and understand the maintenance requirements and costs to keep it running and an in good order.
- b. The landlord has noted that about \$200,000 will be required for maintenance and repairs, but given the scope of the tenant's responsibilities, could that amount be significantly higher?
- A- The \$200,000 in the Letter of Intent to Lease was estimated by us prior to seeing the school. Based on inspection and historical review of the logbook, we do not foresee spending that amount to maintain or renovate the building. The school building is in excellent condition, and the current tenant, the Indian River School District has taken exceptionally good care of it during its occupancy.
5. The lease states, "the landlord and tenant shall negotiate in good faith in an effort to enter into formal lease agreement on or before December 15, 2021." What is the current status of the lease agreement?

A- Both landlord and tenant each agreed to enter into the lease agreement upon approval of the charter by DOE (Delaware Department of Education).

6. If lease negotiations are not complete, provide updated documentation from the landlord demonstrating that the facility is still available and that they intend to negotiate with the tenant.

A - We are confident that the Delaware and Technical Community College will honor the letter of intent. Their Board of Trustees approved the Letter of Intent and they are looking forward to BASSE assuming occupancy later this year. This was signed by all parties in December 2021. November 1, 2022 is our official occupancy date upon executing the lease agreement.

## **Transportation**

7. What type of transportation will Otsie Transport provide for BASSE?

a. If Otsie Transport, Inc. will provide school bus transportation, what type of vetting has been done regarding Otsie's ability to provide this service?

i. What experience does the company have in transporting students?

ii. From where will Otsie secure school buses that meet Delaware specifications?

iii. From where will Otsie secure school buses drivers?

1. Otsie Transport will need to have a partnership with a contractor who has a "Behind-the-Wheel" trainer to complete required training for new, prospective drivers.

A - Based on further review, BASSE will not be being utilizing Otsie Transport, Inc.

8. Have any of the five contractors that BASSE has engaged with (those that cover Milford/Lincoln, Seaford, Milton, Lewes, Rehoboth, and Laurel) expressed interest in providing transportation? Have any of them provided a letter of commitment to provide transportation?

A- Yes, Johnson Transportation and Lakeside Transportation have agreed to provide all our transportation needs. Both companies have sent letters of commitment. We will work with both contractors on routes, hub spots, and other details to ensure transportation for all our students.

9. Will BASSE hire drivers to drive school buses and/or the leased vans?

A- No, but BASSE will continue to evaluate this.

10. When discussing the use of vans, it is important to ensure that vendors meet the following requirement in Delaware Code.

a. 14 Del. C. Ch. 29 §2911- Safety standards for other vehicles.

i. (a) After July 1, 1998, newly purchased and newly leased vehicles with a rated capacity, as defined by the manufacturer, to carry more than 10 passengers in addition to the driver that are used to transport preprimary, primary, and secondary pupils between home and school or to school-related events shall meet state and federal specifications and safety

standards applicable to school buses. Contract charter buses meeting federal DOT standards may be used for field trips.

- ii. (b) This section does not impose any additional obligations on a school district, charter school, or the Delaware Transit Corporation with a contract under §2901(c) of this title beyond those obligations otherwise imposed upon the Delaware Transit Corporations under federal and state law.
- iii. Any van used to transport students cannot be manufactured to carry more than ten passengers.

A- Your reminder about Delaware Code regulations and guidance about the use of vans was helpful and we appreciate that.

## **CIPD**

- 11. Delaware Regulation 505 outlines State requirements for graduation. Provide a list of high school courses and credits that will be offered to ensure that all high school graduation requirements are met. This should include the number of credits required for graduation.

A- In year one of BASSE being open, we will begin to plan out the career pathways programming for our school. Because our mission is to provide our students with pathways that not only interest them, but pathways that will help them to grow as a whole child, the student's input in the pathways that we offer is of the utmost importance. In year one of opening, our 6th graders will be exposed to a wide variety of career pathways so that they can begin to understand their interests, but also where they can grow and be successful in a career choice. In year two, throughout the first three report periods, our 7th graders will be exposed to different career pathways from those that they were exposed to in their 6th grade year. These pathways will be forged through our community, state, and national partnerships as we strive to provide our students with choices that reach beyond what they already know in their community. During the 4th report period of our second year being open, our 7th graders along with their academic team, will decide which three career pathways most closely align with their interests, strengths, and areas of growth. During our 3<sup>rd</sup> year, our 8th graders will spend each of the first three report periods focused on their top three career pathway choices so that by the end of the 3rd report period, each student will have made a choice as to which career pathway they will focus on in high school. Having the students narrow down their choices by the end of their 7th grade gives BASSE a full year to ensure that our partners can accommodate these pathways of interest and for us to build curriculum and programming that meets state requirements for Career and Technical Education Pathways.

- a. How does the school intend to meet the three-credit career pathway requirement for high school graduation?
  - i. Does the school intend to offer career pathways courses at the high school level?

A- Yes. As stated above in the response for question 1a. BASSE will provide career pathway courses in high school.

ii. If yes, what will the process be for developing them when the time comes?

A- The full plan for development has been stated above in response to question 1a. Additionally, we plan to partner with the DDOE's (Delaware Department of Education) Office of Career and Technical Education to develop effective and meaningful courses for our students.

b. Students must have completed four credits of English for graduation. BASSE's application states, *"The Bryan Allen Stevenson School of Excellence course offerings will allow students to access and earn the required credits to graduate in the State of Delaware. BASSE will use a Standards-Based grading system that can be calculated into grade point averages upon request. This process will require translating the Standards-Based proficiency levels (Advanced, BASSE CSAC Report Responses Proficient, Basic, and Below Basic) into traditional numerical credit values (4.0, 3.0, 2.0, and 1.0) and dividing the earned numerical credit values by the attempted numerical credit values."* What distinguishes a proficiency level of "below basic" from not receiving credit for a course?

A- On a traditional grading scale of 10 points, students receiving a "below basic" proficiency score would be equivalent to a traditional score of 60-69, equaling a 'D' letter grade. This score would not stop a student from receiving the credits but it would be noted that they were below basic proficiency in the course, which is one of the reasons why BASSE is using a standards-based grading system. Oftentimes students and families do not completely understand what the letter grade means regarding a student's understanding of a specific content area. Providing families with a standards-based system means that families will have a complete understanding of where their student falls for each standard they have studied, not just overall in that class. For a student to not receive credit for a course they would have earned, on a traditional scale, 59 or less.

i. What is the transcript notation for a student that does not complete the credit?

A - The transcript notation for BASSE will be 'NC,' not completed.

ii. What compensatory plans are in place to provide opportunities for a student behind on credits to meet the graduation requirements (i.e. summer school, extended day, etc.)?

A- BASSE intends to offer students summer school as a responsive measure. However, our mission at BASSE is not to be responsive but to be proactive. With our built-in synthesis day every Friday, along with each student having a personalized learning plan for their academic journey, coupled with intensive and purposeful data collection, our students should not need summer school to meet graduation requirements as they will be receiving interventions in each class as well as each week. No student or family is the same and BASSE recognizes that proactive measures do not always meet the

needs of the individual student or family, which is why we will offer summer school to assist all students in meeting the requirements for high school graduation.

12. Does the school intend to offer career pathways courses at the middle school level?

A - BASSE will not offer career pathways at the middle school level. It is not best practice to offer career pathways at the middle school level, however students will begin to explore various career pathways during middle school so that they can make an informed decision at the end of their 8th grade year about which pathway they want to pursue in their high school career. The plan for middle school students to begin to explore career pathways is laid out in question 1a above.

a. If yes, what will the process be for developing them when the time comes?

A - This is not applicable as BASSE will not be offering career pathways in middle school.

13. Who will be responsible for developing career pathways?

A - The leadership team will be responsible for the development of career pathways.

14. It is recommended that BASSE contact the Delaware Department of Education (DOE) for assistance with Science instruction and assessment.

A- BASSE was able to contact and work with Tonyea Mead and April McCrae on March 22, 2022. Through that initial meeting, BASSE was able to develop a deeper understanding of the alignment that needs to be made between the IB curriculum and the NGSS. We will continue that partnership with DDOE (Delaware Department of Education) as we continue to build our curriculum during Year 0 and beyond

15. On page 14 of the school's response there is no link where indicated. However, the chart provided by the school does not represent the International Baccalaureate (IB) program and its comparison with Next Generation Science Standards (NGSS). In general, the categorizations provided are backward.

A- Charts have been provided to show the direct correlation between the NGSS and the IB program. These charts were formulated directly from the crosswalk Connecting IB to the NGSS that the IB program created to ensure that their curriculum aligns with the NGSS.

16. School leadership for BASSE will need to attend training related to NGSS as well as IB Science to ensure an appropriate alignment between the proposed curriculum and the state's adopted standards. To begin this journey, it is recommended that the school review the research report provided (attachment A) that begins to outline the differences and gaps between IB and NGSS. It is also important that school leadership follow up with DOE for support in the development of appropriate professional learning structures to support their teachers.

A - The leadership of BASSE along with all BASSE teachers will participate in training provided by NGSS and IB. The IB training will begin to occur, for the leadership team, upon



acceptance into the IB program. The IB training for teachers will begin the summer before the first year of BASSE's opening. BASSE will connect with DDO (Delaware Department of Education) in regards to setting up training for NGSS, using the timeline displayed for the committee for the appropriate staff member.

17. For science, create a professional development plan with a timeline. There is some evidence of a professional development plan, however, it is vague regarding IB training.

A- A link was provided showing the 2021 Proposed IB Roll Out and Professional Development Timeline. The sheet included the following additions to Year 0: The Dean of Academic Excellence will connect with the DDOE to begin training with the NGSS to ensure that alignment is present within the IB curriculum. Year 1 and beyond: The Dean of Academic Excellence will continue training with the NGSS as needed and if there are updates to NGSS. Upon hire, the Grade-level Academic Coaches will complete NGSS training. The summer prior to BASSE's first year all STEM teachers will complete IB and NGSS training. Upon hire all new STEM teachers will complete IB and NGSS training

18. Create a crosswalk that shows evidence of the NGSS. The document presented shows one dimension of the standards, crosscutting standards. Patterns, models, systems, and energy are not topics in the NGSS. Reach out to Tonyea Mead, Science Education Associate ([tonyea.mead@doe.k12.de.us](mailto:tonyea.mead@doe.k12.de.us)) or April McCrae, Science Assessment Education Associate ([april.mccrae@doe.k12.de.us](mailto:april.mccrae@doe.k12.de.us)) for guidance and support.

A- A demonstration of the fit of the International Baccalaureate (IB) with the Next Generation Science Standards (NGSS) must begin with the understanding that the IB is primarily a curricular framework guided by a philosophy of learning, while the NGSS sets forward specific performance expectations. As highlighted in the report, Connecting IB to the NGSS "facilitating deep conceptual engagement through an inquiry-based approach to scientific investigation is the key connection between the IB philosophy and the NGSS performance indicators." The NGSS structures science learning around three dimensions: 1) scientific and engineering practices; 2) crosscutting concepts applicable across scientific disciplines; and 3) core ideas in science disciplines and between science, engineering, and technology. Performance expectations across these three dimensions include science and engineering practices, cross cutting concepts, and disciplinary core ideas. Comprehensive learning assessment is three dimensional and emphasizes the student's capacity to "do science" not just know it, measures the extent to which students can integrate scientific knowledge across disciplines and in applied contexts, and their capacity to ask questions that demonstrate an awareness of new possibilities. This is 21st century science education. Similarly, the critical components of the IB curriculum include: 1) structured inquiry into the established body of knowledge and complex problems which enables students to develop a way of thinking and set of skills and processes in order to tackle an internal assessment of scientific disciplines; 2) conceptual understandings that integrate factual and conceptual domains of knowledge; and 3) the unique components of the student profile and how this interacts and enhance the learning process. Students are guided to develop critical thinking and problem-solving capacity through a scientific world view; the IB science curriculum emphasizes concurrently the capacity to respond to real world problems through interdisciplinary exploration and application of scientific knowledge and concepts. For more concrete examples of how the

IB and NGSS curricular frameworks are integrated, the report, Connecting IB to the NGSS begins with a table that “maps out the correlation between the PYP key concepts and the NGSS crosscutting concept, in order to help teachers, realize how the PYP and the NGSS complement each other in both philosophy and in action.”

19. It is recommended that all special education staff complete the Standards-Based IEP professional learning offered by the Center for Disabilities Studies.

A - The leadership team of BASSE along with all BASSE teachers and staff that interact with students academically will participate in the Standards Based IEP professional learning. It is imperative that all staff members that play a role in our students’ academic success receive this training which supports the mission of BASSE

20. It is recommended that the multi-level systems of support (MTSS) leadership team complete Multi-tiered Systems of Support (MTSS) modules offered by the DOE.

A - The leadership team of BASSE along with all BASSE teachers and staff that interact with students academically will participate in the Standards Based IEP professional learning. It is imperative that all staff members that play a role in our students’ academic success receive this training which supports the mission of BASSE.

21. It is recommended that BASSE utilize the Delaware MTSS Implementation Guide.

A - The leadership team of BASSE will utilize the Delaware MTSS Implementation Guide, which directly supports the mission of BASSE.

### **Academic Achievement**

22. Provide your promotion and retention policy and criteria.

A- Students who have successfully met all grade-level performance standards will be moved to the next grade level. The criteria for a student to be retained includes excessive absences from school, as defined by the DDOE, and/or not earning the needed credits for a particular class or classes. The decision to retain a student in their current grade level will be at the discretion of the student’s academic team. The student’s academic team consists of their Advisory teacher, College & Career Readiness counselor, caregiver, and the school leader. Additional team members may be added as necessary, including, but not limited to, their Individualized Education Plan Case Manager or their English Language Learner instructor. Students and caregivers will participate in student-led conferences once per marking period. These conferences will provide check-in points for students and families on their students' progress on all performance goals. During the second marking period conferences, any students at risk of being retained for the year will be required to have a full academic team conference where a plan will be developed to help the student meet the necessary performance goals to be promoted. The team also has the power to determine if a retention plan needs to be developed instead. Either option will require data to support the team's recommendation and requires the full cooperation of the student and caregiver(s) to go into effect. Promotion and graduation criteria will be communicated to parents and students during the beginning of the year home visit, as well as in the student and family handbook and at student-led conferences.

## **Governance**

23. BASSE has included many letters of support in the application documents. Why is there no letter of support from Bryan Allen Stevenson? Can a letter of support from him be provided?

A- Bryan Stevenson sent a school support letter. Additionally, Christy Taylor, who is Bryan's sister, and an advisory board member, submitted a letter of support, along with several other family advisors and supporters.

24. When will board of directors' trainings take place?

A- Upon approval of the charter, the board of directors will begin our training as soon as possible. Ideally, the board will complete the necessary paperwork in the late spring/early summer of 2022, upon receiving our state system credentials to access the training.

## **Follow-up Questions and Discussion**

### **Tyler Bryan**

**Are you looking into diversifying even more with outreach to other contractors? I would recommend partnerships with vendors in North and North East Sussex County as well.**

A- Yes. We will follow-up and take the recommendation into consideration.

### **Gregory Fulkerson**

**Can you tell me exactly the number of credits a student needs to graduate from BASSE? Does this exceed the state requirements?**

A- Yes, credit requirements will exceed the state because the service learning requirement will be included. The way it will be calculated is through the standards-based proficiency scale, but the scale will be transferable for high school graduation because colleges need to see equivalency measures. The service learning credits that the students will receive will be added as an actual grade onto their transcripts, and then they will have their basic credits that they need for English Language Arts, Math, Health and Physical Education, Science, History, and electives, which include Service Learning. Based on the schedule, service learning could fall into a club or advisory period, which will also be for credit.

### **Tiffany Green**

**Can you talk about strategies for teacher recruitment? What will the balance look like between new and veteran teachers?**

A – The ideal breakdown would include 25% novice teachers, 25% of teachers with 3-6 years of experience, 25% of teachers with 6-10 years of experience, and the remaining 25% would include educators with 10 or more years in the classroom. In terms of recruitment, the school has already established partnerships with local colleges and universities. These partnerships are not new, and in fact, began several years ago. BASSE also has a strong connection with Teach for America, and other organizations who have assisted with strategic intelligence around educator recruitment. There is also a focus on providing all teachers with the necessary support. There will be time and resources

dedicated to the emotional and mental health of teachers, which will also include mentorship and fellowship.

**Joyce Leatherbury**

**Pending approval, I would encourage you to reach out to the Exceptional Children's Department for support and as a resource. The department can serve as thought-partner as you prepare to open your school.**

**April McCrae**

**I appreciate the depth to which you responded to the Next Generation Science Standards and alignment request that was given. One of the reasons that there was such a push for that is because Next Generation Science Standards and Common Core Standards are what has been adopted by the state of Delaware. The International Baccalaureate is, of course, designed for something that is a little broader. We (DDOE) would like to continue those conversations and build that relationship with you as you move forward and continue the development of your curriculum.**

**Brian Moore**

**I am concerned about the \$80,000 budget. The last major renovation was in 2000 and the roof was last replaced in 1995. Even cosmetic changes could stretch the budget. I would encourage getting an independent appraisal of the building. I would not want you to dip into more of your reserves.**

A- Thank you. We will follow-up accordingly.

**Ted Molin**

**What do you envision the involvement of your namesake, Bryan Allen Stevenson to be moving forward?**

A- Mr. Stevenson is busy right now working in Alabama at his three museums. However, the school knows that Mr. Stevenson and his family will be highly active and involved with the school. Through guest appearances, curriculum development, and other fundraising, Mr. Stevenson and his family will be involved extensively.

**Chuck Taylor**

**Is part of the \$ 80,000 budget to be used for a security system? Does the school already have a security system in the building?**

A – Yes, the school already has an extensive system in place. Cameras are inside and outside of the building. There is an intrusion system, electronic locks on doors, and card access is required for entry.

**Vince Lofink**

**I am impressed with the support you have received from local superintendents. I am also impressed by the Home Visits you will be conducting. These are enormously powerful.**

**Leroy Travers**

**You had mentioned previously the Charter School Growth Fund and the New Venture Fund. Can you share who are the grantees and what are the allowable costs for those specific grants?**

A- Both of those funds are in alignment with start-up costs associated with those needs and costs. The New Venture Fund team is focused on equity and diversity, inclusion, academic outcomes, and integration of innovation. Our service learning component, trauma informed and Social Emotional Learning pieces caught their attention. The recipient/grantee is BASSE.

**Do you have any intentions to apply for DECSP or federal CSP (Charter School Programs) grants? Ms. Croner and Dr. Mullen, are you licensed and certified as school leaders in Delaware?**

A- Yes. We plan to apply for anything and everything related to grant funding. Ms. Croner has been certified as a school leader since 2015 and Dr. Mullen indicated that he will pursue the appropriate credentials required by the state of Delaware.

Ms. Klein asked if there is a motion to recommend approval of BASSE's new charter application. The motion was made and seconded to recommend approval without condition. The motion was carried unanimously. Ms. Klein reminded the school that CSAC's recommendation was just that, a recommendation to the Secretary of Education on the application to modify the charter

### **Conclusion**

The criteria for approving approval of a charter are set forth in 14 Del. C. § 512. The criteria include that the charter school's educational objectives are consistent with the legislative intent of and restrictions set forth in 14Del. C. c.5; the charter school's educational program has the potential to improve student performance; the plan for the charter school is economically viable; the charter school's financial and administrative operations meet or exceed the same standards, procedures, and requirements as a school district; and the charter school's procedures to assure students', employees', and guests' health and safety are adequate.

### **Next Steps:**

- The public comment period ends on April 11, 2022.
- The Secretary of Education will announce his decision at the May 2<sup>nd</sup> State Board of Education Meeting and ask the State Board for assent.