

Enrollment Preferences Task Force

Small Group Responses: Information Requested on School Applications

Facilitated & Compiled by: Institute for Public Administration, University of Delaware

2014

Helpful Hints for Reading This Document

Letters and Numbers:

- 1) The following 35 pages consist of 15 headings/categories lettered A-O
- 2) Under each heading/category are listed items number 1-33 found on a variety of school applications
- 3) Task Force small group responses are coded as follows –
 - C** = Common Application only
 - S** = Supplemental Application only
 - E** = Enrollment only
 - X** = Do not ask
 - n/a** = Not applicable
 - *** = no answer given
- 4) In many cases, groups indicated comments to their coded answer. In order to maintain the integrity of the responses, the comments are referenced in the comment section, e.g., a response of “n/a” could have a corresponding comment noted in the comment section which would be “n/a=”. Or, a response might have a corresponding number(s) with it to identify one or more comments which would be “C1” or “S2” or S/E4, ^, etc.

Color Codes:

The following items are color coded to indicate degree of agreement on an item:

Green = Consensus reached

Yellow = Three of four groups reached agreement, one did not agree – may warrant additional Task Force conversation

No color = Items with 3 or more varying responses

Red = Items printed in red are “law/code” and are not currently negotiable

Please note: items that did not have a response or noted “*”, “n/a” or “X” were tabulated by the majority vote in that item unless specifically noted “tabled-too little conversation”.

Results of Information Request – Task Force Meeting 3/24/14

A BEHAVIOR/DISCIPLINE				
1. Ever expelled from a DE school	C1 C2 C/E3/4 C5	C1 C2 C/E3/4 C5	C1 C2 C/E3/4 C5	<p>-C1=If this question is used, it should be reworded to include 180 days & currently should and be used</p> <p>-C2=red flag; suggest “currently” date of expulsion</p> <p>-C/E3=Distinguish necessity to learn if <u>currently</u> expelled</p> <p>-C/E4=Distinguish this relates to <u>ever</u> being expelled</p> <p>-C5=Need to clarify dates of expulsion & read mission statement but “incident” should be in record on e-school</p>
2. Copy of Disc record w/incident list	S1 X n/a E1	S1 S2 n/a E1	S1 X n/a E1	<p>-S1=Parent perspective-Do not ask question</p> <p>-S2=Only if charter mission is to serve students w/discipline issues</p> <p>-n/a=Have access to records after enrolled – Should be removed</p> <p>-E1=Application could ask for suspension but “incident” should be in record on e-school</p>
3. Has the student been referred or disciplined for violent or aggressive behavior, fighting, threatening, disrespect, insubordination or offensive	S1/2 X1 n/a1 X2	S1/2 X1 n/a1 X2	S1/2 X1 n/a1 X2	<p>-S1=Parent perspective-Do not ask question</p> <p>-S2=Only if charter mission is to serve students w/discipline issues</p> <p>-n/a=Have access to records after</p>

Results of Information Request – Task Force Meeting 3/24/14

A BEHAVIOR/DISCIPLINE				
touching, in school or the community in the past 5 school years. If yes, explain				enrolled – Should be removed -E1=Application could ask for suspension but “incident” should be in record on e-school -S1=Continue this question with the one above -S2=Parent perspective-Do not ask question -n/a1=Have access to records after enrolled-should be removed -X1=automatic – would auto populate upon enrollment -X2=This could in record once child is enrolled

Results of Information Request – Task Force Meeting 3/24/14

B

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
PARENT/GUARDIAN INPUT				
1. In what ways do you feel the school will serve your child	E X1 S S1	E X1 S S1	E X1 S S1	-S1=Needs to align with the mission of the school -X1=Enrollment intake
2. In what ways are you willing to be actively involved in your child’s education	E X1 n/a E	E S n/a E	E X n/a E	-X1=Enrollment intake -n/a=However, would like a practical example/discussion
3. Parent essay-Why is this the best option for your child	E X1 n/a *	E X n/a *	E X n/a *	-X1=Enrollment intake -*=[arrow drawn to first question] The above is the preferred method of obtaining this info
4. Is your child self-motivated	E X1 n/a n/a	E X1 n/a n/a	E X1 n/a n/a	-X1=Enrollment intake
5. Description of the Student:				
6. What are the student’s greatest strengths, both personal & academic	E X1 n/a E	E X1 n/a E	E X1 n/a E	-X1=Enrollment intake -n/a=Should come from student if being asked & used to align mission – not to exclude – Grey area for kindergarten
7. What are the student’s greatest needs	E X1 n/a E	E X1 n/a E	E X1 n/a E	-X1=Enrollment intake -n/a=Should come from student if being asked & used to align mission – not to exclude – Grey area for kindergarten
8. What are the student’s hobbies & Interests	E X1 n/a E	E X1 n/a E	E X1 n/a E	-X1=Enrollment intake -n/a=Should come from student if being asked & used to align mission – not to exclude – Grey area for kindergarten

Results of Information Request – Task Force Meeting 3/24/14

B

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
PARENT/GUARDIAN INPUT				
9. What would you hope the school can provide for the student	E X1 n/a *	E X1 n/a *	E X1 n/a *	-X1=Enrollment intake -n/a=Should come from student if being asked & used to align mission – not to exclude – Grey area for kindergarten -*=[arrow drawn to first question] – see above
10. Is there any history of behavior difficulty, either in relationship to family, peers or academic setting? If so has any evaluation or treatment been completed in relationship to these problems	E X1/2 E n/a1	E X1/2 E n/a1	E X1/2 E n/a1	-X1=Enrollment intake -X2=OCR -n/a1=This could be shared under as needed after enrollment
11. <i>[signature required]</i> I as the parent/guardian I agree to take part in developing & participating in the educational program of my son/daughter throughout his/her school career	E X1 E E	E X1 E E	E X1 E E	-X1=Enrollment intake
12. <i>[signature required]</i> If my child is accepted for admission, I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least one school year. (NOTE-redundant to Pg. 16, Category G, #7)	E X1/^/3 S2 n/a	E E1/^/3 S2 E	E X1/^/3 S2 n/a	-X1=Enrollment intake -^=Clarified! -X3=Remove “if my child is accepted for admission”[comment by X & E] -S2=Code chapter 5

Results of Information Request – Task Force Meeting 3/24/14

B

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
PARENT/GUARDIAN INPUT				
13. Is your child a self-motivated learner	X1/? X n/a n/a	X1/? S4 n/a *	X1/? X n/a *	-X1=Enrollment intake -X?=Automatic e-school/intake -S4=Parent disagrees with charter -*=These could be asked as a student/parent survey
14. Does your child work well in an independent environment	X1/? X n/a n/a	X1/? S4 n/a *	X1/? X n/a *	-X1=Enrollment intake -X?=Automatic e-school/intake -S4=Parent disagrees with charter -*=These could be asked as a student/parent survey
15. Does your child work well in small groups	X1/? X n/a n/a	X1/? S4 n/a *	X1/? X n/a *	-X1=Enrollment intake -X?=Automatic e-school/intake -S4=Parent disagrees with charter -*=These could be asked as a student/parent survey
16. Does your child respond positively to instructional challenges	X? X n/a n/a	X? X n/a *	X? X n/a *	-X?=Automatic e-school/intake
What grades has the student repeated	X1/? X n/a E	X1/? X n/a E	X1/? X n/a E	-X1=Enrollment intake -X?=Automatic e-school/intake

Global thought – Helpful to have “authorizer” review supplemental application to ensure aligned with mission if charter school or magnet

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
C OTHER PRE-ADMISSION REQUIREMENTS				
1. Tour with principal	* X E n/a	* X E n/a	* X E n/a	
2. Attend an information session	* X E n/a	* X E n/a	* X E n/a	
3. Each student who has completed the applications will be scheduled for assessments by the school.	S1 X S3 S4	X1 S2 S3 S/E4	X1 X S3 n/a	<p>-S1=4 agreed with S, 1 with reservations -X1=1 of 4 people agreed with S -S2=Parent does not agree with charter -S3=Should be related to mission of school (could be clearer) -S4=Magnet –this was split in our group, Charters – depending on mission – this was split in our group</p>
4. Each student will be scored by his/her assessments by the instructor. The score is based on a 100 point scale with 70 points or higher passing.	S1 X S3 *	X1 S2 S3 *	X1 X S3 *	<p>-S1=4 agreed with S, 1 with reservations -X1=1 of 4 people stated S -S2=Parent does not agree -S3=Should be related to mission of school (could be clearer) -*=This looks to be the same as above</p>

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
C OTHER PRE-ADMISSION REQUIREMENTS				
<p>5. If the student passes the assessment, he/she is put into the first round of the lottery. The lottery is run by an offsite computer and forwarded to the school who will then start inviting students according to the order on the lottery. The lottery is run for each department area by middle or high school. The school will not discuss the specifics of any assessment with a student or parent/guardian. The school will share which scoring category the student fell into only after notification have been sent to the parents and upon request of the parent/guardian.</p> <p>Student scored a 70 or above out of a possible 100 points (invitation or wait list option based on available space and the lottery. Student scored 60-69 range out of possible 100 (wait list option). Student scored below a 59 (no invitation option). All students who pass the</p>	<p>S1 X S *</p>	<p>X1 X S *</p>	<p>X1 X S *</p>	<p>-S1=4 agreed with S, 1 with reservations -X1=1 of 4 people stated S</p>

Results of Information Request – Task Force Meeting 3/24/14

C

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
OTHER PRE-ADMISSION REQUIREMENTS				
assessment whether they are in-district or out of district will be invited before any student who scored 60-69 points.				
6. Interview/Assessment appointments: A student interview (@ 10 minutes) and writing assessment (@ 30 minutes) is a required component of the application process for all applicants to HS, in district applications to middle school.	*1 X S2 S3	*1 X S2 S3	*1 X S2 *	-*1=Tabled, too little conversation -S2=Aligned with mission of school -S3=What is the intent of the outcome? Does it determine interest or aptitude – interest is ok, but not aptitude
7. Bring to appointment: Spring standardized test scores (DSTP, DCAS, Terranova, CAT, MAP, etc.) and student work from science class (project, poster, test, homework, etc)	*1 X S2 S4	*1 X S2 S5	*1 X S2 S6	-*1=Tabled, too little conversation -S2=Aligned with mission of school -S4=not test scores but possible projects -S5= not test scores only project if mission aligned-we are still split here -S6=not test scores
8. A 12-point rubric is used to determine an applicant’s minimum interest and aptitude in the school’s magnet.includes creative/persuasive writing sample, inquiring/interesting interview.	*1 S S2 *2	*1 S S2 n/a	*1 X S2 n/a	-*1=Tabled, too little conversation -S2=Aligned with mission of school -*2=this is a process not a question

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
C OTHER PRE-ADMISSION REQUIREMENTS				
9. Current math course:	*1 S * *	*1 S * *	*1 E1 * *	-*1=Tabled, too little conversation -E1=Parent does not like question unless under enrollment

-How do magnets elsewhere (other states) admit students???

Results of Information Request – Task Force Meeting 3/24/14

D

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
SPECIAL ED/RELATED SERVICES				
1. Currently or ever received special services	E X1 E E	E X1 E E	E X1 E E	-X1=OCR
2. Does student require an educational accommodation plan (IEP/504)	E S1 E S/E	E S1 E S/E	E S1 E S/E	-S1=parent says enrollment
3. Please check services your child has had and/or still receive:	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
a. Speech and Language	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
b. Occupational therapy	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
c. counseling	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
d. Behavior Plan	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
e. Reading Support	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
f. Physical Therapy	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
g. Inclusion services	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
h. Self-contained classroom	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
i. Orientation & mobility	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
j. Deaf & hard of hearing	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
k. Resource room	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
l. Visually impaired	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
m. Medical services	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
n. Adapted physical education	E X2 E E	E X2 E E	E X2 E E	-X2=Would be in IEP
4. Does your child receive special transportation	E X E E	E S2 E E	E X E E	-S2=Parent disagrees

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Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
D SPECIAL ED/RELATED SERVICES				
5. Are you concerned that your child may have a special need that has not been evaluated yet? If yes, explain	E E E E	E E E E	E E E E	

-Global thought – Positive Outcomes & Gateway Lab may need this for very specific school mission???

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
MARKETING				
1. How did you hear about the school	S S E1 *	S S E1 *1	S S E1 *1	-E1=For information only -*1=Why is this needed? Unnecessary.
2. What components of the school encouraged you to apply to our school	S S/E E *2	S S/E E *2	S S/E E *2	-S/E=Concern by some team members about pre-screening but most felt should be in some point to charter law, it's part of the law specific interest -*2=Same as "what does this offer your child"

Results of Information Request – Task Force Meeting 3/24/14

F

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
EXTRA-CURRICULAR ACTIVITIES				
1. What sports/clubs are you interested in	E E E1 E	E E E1 E	E E E1 E	-E1=Too vague
2. Check the activities in which you currently participate in your school [35 choices]	E E/S E E2	E E/S E E2	E E/S E E2	-E/S=Too vague – hard to see if its aligned -E2=Listing activities aligned to specific mission/magnet may help establish interest
3. Check activities [20 choices] Activity leaders will contact you with more information.	E E E E	E E E E	E E E E	

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G

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
STUDENT INPUT				
1. What sports/clubs are you interested in	E E E E1	E E E E1	E E E E1	-E1=Too vague
2. Does student require an educational accommodation plan (IEP/504)	X1 E *1 E	X1 E *1 E	X1 E *1 E	-X1=Not on student section -*1=Same as parent question
3. Essay: Why you wish to attend, what you hope to gain, what skills you think you will need to be successful	S S S1 X2	S S S1 X2	S S S1 X2	-S1=Needs to aligned with mission -X2=4 members said No, 1 said "S"
4. Essay to be handwritten	S7 * S3 n/a	S7 * S3 n/a	S7 * S3 n/a	-S7=1 essay would be fine -S3=Needs to align with mission
5. Who are you? Tell us about yourself. The thing that I like best about myself is:	X E *2 E2	X E *2 E2	X E *2 E2	-*2=This is a first day activity -E2=Too vague to see how could align to specific mission
a. I am good at:	X7 E *2 E2	X7 E *2 E2	X7 E *2 E2	-X7=1 essay would be fine -*2=This is a first day activity -E2=Too vague to see how could align to specific mission
b. My friends would describe me as:	X7 E *2 E2	X7 E *2 E2	X7 E *2 E2	-X7=1 essay would be fine -*2=This is a first day activity -E2=Too vague to see how could align to specific mission
c. My teachers think I am:	X7 E *2 E2	X7 E *2 E2	X7 E *2 E2	-X7=1 essay would be fine -*2=This is a first day activity -E2=Too vague to see how could align to specific mission

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Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
G	STUDENT INPUT			
d. What I wish my teachers knew about me is:	X7 E *2 E2	X7 E *2 E2	X7 E *2 E2	-X7=1 essay would be fine -*2=This is a first day activity -E2=Too vague to see how could align to specific mission
e. Tell us about a difficult time in your life from which you learned a valuable lesson:	X7 E *2 E2	X7 E *2 E2	X7 E *2 E2	-X7=1 essay would be fine -*2=This is a first day activity -E2=Too vague to see how could align to specific mission
f. Imagine that it is the future and you have graduated from school; what plans do you have for the future	X7 E * E2	X7 E * E2	X7 E * E2	-X7=1 essay would be fine -*2=This is a first day activity -E2=Too vague to see how could align to specific mission
6. <i>[signature required]</i> I as the student agree to take responsibility in developing & fully participating in the educational program provided to me by the school throughout my school career	E E E E3	E E E E3	E E E E3	-E3=Code of conduct
7. <i>[signature required]</i> If my child is accepted for admission, I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least one school year.	X S4 E E	E S4 E E	X S4 E E	-S4=Required by law (charter 5)

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
G	STUDENT INPUT			
	<p>8. Student essay: All student applicants should respond to the essay prompt. To Ensure equal opportunity and access for all applicants, any student needing accommodations under IDEA or ADA will be given those accommodations. Parents of applicants should contact the school with any questions about accommodations. Further, parents with questions or in need of help with the application should contact the school. The school will work with the parent and student to ensure equal and full access to complete the application process.</p> <p>Write an essay explaining why you would like to attend school. Include specific information about what the school can offer you in terms of the methods, philosophy or educational focus and explain how our school would be best fit for your learning preferences.</p> <p>Students applying for grades 6-8 may respond in a paragraph. Students applying for grades 9 or 10 should respond in a multi-paragraph essay.</p>	<p>X8 *3 E X</p>	<p>X8 *3 E X</p>	<p>X8 *3 n/a X</p>

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment	
G	STUDENT INPUT				
	9. Explain in your own handwriting why you would like to attend school. (Students with mechanical disabilities or limited English skills may call the Admission Counselor for additional options other than a handwritten statement.)	S5 X8 X E	S5 X8 X E	S5 X8 X n/a	- S5 =Supplemental for alignment with mission, explicit statement that school does not use this to discriminate, etc. - X8 =1 essay
	10. Extracurricular activities	*4 E * E	*4 E * E	*4 E * E	- *4 =Too vague, if more specific & aligned could be supplemental

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
H PRE K/CHILD FIND				
1. W/application				
Proof of residency.....	S E E C	S E E C	S n/a E C	
Birth certificate.....	E E E C	E E E C	E n/a E C	
Current immunization record.....	E E E C	E E E C	E n/a E C	
Current Phys. Exam record (within 1yr).....	E E E C	E E E C	E n/a E C	
Health care provider proof of lead	E E E C	E E E C	E n/a E C	
Screening	E E E C1	E E E C1	E n/a E C1	-C1=vision & hearing?
Copy of SS card.....	E E E C	E E E C	E n/a E C	
Most recent report card.....	S E E n/a	S E E n/a	S n/a E n/a	
Copy of Discip. Record (inc. behavior incident list).....	E E X X	E E X X	E n/a X1 X	-X1=note that school may ask if student has been expelled
Child find screening.....	E E E C	E E E C	E n/a E C	
Complete student services form.....	E E E E	E E E E	E n/a E E	
2. Child been involved in early intervention services (birth to 3)	E E E E	E E E E	E n/a E E	
3. Did your child attend pre-school	E E E E	E E E E	E n/a E E	

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
FAMILY INFORMATION				
1. Student resides with:	E	E	E	-*=Seems like this information would be included in e-school registration process. Follow code on application. This information is n/a for application.
a. Both parents	E	E	E	
	E	E	E	
	*	*	*	
b. Mother only	E E E *	E E E *	E E E *	Same as above
c. Father only	E E E *	E E E *	E E E *	Save as above
d. Grandparent	E E E *	E E E *	E E E *	Same as above
e. Legal Guardian	E E E *	E E E *	E E E *	Same as above

Schools should have option to collect @ enrollment

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
LANGUAGE				
1. What language did your child first learn to speak	E/S1 E E X	E/S1 E E X	E/S E E X	-1= Specific dual language charters / magnets? Must align with mission
2. What is the primary language spoken at home	E/S1 E E X	E/S1 E E X	E/S E E X	
3. What other language(s) is/are spoken in the home	E/S1 E E X	E/S1 E E X	E/S E E X	
4. Has your child participated in an English as a Second Language (ESL) program	E/S1 E E X	E/S1 E E X	E/S E E X	

Note: With the exception of Spanish-Immersion Program. See special charter, Lewis Elem. for specific enrollment ratios.

Results of Information Request – Task Force Meeting 3/24/14

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
K ATTENDANCE				
1. Over the past 3 years, what is the average number of days of school the student has missed each year	E1 X1 X E2	E1 X1 X E2	E1 X 1 X E2	-E1=Have access to records once enrolled -X1=Attendance is considered on the application. Pertains to secondary only -E2=All this information can be found in the cum file
2. Has the student repeated any grades as a result of attendance issues	E1 X X E2	E1 X X E2	E1 X X E2	-E1=Have access to records once enrolled -E2=All this information can be found in the cum file

Note: Needs discussion/clariication? 20 days absences correlate to choice termination

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Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
ACCESSIBILITY				
1. Does your child require Handicap accessibility	E E E E	E E E E	E E E E	

Results of Information Request – Task Force Meeting 3/24/14

M

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
ATTACHMENTS WITH APPLICATION				
1. Legal birth certificate with official seal	C1 E n/a1 C2	C1 E n/a1 C2	C1 E n/a1 C2	- C1 =State Requirement for Kindergarten registration - n/a1 =we believe the law would not permit it before; not sure afterwards - C2 =please check code
2. Social security card	X E n/a1 C	X E n/a1 C	X E n/a1 C	- n/a1 =we believe the law would not permit it before; not sure afterwards
3. Proof of DE residency	C3 E C C	C3 E C C	C3 E C C	- C3 =State Requirement
Immunization record/health assessment	E E E C3	E E E C3	E E E C3	- C3 =State Requirement
4. Most recent report card	S E1 S1/2 *1	S E1 S1/2 *1	S E1 S1/2 *1	- E1 =if not available, cannot be used to deny enrollment - S1 =Specific interest for Magnet, Votech & Charter-one size doesn't fit all; aligned with mission - S2 =Different grading systems causes confusion & inconsistency - *1 =To verify proper grade placement

Results of Information Request – Task Force Meeting 3/24/14

M

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
ATTACHMENTS WITH APPLICATION				
5. Proof of identify-for parent & guardian registering the child: Driver’s License or Valid ID SS card or passport	E E n/a2 C4	E E n/a2 C4	E E n/a2 C4	- n/a2 =Should clarify-asking for proof of “identity” or “guardianship” - C4 =In code
6. I.E.P. or 504 Plan	E2 E3 E E	E2 E3 E E	E2 E E E	- E2 =Except for “at risk” charters - E3 = if not available, cannot be used to deny enrollment
7. DCAS Scores	S n/a S1 E	S n/a S1 E	X n/a S1 E	- S1 =Specific interest for Magnet, Votech & Charter-one size doesn’t fit all; aligned with mission
8. Legal guardianship documentation: If you are not the parent for the child you are registering, please provide legal documentation from Family Court or Division of Social Services that indicate you are the caregiver	E E E4 E5	E E E4 E5	E E E4 E5	- E4 =could be broader - E5 =part of care giver act
9. A letter from your child’s current teacher	X X S1 X	X X S1 X	X X S1 X	- S1 =Specific interest for Magnet, Votech & Charter-one size doesn’t fit all; aligned with mission
10. Completed signed supplemental application packet	S S3 ? E	S S3 ? E	S S3 ? E	- S3 =if supplemental exists - ? =too broad to analyze

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Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
ATTACHMENTS WITH APPLICATION				
11. Teacher evaluation form from mathematics teacher	S4 X S1 X	S,4 X, S1 X	X, X, S1 X	- S4 =Specific interest charter schools - S1 =Specific interest for Magnet, Votech & Charter-one size doesn't fit all; aligned with mission
12. (Optional) Additional teacher evaluation form	X X S1 X	X X S1 X	X X S1 X	- S1 =Specific interest for Magnet, Votech & Charter-one size doesn't fit all; aligned with mission
13. Complete psycho-educational evaluation & report (if applicable)	E6 E7 E X1	* E7 E X1	E E7 E X1	- E6 =Only at-risk charters - E7 =only if parent has it - X1 =all in student IEP/504
14. Complete speech/language evaluation (if applicable)	E E7 E X1	* E7 E X1 p26	E E7 E X1	- E7 =only if parent has it - X1 =all in student IEP/504
15. Complete occupational therapy evaluation (if applicable)	E E7 E X1	* E7 E X1	E E7 E X1	- E7 =only if parent have it - X1 =all in student IEP/504
16. Transcripts	S5 E8 *2 E	S5 E8 *2 E	S5 E8 *2 E	- S5 =Report card - E8 =only if parent wants to - *2 =Specific interest for Magnet, Votech & Charter-one size doesn't fit all; aligned with mission

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Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
ATTACHMENTS WITH APPLICATION				
17. Submit school release forms for all providers listed in “service history” section of this application	X2 E8 E9 X1	* E8 E9 X1	X E8 E9 X1	-E2=Only at-risk charters @ enrollment -E8=Only if parents want to provide -E9=Speech, OT, PT -X1=all in student IEP/504
18. Delaware Student Health Form – Children PreK-Grade 6 (To be completed by licensed healthcare provider: Physician (MD or DO), Clinical Nurse Specialists (APN), Advanced Practice Nurse (APN) or Physician Assistant (PA) [5 pages]	E^ E E C4	E^ E E C4	n/a E E C4	=E^=As per DE code -C4=Part of code
19. Childcare Transportation Information Form	E E! E E	E E! E E	E E! E E	-E!=if needed
20. Parent/Guardian driver’s license or state issued picture ID	X *3 n/a C	X *3 n/a C	X *3 n/a C	-*3=unsure of intent/legality
21. Social Service Placement Letter (original)	E E E/S? E	E E E/S? E	E E E/S? E	-E/S?=Would want to understand who is using this & why to help understand
22. Relative Caregiver Authorization	E E E E	E E E E	E E E E	
23. Original Family Court documents only	E E E-n/a ?1	E E E-n/a ?1	E E E-n/a ?1	-E-n/a=Need to understand <u>why</u> this would be required

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Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
ATTACHMENTS WITH APPLICATION				
				-?1=What?
24. Migrant Agricultural Work Survey (for English Language Learners)	Ef *3 E-n/a1 X	Ef *3 E-n/a1 X	Ef *3 E-n/a1 X	-Ef=Required-Federal compliance -*3=not sure why this is here -E-n/a1=Is this legal? Maybe used in the past but no longer allowed?

Results of Information Request – Task Force Meeting 3/24/14

N

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
TEACHER INPUT				
<p>1. Do you believe the student listed above Can be successful in a small classroom setting – why</p>	<p>X1 E S1 X</p>	<p>^ E S1 X</p>	<p>X1 E S1 X</p>	<p>-X1=IEP team after enrollment -^=Gateway or Positive Outcomes specifically -S1=Too board, is this a particular charter with a mission this relates to? Does this relate to an IEP?</p>
<p>2. We serve students with.....or are not performing well in a traditional class-room setting....Would you characterize this student as in need of our assistance – why?</p>	<p>X1 E/X S1 X</p>	<p>^ S2 S1 X</p>	<p>X1 E/X S1 X</p>	<p>-X1=IEP team after enrollment -^=Gateway or Positive Outcomes specifically -S2="interest question" -S1=Too board, is this a particular charter with a mission this relates to? Does this relate to an IEP?</p>

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N

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
TEACHER INPUT				
3. Can the needs of this student be met in the regular classroom environment – why	X1 E n/a X	^ E n/a X	X1 E n/a X	-X1=IEP team after enrollment -^=Gateway or Positive Outcomes specifically -n/a=Need to ensure used to child's benefit
4. Describe this student's specific strengths	X1 E S3 X	^ E S3 X	X1 E S3 X	-X1=IEP team after enrollment -^=Gateway or Positive Outcomes specifically -S3=Interest related
5. Describe this student's specific weaknesses	X1 E n/a X	^ E n/a X	X1 E n/a X	-X1=IEP team after enrollment -^=Gateway or Positive Outcomes specifically

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N

Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
TEACHER INPUT				
6. List/describe any teaching techniques or strategies that have proven helpful with this student	X1 E E X	^ E E X	X1 E E X	-X1=IEP team after enrollment -^=Gateway or Positive Outcomes specifically
7. Please list/describe any instances of disciplinary action involving the student that you are aware of	X, E n/a1 X	^ E n/a1 X	X E n/a1 X	-^=Gateway or Positive Outcomes specifically -n/a1=too broad- can creep into issues we deemed n/a
8. Please describe the student-teacher relationships & interactions	X E n/a1 X	^ E n/a1 X	X E n/a1 X	-^=Gateway or Positive Outcomes specifically -n/a1=too broad- can creep into issues we deemed n/a

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Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
N TEACHER INPUT				
9. On a scale of 1-5 please rate the listed student in each category: Respect for authority, Academic Potential, Academic Achievement, Attendance, Class Participation, Seeks Help when needed, Effort, Organization, Conduct & Behavior, Respect for others, Relationship with Peers, Relationships with Adults, Integrity/Honesty	X E n/a2 X	^ E n/a2 X	X E n/a2 X	-^=Gateway or Positive Outcomes specifically -n/a2=Looks like a broad survey; cannot assess how might align with interest, etc.
10. The student has a behavior intervention plan	X E E E3	X2 E E E3	X E E E3	-X2=IEP team/504 at risk charters -E3=As part of IEP
11. Please circle all words you feel describe the student [65 options]	X E n/a2 X	X E n/a2 X	X E n/a2 X	-n/a2=Looks like a broad survey; cannot assess how might align with interest, etc.

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Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
N TEACHER INPUT				
12. If you wish to provide additional information, please use the reverse side of the sheet or provide a phone # where you can be reached during the day	X E n/a2 E	X E n/a2 E	X E n/a2 E	- n/a2 =Looks like a broad survey; cannot assess how might align with interest, etc. Better alternative may be the letter of recommendation

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Categories & Questions	PS Magnets	PS Charters	PS Vo-techs	Comment
ACADEMICS				
1. Has child repeated a grade	X X E E	X X X E	X X X E	
2. What grade has the student repeated	X X E E	X X E E	X X E E	
3. Has the student been recommended for or placed in any alternative setting in the past two years – If yes, explain	X X E E	* X E E pg 31	X X E E	-*=Positive outcomes want these students
4. If yes, what school was the student recommended or required to attend	X X E E	* X E E	X X E E	-*=Positive outcomes want these students
5. If yes, did the student attend and complete the alternative placement and has been permitted to return to the regular environment	X X E E	* X E E	X X E E	-*=Positive outcomes want these students

Other notes: Similar thoughts overall apply to specific programs such as IB programs for example.

Results of Information Request – Task Force Meeting 3/24/14

Group 1 Participants	Group 2 Participants	Group 3 Participants	Group 4 Participants
Deborah Zych Catherine Hegedus Kathy Demarest (V.Gehrt) Kendall Massett (C.Taylor)	Kevin Fitzgerald Eve Buckley (E.Lockman) Mark Murphy Donald Mell Matthew Donovan	Representative Kimberly Williams Diane Ruth Bill Doolittle (T.Hodges) Mark Pruitt Senator Dave Sokola	Frederika Jenner Sue Francis Liz Toney (Y.Johnson) Merv Daugherty Allen Lathbury