

# DELAWARE DEPARTMENT OF EDUCATION

## CHARTER SCHOOL APPLICATION FORM

OCT 15 2009

East Side Charter School  
**Name of Proposed School**

Charles S. McDowell  
**Name of the Head of the Board of Directors**

\_\_\_\_\_  
**Proposed Opening Date**

\_\_\_\_\_  
**Grades for School**

Judith Taylor  
**Name of Contact Person**

3000 North Claymont Street  
**Mailing Address of Contact Person**

302-762-5834  
**Telephone Number of Contact Person**

\_\_\_\_\_  
**Fax Number of Contact Person**

jdtaylor@escs.k12.de.us  
**E-mail Address of Contact Person**

**First Year Enrollment** 372  
**Total Number**

**Second Year Enrollment** 460  
**Total Number**

**Third Year Enrollment** 480  
**Total Number**

**Fourth Year Enrollment** 504  
**Total Number**

\_\_\_\_\_  
**First Year Grade Span**

\_\_\_\_\_  
**Second Year Grade Span**

\_\_\_\_\_  
**Third Year Grade Span**

\_\_\_\_\_  
**Fourth Year Grade Span**

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

**Enrollment Breakdown by Grades**

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year.

	Year 1	Year 2	Year 3	Year 4
Kindergarden	80	60	60	63
1'st Grade	52	80	60	63
2'nd Grade	51	60	80	63
3'rd Grade	62	60	60	84
4'th Grade	38	60	60	63
5'th Grade	34	40	40	42
6'th Grade	30	40	40	42
7'th Grade	16	40	40	42
8'th Grade	9	20	40	42
9'th Grade				
10'th Grade				
11'th Grade				
12'th Grade				
<b>Total Enrollment</b>	<b>372</b>	<b>460</b>	<b>480</b>	<b>504</b>

## Introduction

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

### Response:

(From 2nd 5 year Renewal)

East Side Charter School is located at 2401 North Thatcher Street, in the heart of East Wilmington's East Lake community. The area is also called "the bucket," named for the shape of the housing project known for its crack cocaine activity. The school started in a former community center building and now occupies three buildings on the property leased from the Wilmington Housing Authority who was the initial founding organization. Bulldozers and construction vehicles currently surround the school, evidence of urban renewal that is transforming 250 low-income homes into 160 new houses. The school has nine classrooms plus a large multi-purpose room that has been converted into a kindergarten readiness classroom using a divider, providing a total of 10 classroom spaces in 6,000 square feet. We serve 144 students in Kindergarten through grade 6 with an average teacher to student ratio of 1:16, one of the keys to our success.

East Side Charter is a tax-exempt 501 (c)(3) public charter school whose chosen location is an economically deprived neighborhood. The school was started by a founding board led by WHA, as a mechanism to provide superior education for children of need and who are "culturally, economically and socially at risk." Our mission is to educate children in a safe, caring and nurturing environment so they will excel academically and socially. A Board of Directors elected from the local community and surrounding area now governs the school.

We know that on average our chosen population is a little tougher than most but we have put together a system that will assure that we meet our goals. The school also agreed to include a variety of supports to help it meet its goals. These included a research-based academic program that also meets State Standards, intense and continuous teacher training, computers for instruction and management, a reading specialist, a tutoring program (including Saturdays), an after school program, mentoring program, field trips, parent involvement pledges, parent programs, child care with educational component, counseling, conflict resolution training, uniforms, a parent handbook and student code of conduct, and an extended year that goes until July 31.

In 2000, the Delaware Department of Education renewed the charter for five years. The school expanded to grade 4 in 2001, grade 5 in 2002 and grade 6 in 2003. East Side Charter School agreed to demonstrate that the students consistently increase in academic achievement, however, with the adoption of the Delaware State Testing Program (DSTP), that assessment became the benchmark to judge the students' progress. The school also agreed to annually administer the Comprehensive Test of Basic Skills (CTBS). Our major achievement during our first two chartering periods include having our students testing above average in reading, math, and writing several times during those seven years. Our school has been rated commendable during the first accountability ratings and superior during the second. We have received two national awards, the Distinguished Title I Award in 2000 and the SRA Pride Award in 2004. One of our teachers has won ING's Unsung Hero award and we have won a greenhouse as a national garden grand prize.

### Current—

EastSide Charter School opened its doors in 1997 on North Thatcher Street in a small, former community center leased from the Wilmington Housing Authority. In early 2005, after a competitive selection process, the City of Wilmington awarded EastSide the nearby, recently-vacated Martin Luther King Elementary School, a 69,000 square foot building built in 1962. Relocation to the MLK School site occurred in time for the beginning of the September 2005 school year.

EastSide is the first charter school in the country to be founded in cooperation with a public housing authority, and located within its property; it is also the first elementary charter in Delaware. It is situated adjacent to the low-income neighborhoods of East Lake and

Riverside of northeast Wilmington, East Lake has undergone an economic redevelopment which brings hope to a community previously notorious for drugs, alcohol abuse, and violent crimes. There are pending plans for redevelopment of Riverside as well.

In the East Lake and Riverside neighborhoods, 88% of the families are headed by single parents and many are handicapped by incarceration of a parent or by drug and alcohol dependencies. Fewer than 50% of those age 25 and above have graduated from high school. Approximately 85% of EastSide's students qualify for federally-funded free or reduced cost meals while approximately 20% demonstrate clear evidence of social and emotional issues which are being treated by School counselors and other mental health agencies.

For the 2009-2010 year EastSide has enrolled 410 students from preK through Grade 8. The School has been fully enrolled and has generally maintained a waiting list for some grades.

EastSide Charter School strives to provide a quality education for children who are culturally, economically and socially at risk. A central goal of the School is to educate children in a safe, nurturing environment that enables every student to excel both academically and socially. To ensure success, EastSide is focusing on structure, consistency, and academically rigorous programming toward developing students' determination, a passion for learning, and an appreciation of personal skills and effort.

More than 50% of the current Board has joined the Board since the last renewal application in 2005. This current Board has worked diligently to address operating deficiencies and the academic decline of School, which became apparent during the 2005-2007 time frame. The Board has taken the following steps to address these concerns:

February, 2006 – formed an affiliated 501(c)(3) organization, EastSide Community Learning Center Foundation to manage the School's fundraising and "extra curricular" community learning center activities.

February, 2007 – hired outside professionals, Renaissance School Services, to provide non-academic, financial and administrative services to the School.

July, 2007 – reorganized management by appointing the School's long time Executive Director to become President of the Foundation and hired a new Head of School, David Distler, with 38 years of experience at all levels of education administration and specific experience with turnaround situations, and charged him with putting the academic program in order. Mr. Distler was recommended to EastSide by Malik Stewart of DOE as someone who had good experience in turnaround situations. Mr. Distler made significant changes in curriculum and academic operating procedures in the 2007-2008 year.

November, 2007 – completed a year-long effort that resulted in a 3-year Strategic Plan (2007-2010) (Exhibit 39).

September, 2008 – expanded Renaissance's responsibilities by contracting with them to provide Dominique Taylor as the School's Achievement Specialist, in effect a Dean of Academics.

December, 2008 – when Mr. Distler retired for health reasons, further expanded Renaissance's responsibilities to include management of the School's academic operations and installed Dominique Taylor as Head of School. Since then the Board has worked closely with Renaissance in supporting its aggressive actions to address school climate issues, academic operating procedures and faculty competency issues.

The Board believes that the restructuring we have accomplished has gotten us to the point where we now have the assets in place to make steady and significant progress going forward.

#### EastSide's Evolution into a Full Service Community School

Since its opening in 1997, EastSide's Board of Directors has had the vision of creating a full service community school – a community learning center whose programming would influence the lives not only of the students who attend the School but also all others living in the greatly underserved neighboring areas of East Lake and Riverside. EastSide Learning Center – which has the School as its primary activity – seeks, develops and manages programs that provide enriching educational, cultural and athletic opportunities for children and adults within the greater East Lake and Riverside neighborhoods of northeast Wilmington, Delaware.

The extensive facilities of the former MLK School, such as the gymnasium, auditorium/theatre, cafeteria and playing fields, enable EastSide to become a foundation of enrichment within the community. The Board has named the entire facility EastSide Learning Center, an important change that more accurately reflects the founders' original concept for the School. Some of the programs at

EastSide that expand the vision from school to full service community school include the following:

- Communities in Schools, a national organization whose Delaware affiliate now has personnel at EastSide who coordinate the School's extensive mentoring program; work with the School's counselors to assist students and their families with social, parenting and psychological issues; and broker the services of other community social service organizations.
- After-School program until 6 pm offers a snack, homework assistance, enrichment activities and dinner to the School's students.
- An academic after-school tutorial program for students who are substantially behind grade level in their academic work, staffed by full-time EastSide faculty.
- EastSide's extensive mentoring program brings more than 120 persons from businesses and churches for once a week, forty-five minute mentoring sessions with thirty percent of our students.
- EastSide's facilities are regularly used by churches and other community organizations for meetings, athletics, and other activities.

EastSide has other exciting ideas to more fully utilize the gymnasium, library, computer lab and auditorium; even classrooms for adult education classes are being evaluated. With the completion of renovations underwritten by gifts to the School's Every Child Will Learn campaign, the most feasible of these plans will become a reality.

While the Board believes that these full service community activities are very important for the long-term success of our students, for the present the emphasis is on the regular academic program and on the community wide programs that most directly impact the regular academic program.

## 1. Applicant Qualifications

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

This renewal application has been prepared by the senior management of the school with Renaissance School Services and members of the Board of Directors of EastSide Charter School. Individuals contributing to the application are Dominique Taylor, Head of School and RSS; Jane McGonegal, Operations Specialist and RSS; Sherlynn Aurelio, Achievement Specialist; Drew Marshall, Corporate Intern; various faculty members; Richard O'Neill, President of RSS; Charles McDowell, Chair of the Board as well as by 11 other members of the Board who served on a Special Committee Re Charter Renewal. This application has been presented to and approved by the Board at a special meeting. See approving Resolution at Exhibit 41.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information regarding how the original group came together. It should be noted that the original EastSide application was submitted in December, 1995.

(From 2nd 5 year Renewal)

Although no formal agreement has been made, except with Creative Mentoring, we have several informal relationships with several schools. These include the Wilmington Friends School and Wilmington Charter School whereas students tutor our students. EastSide maintains its independence from management companies.

Current/Proposed –

More than 50% of the current Board, and the core of the current Board leadership that has directed the preparation of this application, has joined the Board since the end of 2005. In the fall of 2005, the Board, led by then Chairman, Donald DeWees, Jr., became concerned about some operating deficiencies (which later resulted in the School being placed on Formal Review) and a decline in academic performance. It was determined that the Board needed to add some additional competencies and also needed to become more directly involved in the School's operations. Charles McDowell (former President of the Delaware State Bar Association and currently Chairman of the Board) and Rod Ward, III (President of Speakman Company and currently Vice Chairman of the Board) were recruited to join the Board that winter. Later in 2006, the Board added Dr. Nikki Castle (education consultant and co-founder of Edison Charter School; currently Chair of the Board's Education Quality Oversight Committee), Rod Teeple (retired Hercules executive and now Chair of the Strategic Planning Committee), Al Snyder (retired Executive Director of Children and Families First and now Chair of the Strategic Partners Committee), and Dr. Darrin Anderson (Executive Director of the American Diabetes Association – Mid Atlantic Region) In 2007, three more important additions to the Board were Cathy Robine (principal of an elementary school in the Kennett Consolidated School District, Randy Geonque (manager of HR for Buccini Pollin and now Chair of the Personnel Committee, and James Bonds (now Chair of the Technology Committee). The last two additions, coming in 2008, were James Dalle Pазze, Esq. (local attorney with a Masters in Tax and counsel to the foundation that has brought the School \$1.5 million in funding) and Marcus Mitchell of Barclays Bank, which has been the School's most important corporate supporter).

Renaissance School Services was engaged by the Board of the School in February, 2007 to provide non-academic, financial and administrative services to the School. In December, 2008 the Board expanded RSS's management responsibilities to include the academic operations, under the supervision of the Board, when the then Head of School resigned in mid-year for health reasons. The current contract with RSS goes through the end of the 2009-2010 school year. The Board expects to review RSS's performance on a periodic basis to determine whether to continue their services or return to hiring a Head of School and operations personnel directly. The School also has a contract with Communities in Schools, under which CIS provides full time counseling and mentoring supervision at EastSide. In addition, the School has relationships with State of Delaware Department of Services for Children, Youth, and their Families, which provides a full-time family crisis therapist to the School; with Boys and Girls Clubs of Delaware, which provides a summer camp; and with a variety of other organizations who are part of the School's After-School program, including Boy Scouts, Girl Scouts, and others. The School also has relationships with Wilmington Charter School, which provides student mentors to the School. Also, the School has structured a formal scholarship program (funded by a private foundation) under which a qualifying 8th grader will receive a scholarship to attend one of Wilmington's premier private high schools. Schools presently participating in this arrangement are Wilmington Friends School and Sanford School. In addition, while not involving any formal contracts (except for some restricted donations), during the last three years, the Board has raised more than \$4.5 million to improve the School's aging facilities and subsidize its operations with contributions coming from 20 foundations, 24 corporations, Board members and 350 other individuals.

Renaissance School Services worked extensively on this application, as it provides management services to the School. Renaissance is one of the leading experts in the turnaround of chronically underperforming schools: its senior management team has worked in some 25 turnaround schools over the past ten years, and its president, Richard O'Neill, is a member of the five person board of Mass Insight Education & Research Institute, the country's leading think tank developing policy and research for turning around chronically failing schools. O'Neill was a principal consultant on Mass Insight's "THE TURNAROUND CHALLENGE: WHY AMERICA'S BEST OPPORTUNITY TO DRAMATICALLY IMPROVE STUDENT ACHIEVEMENT LIES IN OUR WORST-PERFORMING SCHOOLS", and is a member of Mass Insight's advisory team. In addition, O'Neill has managed research on school turnaround and big city districts for the NewSchools Venture Fund, one of the leading venture philanthropies in education, and has spoken at conferences on this topic. He was one of a limited number of invitees to an all day conference convened at the request of the U.S. Secretary of Education Arne Duncan on school turnaround in September, 2009. Prior to forming RSS, O'Neill was a general manager of Edison Schools, Inc., where he managed failing schools that had been taken over by states.

Dominique Taylor, State Managing Director for RSS and Head of School at EastSide, has over 15 years' experience working in and with schools as a teacher or administrator. She has worked extensively with very difficult and failing schools in their turnaround, and also as a senior school administrator in very high performing, high poverty schools. She is a former reading specialist and Title I Teacher of the Year in Miami-Dade. She and Mr. O'Neill have been working together in the turnaround of failing schools since 2003.

Please see Exhibit 37 for bios of Mr. O'Neill and Ms. Taylor, and Exhibit 38 for schools which they have managed in turnaround.

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

**Response:**

(From 2nd 5 year Renewal.)

**The Board of Directors**

John Austin	Delaware State University
Sister Jeanne Cashman	Sojourner's Place
A Kimberly Brosseit	Attorney
Sharon Baptiste Brown	East Side Parent
Christine Chaney-SECRETARY	East Side Teacher
Thomas DeSanto	Aloyisus, Butler, and Clark Advertising Agency
Donald DeWees, Jr.	DeWees Investment Consulting Group
Richard DiSabatino	Vice President Edis Construction Company
Audrey Helfman-TREASURER	University of Delaware
Jeffrey W. Mitchell, Jr.	The Siegfried Group of Wilmington
Sandra Peterson	HSBC Bank USA
Edward A. Reznick	CEO-Deutsche Bank Trust Company
Pricilla Rakestraw	Delaware GOP National Chairwoman
Laurissa Schutt	
Jocelyn Stewart	Juniper Bank
Clark Schnee, Esquire	Partner Bifferatto, Zbifferato & Gentilotti
Craig Washington	Bancroft Construction, Company
Peter Wernemann-ACTING CHAIR	Head of Friends Lower School

The structure of the school is centered around open communication between the staff administration and board. The executive director is responsible for the day-to-day operation of the school. The board's overall duties include approving policies and budgets of the school, reviewing the performance of the director, soliciting additional funding for the school, advising on student/staff/school related matters as needed, managing directly the property and business of the Corporation, execute all contracts, agreements, deeds, bonds, mortgages and other obligations and instruments, in the name of the Corporation and affix the corporate seal thereto when needed.

Please see Exhibit 1 for list of current members of Board of Directors and their affiliations. All are community representatives except for the EastSide teacher and parent so identified.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

Current/Proposed -

The Nominating Committee of the Board is responsible for recruiting new members of the Board to fill vacancies caused by term expirations or resignations. The Nominating Committee is composed of the immediate past Chairman of the Board (as Chairman of the Committee), the current Chairman of the Board and two other Board members. Board members are recruited to provide specific expertise or representation to the Board. The Nominating Committee maintains a matrix of Board competencies to monitor the existing skills and representations and to identify needs. (Attached as Exhibit 2). The Nominating Committee reviews the matrix from time to time and determines specific needs. Committee members then use their personal contacts in the community and organizations such as Trustees of Color to identify candidates. Candidates are invited to a briefing session on the School after which they are interviewed by the Committee to determine their interest and suitability to serve. Candidates may be invited to serve as a non-Board member of a Board Committee for a time so that they can increase their knowledge of the School and the strength of their interest in the School can be gauged prior to receiving an invitation to join the Board.

In order to ensure that the Charter requirement of having a teacher on the Board is satisfied, the School's corporate bylaws provide that one member of the Board shall be that person recommended annually by the faculty. Annually in September the Chairman of the Board meets with the faculty to explain the role of the Board and to describe the bylaw provision providing for the faculty to designate one Board member. After that meeting, the faculty selects its appointee by secret ballot. This teacher representative serves for a one school year term and may be reelected for two additional one-year terms. Two other current members of the Board have experience as teachers at different institutions. In addition the Head of School is an ex officio, non-voting member of the Board.

In order to ensure that the charter requirement of having at least one parent on the Board is satisfied, the School's corporate bylaws provide that the incumbent President of the Parent Teacher Organization (or such other parent as is designated by the PTO) serves ex officio as a full voting member of the Board.

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

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

- Business management, including but not limited to accounting and finance.

- Personnel management.

- Diversity issues, including but not limited to outreach, student recruitment, and instruction.

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

- School operations, including but not limited to facilities management.

**Response:**

(From 2nd 5 year Renewal)

The collective board has experience in all areas suggested in Section 4.1 (sic). Our board has a teacher and a parent, several educators, several lawyers, several accountants, several bankers, two construction managers, and two college educators. Each is



committed to assure that our curriculum and instructional strategies are implemented to reach all children. The board is committed to diversity both on the board and in the classroom and seeks to assure equality to all students and staff.

Current/Proposed –

The School expects to retain in its employ, or through outside consultants, expertise in all of the areas below. Utilizing the processes described in the response to 1d above, the School also expects to maintain expertise on the Board in all of these fields. Indicated below are current Board members with the relevant expertise.

1) Curriculum etc.

Current Board members with professional expertise in these areas are Cathy Robine (currently serving as principal of an elementary school in the Kennett Consolidated School District) and Dr. Nikki Castle (adjunct professor at Georgetown University, education consultant and a co-founder of Thomas Edison Charter School).

2) Business management

See Exhibit 2 for matrix of Board competencies. 13 of the current 20 members have significant business management experience.

3) Personnel Management

The Chair of the Board's Personnel Committee is the Director of Human Relations for Buccini Pollin Group, a major Delaware business. Most of the other Board members with private business experience also have significant experience with personnel matters. The School is also served with pro bono legal assistance in this area by Potter Anderson & Corroon.

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

99% of EastSide Charter's student population and 44% of our faculty and staff are African American so outreach and recruitment in Wilmington's minority communities is not an issue for us. We conduct regular seminars (such as the Ruby Payne program) to assist our faculty in dealing with our largely inner-city, low income population of students. Most of the members of the Board have been attracted to serve EastSide Charter because of a strong commitment to diversity issues and a strong desire to improve the education and future prospects for Wilmington's inner-city children.

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

See response to 4) above. Current Board members with specific professional expertise in this area include Al Snyder, former Executive Director of Children and Families First and Dr. Darrin Anderson, Executive Director, American Diabetes Association, Mid Atlantic Region.

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

Current Board members with professional expertise in this area include Cathy Robine (currently principal of an elementary school in the Kennett Consolidated School District) and Richard T. DiSabatino, Jr., Vice President of EdiS Construction Company.

## 2. Form of Organization

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

A copy of the Certificate of Incorporation is attached as Exhibit 3. A copy of the bylaws of the corporation is attached as Exhibit 4.

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

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

**Response:**

(From 2nd 5 year Renewal)

There are several educational strategies and practices that have directly contributed to improved student performance at East Side. Having a teacher to student ratio of 1:16 has allowed us to provide a more accessible environment for learning. Teachers learn students' habits and learning styles and can work more closely with those who need additional help. One practice that has led to improvement is the adoption of the Direct Instruction or Teacher centered instruction to insure the success of our students. Direct Instruction offered a solid, developmentally appropriate, structured curriculum with a major emphasis on reading, writing, and math, combined with computer technology, science, social studies and the arts. Combining Direct Instruction with the Core Knowledge Curriculum allowed teachers to integrate subjects around themes that resembled real life learning experiences, whenever possible. Students are actively encouraged to participate in their learning. Another practice is the eleven-month academic year beginning in September and ending in July, which provides for maximum learning experiences. A third practice is our full day kindergarten, which has allowed our youngest students increased opportunities to learn. Another approach that has benefited our students is daily writing. Research has shown that reading and writing are reciprocal, each skill strengthening the other; therefore we have implemented a rigorous writing program where students are expected to write everyday. Teachers teach writing as a process where students acquire the necessary skills to know and consistently produce good writing for a variety of audiences. Journals and portfolios assist students and teachers in using and monitoring the writing process.

Our before and after care programs also offered educational support for our students. The academic based program used qualified teacher and student counselors. The before and after-care programs, as well as the summer program, was designed to offer a safe, enriching environment in which our students received tutoring, mentoring, culture, and drug and violence prevention training. Technology training is also available for children.

Several programs mentioned could be considered exemplary programs from the small class size, full day kindergarten, longer school day and longer school year, exceptional teacher and staff training, research-based curricula, and high expectations for each child.

Current/Proposed --

The mission of the School is: to provide a superior education for children who are culturally, economically and socially at risk. (Please see the School's definition of "at risk of academic failure" at Exhibit 5.) The School's goals are to prepare students to become critical thinkers, to instill in them a love of learning, and to shape them as productive, contributing members of society. The core philosophy of the school is that all children, no matter their circumstances, should have an opportunity to excel academically and develop well socially and emotionally. The School and its Board are committed to this philosophy.

The school's teacher to student ratio is approximately 1:12. We are not certain that it was ever 1:16 as reported above. The average class size at one time was approximately 16. Through a variety of amendments and modifications the average class size is now approximately 19-20. The School also no longer uses Direct Instruction or Core Knowledge. Full day Kindergarten remains a highlight of the school, as is our Pre-K program. The School does not offer a formal before-school program, but does offer two

different After-School programs, both currently administered by the school. The first of these is an academic tutorial program offered twice a week for an hour per day after school in which students identified as in greatest need of academic assistance are asked to participate, though their participation is voluntary; the second is an After-School program five days a week that runs from the end of school, 3:20, until 6 pm, and includes one hour of homework help followed by extra-curricular and intramural sports activities and dinner. In the 08-09 year, about 70 children participated in the tutorial program and roughly 100 in the After-School program.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed --**

The Board of Directors oversees the operation of the School through regular monthly meetings supplemented significantly by active operation of various Board committees. Board members possess significant competence in all aspects of overseeing the operation of a school. See Exhibits 1 and 2 for a list of Board members and their affiliations along with a list of Committees and their members. In particular the Finance, Educational Quality Oversight, Building & Grounds, and Strategic Partners Committees meet monthly with School administration.

Academic performance and school climate issues are monitored through monthly meetings of the Education Quality Oversight Committee with the School's administrative leadership. Monthly reporting includes a review of attendance data, tardiness data, reportable incident data, and reviews of various academic performance measures, including review of MAP and DIBELS data three times a year. Additional reports are reviewed on an as-needed basis. Reports are made to the monthly meetings of the full Board.

Financial management is monitored regularly through monthly meetings of the Finance Committee with the School's administrative leadership. Monthly reports show performance relative to budget and an evergreen forecast as to end of year results. Any problems can be addressed promptly and corrective action put in place. Reports are made to the monthly meetings of the full Board. Financial performance is expected to remain at or better than budget.

Facilities management is monitored regularly through monthly meetings of the Buildings & Grounds Committee with the School's Operations Specialist who is responsible for this area. An annual work plan is developed and monitored and unexpected issues are dealt with on a prompt basis. Reports are made to the monthly meetings of the full Board.

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

**Response:**

Please see the School's Student Recruitment and Enrollment Protocol at Exhibit 32.

#### 4. Goals for Student Performance

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

**Response:**

**Achievement Target One:**

The School's current Performance Agreement (Exhibit 6) lists three academic performance targets. Achievement Target One states that "Each year of the five-year renewal period the School average performance on the DSTP will be at state average for each grade

tested. The following chart reports the School's performance against Target One:

		DE Average		EastSide Charter			
		Reading	Reading %	Reading	Reading	Diff to	Reading %
		Average	Meets or	Number	Average	DE Ave	Meets or
		Exceeds	Standard	Exceeds	Standard		
Spring 2009	Grade 2	401.67	84.86	50	368.84	-32.83	70.00
	Grade 3	447.14	81.42	39	391.00	-56.14	30.77
	Grade 4	469.22	81.70	37	430.19	-39.03	45.95
	Grade 5	489.23	85.15	26	449.85	-39.38	42.31
	Grade 6	488.48	82.51	11	-	-	-
	Grade 7	502.67	87.13	8	-	-	-
	Grade 8	524.30	81.13	11	-	-	-
Spring 2008	Grade 2	400.18	84.83	43	362.16	-38.02	62.79
	Grade 3	446.66	81.69	32	402.81	-43.85	31.25
	Grade 4	468.53	81.42	31	427.58	-40.95	32.26
	Grade 5	488.58	86.12	17	448.82	-39.76	41.18
	Grade 6	487.45	81.11	9	-	-	-
	Grade 7	500.01	84.93	8	-	-	-
	Grade 8	523.13	80.79	3	-	-	-
Spring 2007	Grade 2	402.08	82.46	34	354.06	-48.02	38.24
	Grade 3	446.62	81.39	30	421.20	-25.42	53.33
	Grade 4	469.32	82.36	17	426.94	-42.38	41.18
	Grade 5	488.58	84.81	9	-	-	-
	Grade 6	486.96	80.48	19	457.84	-29.12	42.11
	Grade 7	500.55	84.45	3	-	-	-
	Grade 8	523.81	81.87	13	-	-	-
Spring 2006	Grade 2	402.94	83.61	31	368.29	-34.65	64.52
	Grade 3	448.35	83.95	19	426.26	-22.09	73.68
	Grade 4	467.73	81.78	14	-	-	-
	Grade 5	484.81	84.60	16	448.44	-36.37	50.00
	Grade 6	485.35	81.91	8	-	-	-
	Grade 7	498.78	83.26	18	472.11	-26.67	61.11
	Grade 8	524.67	83.53	-	-	-	-

		DE Average		EastSide Charter			
		Math	Math %	Math	Math	Diff to	Math %
		Average	Meets or	Number	Average	DE Ave	Meets or
		Exceeds	Standard	Exceeds	Standard		
Spring 2009	Grade 2	401.25	87.50	62	355.00	-46.25	56.45
	Grade 3	439.60	78.48	49	395.69	-43.91	40.82
	Grade 4	461.90	76.93	41	421.73	-40.17	41.46
	Grade 5	479.86	77.21	33	436.48	-43.38	30.30
	Grade 6	493.85	74.71	17	465.65	-28.20	41.18
	Grade 7	495.79	70.63	10	-	-	-
	Grade 8	507.20	65.86	11	-	-	-
Spring 2008	Grade 2	400.85	86.54	50	362.36	-38.49	56.00
	Grade 3	439.12	77.42	34	408.59	-30.53	58.82
	Grade 4	461.97	77.15	36	423.22	-38.75	41.67
	Grade 5	479.67	76.46	21	435.86	-43.81	19.05
	Grade 6	492.78	74.75	11	-	-	-

Grade 7	494.48	68.32	8	-	-	-	-
Grade 8	506.73	64.91	5	-	-	-	-
Spring 2007	Grade 2	401.23	85.52	36	339.72	-61.51	36.11
	Grade 3	440.75	77.44	32	402.81	-37.94	37.50
	Grade 4	460.96	75.90	20	413.95	-47.01	30.00
	Grade 5	479.01	76.44	12	-	-	-
	Grade 6	491.17	73.84	20	459.00	-32.17	45.00
	Grade 7	491.60	65.74	6	-	-	-
	Grade 8	503.76	61.24	14	-	-	-
Spring 2006	Grade 2	401.62	87.87	31	350.39	-51.23	48.39
	Grade 3	442.88	78.20	21	421.71	-21.17	80.95
	Grade 4	460.82	78.11	14	-	-	-
	Grade 5	478.38	76.95	17	445.12	-33.26	41.18
	Grade 6	488.39	71.65	10	-	-	-
	Grade 7	490.87	65.07	17	463.53	-27.34	35.29
	Grade 8	502.10	62.26	-	-	-	-

As one can see from the preceding chart, which compares Delaware state average scale scores on DSTP to EastSide's average scale scores by grade, in no year and in no subject over the last four years has the School met this performance goal.

**Achievement Target Two:**

Achievement Target Two of the School's current Performance Agreement states that "Each year the school average performance in reading and mathematics at each grade on the CTB or NWEA Standard Based Assessment will demonstrate an increase of at least one grade level.

The School has used NWEA's MAP. We present the data in two ways. First, we show average fall to spring MAP scale score growth by grade. Required growth is taken from NWEA's 2005 Placement Guidelines that indicates what one-year's growth is at each grade level. In 2008 NWEA updated their Placement Guidelines, we use that measure for the 2008-2009 year.

**MATH**

**Gr 2008-2009 Ave Class 2008 Median**

#	Fall	#	Spring	Gain/Loss	Growth
1	50	145.4	55	165.5	20.1 14
2	63	170.4	62	182.2	11.8 12
3	51	191.4	51	198.2	6.8 11
4	42	191.8	41	199.1	7.3 8
5	35	195.6	33	201.1	5.5 8
6	19	186.7	17	193.8	7.1 6
7	12	211.6	10	214.9	3.3 5
8	11	213.4	11	221.0	7.6 4

**Gr 2007-2008 Ave Class 2005 Median**

#	Fall	#	Spring	Gain/Loss	Growth
1		2	155.0		
2	48	170.9	49	182.2	11.3 12
3	31	180.5	34	193.5	13.0 9
4	36	189.0	36	196.4	7.5 8
5	18	201.1	21	200.9	(0.2) 8
6	11	201.1	11	206.9	5.8 6
7	10	214.0	9	217.3	3.3 4
8	4	217.3	5	219.0	1.8 4

Gr 2006-2007 Ave Class 2005 Median

	#	Fall	#	Spring	Gain/Loss	Growth
1	46	153.5	46	165.9	12.4	
2	38	172.4	34	176.8	4.5	12
3	34	181.8	31	187.9	6.1	9
4	20	191.2	19	198.2	7.0	8
5	13	193.6	11	196.3	2.7	8
6	21	208.4	19	210.3	1.9	6
7	7	201.6	5	205.4	3.8	4
8	15	218.9	12	220.3	1.5	4

Gr 05-06 Ave Class 2005 Median

	#	Fall	#	Spring	Gain/Loss	Growth
1	31	164.4				
2	30	173.7	29	177.7	4.0	12
3	21	183.6	19	188.1	4.5	9
4	15	194.5	14	194.4	(0.2)	8
5	17	199.4	17	203.1	3.6	8
6	13	205.7	10	203.4	(2.3)	6
7	16	219.4	17	221.6	2.2	4
8	4					

READING

Gr 2008-2009 Ave Class 2008 Median

	#	Fall	#	Spring	Gain/Loss	Growth
1	53	149.0	55	164.0	15.0	13
2	64	169.1	55	179.6	10.5	11
3	48	180.2	49	187.0	6.8	8
4	42	189.6	40	194.7	5.1	6
5	35	192.1	33	200.1	8.0	4
6	19	202.8	17	207.1	4.3	3
7	12	206.2	9	206.6	0.4	2
8	11	204.8	11	211.3	6.5	3

Gr 2007-2008 Ave Class 2005 Median

	#	Fall	#	Spring	Gain/Loss	Growth
1	1	161.0				
2	49	168.2	49	180.8	12.6	12
3	32	179.0	34	185.3	6.3	8
4	35	185.8	36	193.2	7.4	6
5	20	193.3	21	199.3	6.0	4
6	11	202.0	11	208.5	6.5	4
7	10	203.9	9	212.7	8.8	3
8	4	210.8	5	213.0	2.3	3

Gr 2006-2007 Ave Class 2005 Median

	#	Fall	#	Spring	Gain/Loss	Growth
1	31	157.1	45	164.6	7.5	
2	38	166.6	33	167.9	1.3	12
3	34	181.9	32	186.4	4.5	8
4	20	188.8	18	191.1	2.3	6
5	13	192.7	9	192.4	(0.2)	4

6	21	200.6	17	199.5	(1.1)	4
7	7	192.6	6	193.2	0.6	3
8	14	212.1	11	210.7	(1.4)	3

Gr 05-06 Ave Class 2005 Median

	#	Fall	#	Spring	Gain/Loss	Growth
1	29	165.5				
2	30	168.0	20	173.8	5.8	12
3	21	180.9	20	185.1	4.1	8
4	15	188.0	13	184.8	(3.2)	6
5	17	194.0	17	196.2	2.2	4
6	13	198.2	10	196.8	(1.4)	4
7	16	213.6	18	212.9	(0.7)	3
8						3

In the preceding chart, required growth is one year's growth per NWEA's Placement Guidelines. For the entire class, one can see in the highlighted areas in which years and which grades the School made median national growth in reading and math. In math in 08-09, the School had three grade levels make required growth compared to one grade level the year before and none in the years before that. In reading in 08-09, the School had four grade levels make required growth compared to five grades levels in 07-08, and none in the years before that.

The following chart shows similar data, except in this case it only includes students who were tested in both the fall and spring of the same year (i.e., some students who took the test in the fall did not take it in the spring and vice versa), which is a finer measure of the effect of the School on academic achievement:

MATH

Gr 2008-2009 Ave Class 2008 Median

	#	Fall	Spring	Gain/Loss	Growth
1	50	145.4	165.8	20.4	14
2	59	170.4	182.4	12.0	12
3	49	191.2	198.3	7.1	11
4	41	191.6	199.1	7.5	8
5	33	195.8	201.1	5.3	8
6	17	186.7	194.0	7.3	6
7	10	210.2	214.9	4.7	5
8	11	213.4	221.0	7.6	4

Gr 2007-2008 Ave Class 2005 Median

	#	Fall	Spring	Gain/Loss	Growth
1					
2	47	171.3	182.6	11.3	12
3	31	180.5	193.6	13.1	9
4	35	188.0	196.7	8.7	8
5	18	201.1	200.6	(0.5)	8
6	11	201.1	206.9	5.8	6
7	9	216.2	217.3	1.1	4
8	4	217.3	219.8	2.5	4

Gr 2006-2007 Ave Class 2005 Median

	#	Fall	Spring	Gain/Loss	Growth
1	41	154.0	165.6		

2	34	171.6	176.8	5.2	12
3	31	184.1	187.9	3.7	9
4	18	190.1	197.5	7.4	8
5	11	192.8	196.3	3.5	8
6	19	209.6	210.3	0.6	6
7	5	203.0	205.4	2.4	4
8	12	216.0	220.3	4.3	4

Gr 2005-06 Ave Class 2005 Median

# Fall Spring Gain/Loss Growth

1					
2	28	173.0	177.1	4.1	12
3	18	184.1	188.7	4.6	9
4	14	193.2	194.4	1.1	8
5	17	199.4	203.1	3.6	8
6	10	201.7	203.4	1.7	6
7	15	218.9	223.5	4.6	4
8					4

In the preceding chart, one can see that the School in math in 08-09 had four grade levels exceed median growth compared to two grades levels in the preceding year, and one grade level in each of the years before that. In reading in 08-09, the School had six grade levels make median growth compared to five grade levels the year before that, and none in the preceding years.

Together these two charts demonstrate that while the School has not met the goals in its most recent Performance Agreement (Exhibit 6), the School is on a significantly improved trajectory toward meeting those grade level goals.

Achievement Target Three:

Achievement Target Three of the School's current Performance Agreement states that "Each year average student performance will show an increase of at least one grade level in both reading and mathematics on the NWEA Standard Based Assessment. NWEA does not produce a single number for average student performance in a School, so we have calculated the average student performance as follows: The sum of the individual gain or loss on RIT Score from Fall to Spring of the same school year for each student divided by the total number of students that completed the assessment in the Fall and Spring of the same school year. One grade level increase for average student performance was calculated as follows: The sum of the required Gain based on Median RIT score in the Fall and Spring according to grade for each student divided by the total number of students that completed the assessment in the Fall and Spring of the same school year. In addition, NWEA did not provide the 2005 RIT Median scores for First Grade. So, although the First Grade was tested in the 06-07 school year, we did not include them in the Average Student Growth calculation for that year. NWEA did provide the 2008 RIT Median scores for First Grade. To remain consistent, we calculated two Average Student Growths for the 08-09 school year; one that did not include the First Grade and one that did. The following chart shows whether the School's average student performance demonstrates an increase of at least one grade level:

MATH	2005 RIT Median		2008 RIT Median	
Gr	05-06	06-07	07-08	08-09
	# Actual	Required	# Actual	Required
1	50	1,020	700	
2	28	115	336	34 178 408 47 532 564 59 710 708
3	18	83	162	31 116 279 31 406 279 49 347 539
4	14	16	112	18 133 144 35 304 280 41 309 328
5	17	62	136	11 38 88 18 (9) 144 33 176 264
6	10	17	60	19 12 114 11 64 66 17 124 102
7	15	69	60	5 12 20 9 10 36 10 47 50
8		12	52	48 4 10 16 11 84 44

Ave Student Growth



(GR 2-8)

3.5 8.5 4.2 8.5 8.5 8.9 8.2 9.3

ASG w/ GR 1 10.4 10.1

**Reading**

2005 RIT Median 2008 RIT Median

Gr 05-06 06-07 07-08 08-09

# Actual Required # Actual Required # Actual Required # Actual Required

1 53 791 689

2 19 110 228 33 10 396 47 611 564 54 558 594

3 19 86 152 32 76 256 32 198 256 46 366 368

4 13 (44) 78 17 53 102 34 269 204 40 179 240

5 17 38 68 9 7 36 20 91 80 33 250 132

6 10 27 40 17 (20) 68 11 71 44 17 76 51

7 16 (13) 48 6 5 18 9 68 27 9 19 18

8 11 (5) 33 4 (1) 12 11 72 33

**Ave Student Growth**

(GR 2-8)

2.2 6.5 1.0 7.3 8.3 7.6 7.2 6.8

ASG w/ GR 1 8.8 8.1

As can be seen in the chart above, there has been a significant improvement over time in the performance of the School as a whole in math on this measure, with the whole School achieving this measure for the first time in 08-09 on a whole School basis including first grade. In reading, the School has significantly improved over the last two years, and the School achieved this measure in both of the last two years.

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

**Response:**

Please see the charts in response to question 4a.

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

**Response:**

The administration and staff of EastSide use DSTP scores as one assessment tool to assist in making instructional decisions and to develop Academic Intervention Plans. In addition to the DSTP, the following formal and informal assessment tools are used throughout the year (please refer to assessment schedule at Exhibit 7) to measure and monitor student performance in grades Kindergarten through eight.

**NWEA's Measures of Academic Progress (MAP)**

MAP is a computer-based adaptive assessment. The school administers MAP in reading and math to all students in Kindergarten through eighth grades in September, January, and June. Students in grades five through eight are also assessed in science in September, January, and June. Testing is completed in the Computer Lab and with our class set of laptops on a cart. This adaptive test provides valuable information which is used to assist in the identification of students requiring additional intervention, to create flexible grouping possibilities, and to inform teachers and parents of progress made throughout the year.

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

The DIBELS assessment is comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle,

accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS was designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent later reading difficulties.

EastSide has established an assessment team approach for administering the DIBELS Benchmarking assessments given in September, January, and June. Our Achievement Specialist leads this team approach which will increase consistency in the testing administration for all of our kindergarteners through 8th grade students. Palm pilots have been purchased to also streamline test administration and for the convenience of having immediate results at hand. Students who are at-risk of reading failure are progress monitored every two weeks using DIBELS probes. These results will be monitored during Professional Learning Community (PLC) and Response to Intervention (RTI) meetings.

#### Writing Prompts

School-wide writing prompts are administered in September, January, and May. EastSide staff has the privilege of working with two staff members involved with Delaware's Reading and Writing Projects (DR/WP) through the University of Delaware. DRWP and our Achievement Specialist will assist our staff as a Professional Learning Community (PLC) to evaluate these responses and plan for instruction, future Professional Development, and follow-up coaching.

#### Accelerated Reader

Accelerated Reader will aid in building a reading culture throughout the school and make reading practice more effective for every pre-K-8 student. AR offers four types of quizzes to assess students' reading: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes. Teachers can target instruction and differentiate learning every day for every student, including those with special needs. Students could, for example, be grouped by reading level around a common book. And individualized vocabulary lists can be generated from AR to ensure students are exposed to new words before encountering them while reading.

Because of the emphasis on ensuring students are reading books that are neither too easy nor too difficult, AR can be used to help struggling readers experience success in reading, possibly for the first time. These students can still be part of the school-wide community of readers with a strong AR implementation that includes adapted content, methodology, or instructional delivery, such as one that includes greater emphasis on Read To/With support.

#### Theme/Unit Tests in Reading and Math

Theme/Unit tests are informal assessments administered at the end of each unit, as part of a school's reading and math program. The anthologies are Scientifically Based in Reading Research and are aligned with Delaware State Reading Standards. The math program is based on National Council of Teachers of Mathematics Standards and is aligned with Delaware State Mathematics Standards. In addition, there are weekly skill tests which review the specific skills addressed that week. The tests serve as an assessment of strategies taught, the effectiveness of their teaching, what additional instruction needs to occur, and to prepare students for standardized testing.

#### Spelling Inventories

Spelling Inventories will also be administered three times throughout the year. Using a feature analysis to evaluate the spelling errors, the information gained from this assessment is valuable in identifying the spelling stage of every student. Small group instruction will include word sorting activities to strengthen the deficit areas and move students up the developmental continuum.

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

#### Response:

Attached as Exhibit 6 is a signed copy of the School's current Performance Agreement. The School's performance against its Performance Agreement for its Achievement Targets has been described in 4a. The School's performance against its other targets is as follows:

- II. During the term of this Agreement, the School will demonstrate that its students exhibit positive behavior related to academic

success through the following:

A. Each year average daily attendance will be at least 95% of the daily enrollment.

We present three charts below. The first is the School's average daily attendance during the last four years which was, respectively 95.31%, 91.79%, 94.17% and 93.34% and therefore, while the School did achieve this goal in 05-06, it did not achieve 95% attendance in 3 of the last 4 years. The second is the School's average daily attendance during the last four years with the summer session excluded (the School is in operation eleven months of the year, with a four or five week summer session following a one week break in June). On this chart, one can see that in two of the last four years, 05-06 and 08-09, the School did achieve this performance goal. We note the data this way because the School has seen a drop-off in attendance during the summer session, in particular from students not returning to the School the following year. Also, for the 08-09 year, at the beginning of the year the School's former Head distributed a calendar that showed the final grading period ending in June and the summer session as "under construction" and we believe that many people did not think their attendance at School in July was mandatory, as it was. While the School's new administration which started in December addressed this issue repeatedly with parents, many if not all of the new families last year came to the School with a different understanding. Last, we present the state averages, which indicate that the state itself has not achieved 95% attendance. All data are taken from e-school. The School's attendance for September in the current year was 96.45%.

**B-School With Summer**

	2005-2006			2006-2007			2007-2008			2008-2009		
Gr	PA	ADA	ADM	PA	ADA	ADM	PA	ADA	ADM	PA	ADA	ADM
PK	0.0	0.0	0.0	90.9	36.2	39.9	93.2	40.7	43.6	94.0	41.7	44.4
KN	94.8	53.1	56.0	93.4	45.7	49.0	95.1	55.2	58.1	92.2	58.9	63.9
1	94.9	34.1	35.9	92.6	48.0	51.9	95.1	50.6	53.1	93.8	50.8	54.2
2	95.7	31.0	32.4	90.1	33.1	36.7	92.5	46.6	50.3	92.7	59.4	64.1
3	96.7	21.0	21.7	94.5	30.2	32.0	94.7	31.3	33.0	93.3	46.4	49.7
4	96.7	14.7	15.2	89.6	17.8	19.9	94.3	34.6	36.7	94.2	38.7	41.1
5	97.3	16.5	17.0	88.4	10.6	12.0	94.6	19.9	21.0	93.2	31.5	33.8
6	94.0	9.8	10.5	92.6	18.5	20.0	92.5	10.2	11.1	94.4	16.5	17.5
7	93.2	17.1	18.4	88.6	5.6	6.3	95.6	9.0	9.4	92.7	10.4	11.2
8	0.0	0.0	0.0	90.6	12.5	13.8	93.5	4.5	4.8	95.3	10.6	11.1
Total	95.3	197.4	207.1	91.8	258.3	281.4	94.2	302.5	321.2	93.3	364.9	391.0

**E-School Without Summer**

	2005-2006			2006-2007			2007-2008			2008-2009		
Gr	PA	ADA	ADM	PA	ADA	ADM	PA	ADA	ADM	PA	ADA	ADM
PK	0.0	0.0	0.0	91.5	37.1	40.5	94.2	41.2	43.7	95.0	42.6	44.8
KN	96.0	53.8	56.0	94.6	46.4	49.1	95.5	55.6	58.3	94.2	60.6	64.3
1	96.1	34.6	36.0	93.8	49.0	52.2	96.0	51.0	53.2	95.9	52.1	54.3
2	97.3	31.8	32.7	92.2	34.2	37.1	93.7	47.4	50.6	94.3	60.8	64.5
3	98.3	21.4	21.8	95.7	30.9	32.3	95.5	31.5	33.0	95.4	47.7	50.0
4	97.9	14.9	15.3	91.3	18.3	20.0	95.0	35.0	36.9	96.1	39.8	41.5
5	98.7	16.8	17.0	88.4	11.1	12.6	94.7	19.9	21.0	95.2	32.4	34.1
6	96.4	10.1	10.5	92.8	19.2	20.7	93.7	10.4	11.1	94.8	16.6	17.6
7	95.7	17.5	18.3	90.5	5.7	6.4	95.4	9.0	9.5	94.0	10.8	11.5
8	0.0	0.0	0.0	91.3	12.8	14.0	94.5	4.5	4.8	95.5	10.6	11.1
Total	96.8	201.0	207.6	92.9	264.6	284.8	94.9	305.6	321.9	95.0	374.1	393.6

**State of DE**

	2005-2006			2006-2007			2007-2008			2008-2009		
Gr	PA	ADA	ADM	PA	ADA	ADM	PA	ADA	ADM	PA	ADA	ADM
PK	92.3	915	991	93.3	752	806	92.3	782	848			
KN	93.6	6,623	7,078	94.3	6,272	6,653	94.4	6,733	7,135			
1	94.3	7,460	7,913	94.9	6,991	7,366	95.0	7,048	7,415			

2	94.7	7,197	7,600	95.2	6,749	7,089	95.4	6,994	7,331
3	94.8	7,100	7,489	95.4	6,776	7,103	95.5	6,899	7,221
4	94.9	6,924	7,298	95.3	6,517	6,836	95.6	6,818	7,130
5	94.5	6,937	7,338	95.0	6,397	6,731	95.5	6,610	6,922
6	93.9	7,185	7,655	94.6	6,546	6,920	95.0	6,646	6,997
7	92.6	7,424	8,020	93.7	6,696	7,144	94.3	6,774	7,181
8	92.0	7,850	8,529	93.2	6,871	7,371	94.0	6,840	7,279
9	90.8	9,298	10,239	91.6	9,555	10,438	91.9	9,670	10,524
10	92.1	7,534	8,183	92.3	7,767	8,411	92.7	7,625	8,223
11	92.0	6,193	6,734	92.2	6,376	6,913	92.0	6,575	7,145
12	90.9	6,212	6,835	90.9	6,360	6,996	91.1	6,648	7,296
Total	93.1	92,450	99,276	93.7	86,589	92,379	94.0	89,146	94,824

B. Each year the School will have fewer reportable incidents than the average for all schools in the State with a similar grade configuration.

In comparing the school's reportable incidents to the reportable incidents of schools in the State with similar grade configuration, we used the percentage of unduplicated students suspended/expelled to the total Student enrollment as of Sept. 30. This was based on a conversation with Melvin D'Souza from DOE, who explained that all schools do not report school crimes and DOE offenses consistently. This percentage is also the simplest indicator of the level of disorderly behavior at the school. The percentage of students suspended/expelled to student enrollment for schools in the State with similar grade configuration was found by starting with the State total and subtracting the contribution of schools with grades 9 through 12. This would leave a better estimate for the percentage of students suspended/expelled in an average K-8 school in the state. As one can see, the School did not achieve this target in any year other than the 05-06 year. The totals for the schools excluded and the K-12 State totals are listed below.

	Suspensions S/E	Expulsions S/E	Days	Students Enrollment (9/30)	Student Students	Percent of S/E
<b>05-06</b>						
ESCS	13	0	23	11	202	5.45%
State minus 9-12	18,085	66	42,455	8,198	83,356	9.83%
Schools w/ 9-12	15,712	97	42,184	7,257	37,510	19.35%
State	33,797	163	84,639	15,455	120,866	12.79%
<b>06-07</b>						
ESCS	108	1	397	57	247	23.08%
State minus 9-12	19,934	73	52,107	8,493	83,555	10.16%
Schools w/ 9-12	17,300	99	50,466	7,433	38,706	19.20%
State	37,234	172	102,573	15,926	122,261	13.03%
<b>07-08</b>						
ESCS	127	0	279	74	284	26.06%
State minus 9-12	19,788	62	48,988	8,665	84,625	10.24%
Schools w/ 9-12	17,654	116	52,509	7,568	39,416	19.20%
State	37,442	178	101,497	16,233	124,041	13.09%
<b>08-09</b>						
ESCS	256	0	489	116	355	32.68%
State minus 9-12	39,677	72	77,578	12,541	85,537	14.66%
Schools w/ 9-12	31,253	100	69,814	10,287	39,893	25.79%
State	70,930	172	147,392	22,828	125,430	18.20%

Several observations are in order regarding the School's reportable incidents performance. First, it bears noting that each school in

the state has its own policy regarding discipline matters, and that these policies are not consistent school to school, which means that the data between schools is not directly comparable. Second, EastSide had not been compliant with the recording of discipline data in eschool for the 2005-2006 year, and the State placed a condition on the school to bring the discipline data up to date after the 05-06 year had concluded. While the School satisfied that condition, there is no way to verify that all the incidents were recorded. We think it likely that many incidents for which there were inadequate records were not recorded, which would lower the number in the 05-06 year. Third, the Board of the School rewrote the School's discipline policy and adopted a new Code of Conduct with new penalties for infractions in the fall of 2007. This Code of Conduct and the infractions for violations were more severe than had previously been the case.

Certainly beginning with 2005-2006, and possibly before, the School's administration did not have a good handle on the school's discipline problems. There was a lack of firm and consistent dealing with discipline infractions. A new Assistant Principal was hired in August 2006 with responsibility for disciplinary matters and she took a much firmer approach thereby leading to many more suspensions although the working relationship between the Executive Director and the Assistant Principal was not good and the overall school climate did not improve. A new Head of School was hired for the 2007-2008 year but the school climate situation still did not improve. When Renaissance School Services assumed responsibility for managing the academic as well as non-academic operations of the School in December 2008, addressing the school climate situation became a major focus for the rest of that year. RSS has implemented a number of actions to address the School's culture, climate, and discipline. These measures include hiring a full-time guidance counselor; forming a School Climate Committee that meets weekly and includes all counselors, the Dean of Students, and the School nurse; doing Functional Assessments of Behavior when warranted, Behavior Intervention Plans, and Behavior Contracts; and identifying via a special list those students who are chronic behavior problems and building specific plans for them that are reviewed individually monthly. None of these measures were in place prior to the installation of RSS in December, 2008. The School also has a Bullying Policy in place and provides in-class guidance around bullying issues, and it uses Responsive Classroom to build community within the classroom. In addition, it bears noting that the School, since RSS's installation in December, 2008, has had a very specific focus on reporting and addressing behavior issues. While addressing these issues, however, it is also the case that the School has a high rate of mobility (which we believe, based on RSS's management's experience elsewhere, may be structural in the 20% range), which brings to the School students who have to adjust to the School's behavior requirements anew each year. This mobility as well as more extreme behavior is also a function of greater economic stress as the economy has declined, and parents lose their jobs and homes, and are forced to move. These observations are verified by the reduction in the number of parents who qualify for Purchase of Care in the School's after-school program because they are not working, and in the increase in the number of displaced persons the School serves. Thus, while the School has worked assiduously to address the discipline problems, the environment is producing more problems and the School's adherence to a stricter code of conduct all combine to produce larger numbers. That said, the School believes that it is addressing to an extent not previously done the behavioral, social, and emotional deficits that accompany the group of children we serve.

C. Each year, except for students who move out of New Castle County, at least 95% of the students on the September 30 enrollment roster will complete the school year.

Includes Pre-K

Year 9/30 9/30 & Same Year

End of Retention Rate

Year

05-06 236 228 96.6%

06-07 279 247 88.5%

07-08 313 300 95.8%

08-09 390 360 92.3%

Excludes Pre-K

Year 9/30 9/30 & Same Year

End of Retention Rate

Year

05-06 210 202 96.2%

06-07 247 222 89.9%

07-08 283 278 98.2%

08-09 355 335 94.4%

One can see in the preceding chart that the School did not achieve the 95% completion rate in two out of the last four years, though it came close in 08-09. In the following chart we present the reasons students left. While the target states "except for students who move out of New Castle County," it is by no means clear that students transferring to Christina, Brandywine, Colonial, or Red Clay are not doing so because the distance to come to EastSide is too great.

Reason	05-06		06-07		07-08		08-09	
	All	In NCC	All	In NCC	All	In NCC	All	In NCC
TO A DEL PUBLIC SCH	3	3	0	0	0	0	0	0
TO A PRIVATE SCH	0	0	0	0	0	0	0	0
TO OUT-OF-STATE SCH	0	0	3	4	6			
TO APPOQUINIMINK	0	0	0	0	0	0	0	0
TO BRANDYWINE	0	0	6	6	0	2	2	
TO CHRISTINA	2	2	4	4	1	1	10	10
TO COLONIAL	1	1	2	2	0	3	3	
TO NCC VOTECH	0	0	0	0	0	0	0	0
TO RED CLAY	0	0	7	7	0	0	0	0
TO CAPITAL	0	0	3	0				
TO SMYRNA	0	0	0	2				
TO CAPE HENLOPEN	0	0	0	1				
TO INDIAN RIVER	0	0	0	0	0	0	0	0
WILL GRADUATE JUNE	0	0	0	0	0	0	0	0
Transferred to a School Outside the Country	0	1	0	0	0	0	0	0
TO FAMILY FOUNDATIONS ACADEMY	0	0	0	0	0	0	0	0
TO MAURICE J. MOYER ACADEMY	0	0	2	2	2	2	2	2
TO PENCADER BUSINESS AND FINANCE CHARTER HIGH	0	0	0	0	0	0	0	0
DropOut-Childcare	0	0	0	0	0	0	0	0
TO CHARTER SCH OTHER	0	2	2	0	3	3		
UNKNOWN	2	2	4	4	0	0		
<b>Total</b>	<b>8</b>	<b>8</b>	<b>29</b>	<b>25</b>	<b>12</b>	<b>5</b>	<b>29</b>	<b>20</b>

Moreover, when analyzing when students leave per the following chart, it is absolutely clear that the vast majority of EastSide's students leave in the month of June when what is thought to be the conventional school year is over. EastSide's eleventh month of school, in July, is not appealing to those who decide to go to school elsewhere the following year, even though it counts in EastSide's attendance and negatively impacts this performance goal.

05-06 06-07 07-08 08-09

Oct 0 1 5 1  
 Nov 1 2 1 2  
 Dec 1 3 1 3  
 Jan 0 1 1 1  
 Feb 1 0 0 1

Mar 2 1 0 6  
Apr 1 1 0 0  
May 0 1 2 0  
Jun 2 17 1 13  
Jul 0 2 1 2  
Total 8 29 12 29

If one were to exclude the departures in the months of June and July from the analysis, then the School would show that it has reached the target of having 95% of its students complete the school year, per the following chart:

Excludes Pre-K

Year 9/30 9/30 & Same Year  
End of Retention Rate  
Year  
05-06 210 204 97.1%  
06-07 247 241 97.6%  
07-08 283 280 98.9%  
08-09 355 350 98.6%

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

A. Each year the school will have at least the number of students allowed by the charter enrolled at the beginning of the school year.

In each year except for the current year, the School has had at least the number of students allowed by the School's charter. In the current year, the School is within the 5% variance allowed under state regulation.

Year Charter As of 9/30

05-06 192 202  
06-07 240 244  
07-08 272 278  
08-09 349 355  
09-10 386 372

B. Each year the school will have a waiting list of students seeking admission.

There is no one at the School with information prior to the 2007-2008 year, so while it is believed that a waiting list existed prior to 07-08, the exact number of students on the waiting list is unknown. More recently, per the chart below, the School has had a waiting list, each year at the start of school. It bears noting that the School has increased its enrollment each year while still generating a waiting list.

Year Waiting List

05-06 Unknown  
06-07 Unknown  
07-08 9  
08-09 49  
09-10 9

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

Year EOY	9/30+ 1y Returning Student (w/o 8th)	Retention Rate
05-06	230 152	66.1%
06-07	237 176	74.3%
07-08	297 221	74.4%
08-09	350 230	65.7%

Per the preceding chart, the School did not achieve this target in any of its last four years. The School believes there are a number of explanations for the School's performance in this area. First, the School has been in academic decline and has had discipline and behavior issues, acknowledged elsewhere in this document, and also being aggressively addressed, also as described elsewhere in this document. Academically, per the information presented in various charts in 4a, on MAP data for 08-09 the School had its best year out of the last four years with RSS managing the School for five months before the spring MAP testing (Dec. to April). Unfortunately, RSS only managed the school for three months prior to DSTP testing (Dec. to Feb.). As a consequence, RSS had more time to affect MAP performance than it did DSTP performance. We believe the performance of the School has had a negative impact on student retention. In addition, we believe other factors are also at play: 1) as reported in our response to 4IEB, the School serves a population that is structurally transient, at least, in our opinion, at a rate of approximately 20% a year; and 2) it bears noting that the School has made a number of both leadership and teaching changes over this period of time, including a number of faculty changes made during the school year in 2008-2009 when RSS came in, and established relationships between students, families, and the School's personnel were disrupted, which also affected this number.

D. Of all students entering the School at any grade 60% will continue at the school through the end of the educational program and graduate.

The following chart presents the percentage of students entering in any year who graduated from the school at the end of the 8th grade. Out of nine possible cells for which we have the data, only in two did the School achieve this target. To read this chart, read down the columns. For instance, in the 06-07 year, there were 14 8th graders at the beginning of the year, but only 11 graduated. In the year before, which would have been 05-06, there were 19 new 7th graders, of which 10 graduated a year later as 8th graders.

06-07	07-08	08-09
Total 8th	14 6	12
8th Graduates	11 5	11
%	78.6% 83.3%	91.7%
New 8th (Same Year)	3 5	4
New & Graduate	1 4	3
%	33.3% 80.0%	75.0%
New 7th (Previous Year)	19 2	2
New 7th (PY) & Grad	10 1	1
%	52.6% 50.0%	50.0%
New 6th (2 Years Before)	11	8
New 6th (2YB) & Grad	0	1
%	0.0%	12.5%
New 5th (3 Years Before)	--	17
New 5th (3YB) & Grad	--	6
%	--	35.3%

Unable to get student roster before 05-06 school year.  
So this assumes all students on 05-06 roster were new.



There were no 8th Graders on '05-06 roster.

The responses to C above are also applicable to this Performance Goal.

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

**Response:**

Per section 4.2.2.1 of Chapter 275 of Title 14 of Delaware's Administrative Code, EastSide, which proposes an enrollment preference for "students at risk of academic failure" (See Exhibit 5 for definition), hereby requests a waiver of sections 4.2.1.2 and 4.2.1.3 of the Code because EastSide Charter School has served, and expects to continue serving, primarily such at risk students. The School proposes that its academic performance goals each year be that it makes AYP, either through the Safe Harbor, the Growth Model, or the state's Original Model using DSTP and its anticipated successor. We believe these goals are more appropriate for our at risk student population. Please see the School's definition of students "at risk of academic failure" at Exhibit 5. Please see Exhibit 8 for the School's proposed Performance Agreement for the renewal period. See the response to 5a and 6d for a discussion of specific actions taken to address the special needs of students at risk of academic failure.

The School believes this standard is more appropriate for the School because we serve an at risk population, and because it is not at all likely in the near term that the School will meet or exceed the State's averages, as they are so distant from where the School is now. Making AYP is the federal measure that determines the status of the school and, based on the performance of schools in general in Delaware, is obviously a difficult measure to achieve. The chart below shows that a third of the schools in the state have not made AYP in either of the last two years, and the number of schools state-wide that have not made AYP has increased in each of the last four years.

	2009	2008	2007	2006
Made AYP	129	125	131	137
Did not Make AYP	66	64	61	39
	34%	34%	32%	22%

2009 & 2008 come from School Accountability in Delaware - General Summary Info

2007 & 2006 come from School Accountability Rating Summary

In addition we note in the chart below that the state has an increasing number of schools in some form of School Improvement – a number that has increased in each of the last four years, as has the number of schools in Restructuring, which represents the failure to make AYP at least four years consecutively. Consequently, the School believes that adopting AYP is both a suitable and rigorous measure.

	2009	2008	2007	2006
SI1 School Improvement Year 1	8	10	8	7
SI2 School Improvement Year 2	12	7	5	10
CA Corrective Action	4	6	10	14
R1 Restructuring Year 1	7	9	12	3
R2 Restructuring Year 2	8	13	3	0
R3 Restructuring Year 3	9	0	0	0
R4 Restructuring Year 4	2	0	0	0
All	50	45	38	34

Only R 26 22 15 3

Data comes from School Accountability Summary Details

## 5. Evaluating Student Performance

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

**Response:**

(From 2nd 5 year Renewal)

We will also continue to use data to improve our teaching and the students' learning. We are dedicated to reaching students using different techniques that are inline with their learning styles.

**Current--**

EastSide Charter School's success is defined as ensuring achievement for every student. To reach this goal, the administration and staff have identified tools to help them identify students who are at-risk academically and adjust instructional practices to better meet these students' needs. Student progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions.

To that end, the instructional staff at EastSide is utilizing a matrix to determine the RTI (Response to Intervention) tier level of every student using the results from the beginning of the school year, mid-year and end-of-the-year of the NWEA's Measures of Academic Progress (MAP) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmarking assessments. These measures are used to also identify achievement goals that each student needs to reach by the end of the year, and establish the rate of progress the student must make throughout the year to meet those goals. Additional reading assessments are available for pinpointing the particular areas of deficit, such as; running records, Phonics and Phonemic Inventories, High Frequency Word Lists, and testing for kindergarten skills.

The teachers then track the students' academic progress regularly, using a variety of quick assessments which are matched with the skill taught that week during the intervention block. For example; for those students who are identified at-risk in reading (Tiers 2 and 3), the teacher providing the daily intervention will administer a DIBELS probe biweekly. By regularly measuring the skills taught, teachers can graph progress and compare a student's progress to the rate of improvement needed to meet their end-of-year goals; for example: the number of correct words read per minute (reading). If the rate at which a particular student is learning seems insufficient, the teacher will discuss these findings during the Professional Learning Community (PLC) grade level meeting, adjust instruction, and if progress is still not noted, the student will then be referred to East Side's Student Assistance Committee (SAT). This committee then makes a determination concerning what corrective action should be taken next, whether academic, medical, or social/emotional.

Student evaluation information will be utilized as diagnostic data to pin-point specific deficiencies that must be addressed to impact the achievement performance of students at-risk and to augment the progress of students who are meeting or exceeding the state standards.

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

**Response:**

In 2004 and 2005, EastSide Charter School met AYP and was rated Superior, and Commendable, respectively. Then, after two years

of declining performance to "Academic Review" and "Below Target", the Board of Directors began in Planning for Corrective Action. The Board of Directors employed a new Head of School in August of 2007 charged with making the changes necessary for student achievement.

In the 2007-2008 school year, the staff of EastSide adopted new materials and resources to support the students in attaining proficiency in the Delaware State Content Standards.

Past Curriculum Resources Newly Adopted Curriculum Resources  
Reading SRA Direct Instruction Houghton Mifflin Reading  
Mathematics Connecting Math K-8 Trailblazer Mathematics K-5; Math  
Concepts I, II, III Grades 6-8  
Social Studies Core Knowledge Houghton Mifflin Social Studies Textbook;  
Social Studies Pilot Program  
Science Core Knowledge Delaware Science Coalition

Additionally, the school hired additional staff to provide instructional support to students, changed the focus for professional development, implemented universal assessments, created a profile for students that included annual goals, and implemented Professional Learning Communities so that teachers have time to collaborate and share instructional practice.

East Side also adopted universal measures to be administered three times a year to collect formative data utilized to gauge students' success towards making academic goals and adapting instruction to meet individual needs. The school uses Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Measures of Academic Progress (MAP) to establish baseline data for all students at the beginning of each school year.

To identify the RTI Tier Level for each student, East Side uses a matrix involving the MAP and DIBELS data. Students are then assigned to flexible small intervention groups based on skill need and monitored for progress.

Teachers maintain individual and classroom profiles that include target goals for each student. All students are expected to make more than one year's progress in reading/language arts and mathematics.

During PLC time, teachers provide each other or involve other staff for much appreciated support and valuable suggestions and guidance. This time is also used to analyze classroom and individual student data and discuss grade level, classroom, and individual student needs and expectations. After evaluating past data and monitoring the progress monitoring data, the PLC has the authority to recommend that a student be referred to our SAT Committee if six to twelve weeks of intervention and modifications have shown little progress.

Teachers also use NWEA's "Descartes: A Continuum of Learning" goal strands to identify the areas that need reinforcement and areas of challenges for students. The MAP and DIBELS data are used to determine instructional reading levels for students. This enables teachers to form small reading groups for instruction and identify resources and materials to address the needs of the small group.

The MAP data is also used to identify students who need extra time to develop their math skills. The school employs a full time math specialist and academic intervention teacher to provide push-in and pull-out support for small groups of students. The data is also used to identify students who would benefit from extra instructional time with tutors during or after school.

Additionally, the school has identified and will be using the research based program Early Reading Intervention (ERI) Program to address the needs of at-risk kindergarteners, My Sidewalks for first through fifth grade students struggling more with phonemic/phonics awareness and comprehension skills, and Soar to Success to address the comprehension needs of third through eighth grade students. These materials are utilized for Tier 3 intervention instruction. SRA's Corrective Reading Program is utilized to provide intensive, sustained direct instruction to address deficiencies in decoding and comprehension for the special needs students who require this level of instruction in reading in addition to the core instruction.

After review of the DSTP data, the school's grade level team leaders have determined that an intentional focus needs to be placed on developing vocabulary and higher level thinking skills to enable students to make inferences, understand elements of text, use

mathematical reasoning to solve multi-step math problems, and use appropriate computational strategies. Therefore, professional development with specific research based instructional strategies will have a school wide focus to augment student success in meeting or exceeding the state standards in the identified "instructional needs" areas based on DSTP results.

- C) If the proposed school requests and receives a waiver for an enrollment preference for students at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period. (Renewal/Modifications – provide original documentation and any changes)

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

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

**Response:**

Although the last charter renewal application in October, 2004 referred to the School as serving an at risk population ("The school was started...to provide superior education for children of need and who are culturally, socially, and economically at risk.") and also referred to the educational programs then in use at the school as designed to serve such populations ("The educational programs used at the school has (sic) a history of providing at risk and students with disabilities a good education foundation), we are unaware of any formal request to waive the normal state performance requirements as allowed under state regulation. Per our response to 4e, the School hereby requests such a waiver.

**Current/Proposed –**

EastSide Charter School serves a student population significantly at risk of academic failure. The School proposes to utilize DSTP and subsequently its anticipated replacement to measure academic performance. The school proposes that its academic performance goals each year be that it makes AYP, either through the Safe Harbor, the Growth Model, or the state's Original Model. Please see the School's definition of "at risk of academic failure" at Exhibit 5.

## 6. Educational Program

- A) Provide a scope and sequence document for required content areas for proposed grades to be served over the first four years of the school charter. [Click here to view a sample Scope and Sequence document.](#)

For new applicants, this is a Phase I requirement. Renewal and modification applicants only, please include the following: Units required in (i) below with duration of instruction and alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school. Alignment of instruction to state content standards for required content areas for grades served by the charter school. Alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school.

**Response:**

Please see Exhibit 9 for the scope and sequence

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

- Mathematics
  
- English Language Arts
  
- Science
  
- Social Studies
  
- World Languages (Renewals Only)
  
- Visual & Performing Arts (Renewals Only)
  
- Health Education (Renewals Only)
  
- Physical Education (Renewals Only)

**Response:**

**Mathematics**

Mathematics is taught daily for a minimum of sixty minutes in kindergarten and ninety minutes in grades one through eight.

**Grades K-5**

EastSide Charter School has adopted the Math Trailblazers integrated math, science and language arts program. Trailblazers math is a complete, research-based, National Science Foundation-funded, K-5 mathematics program.

It embodies the National Council of Teachers of Mathematics (NCTM) principles and Standards for School Mathematics and is based on the ideas that mathematics is best learned by solving problems in real-world contexts and that a curriculum should balance conceptual understanding with procedural skill.

The instructional staff at EastSide have thoroughly reviewed the program and aligned it to fit the Delaware State Mathematics Content Standards.

**Problem Solving**

Math Trailblazers adheres to the principle that mathematics is best learned through active involvement in solving authentic problems. This strong emphasis on problem solving is the defining characteristic of Math Trailblazers. Students become powerful mathematical thinkers as they develop concepts, skills, and procedures.

**Standards-Based Mathematics**

This curriculum is modeled upon NCTM Standards and follows the guidelines set by the NCTM's Principles and Standards for School Mathematics. Through this curriculum, students become powerful mathematical thinkers by learning how and when to apply the lessons presented in Math Trailblazers.

**Higher Expectations and Equity**

Using approaches backed by solid research, Math Trailblazers engages students who have a wide range of abilities with challenging content. Still, the program has the flexibility needed to reach the special needs child.

**Connections to Science and Language Arts**

Connecting math with other subjects greatly increases student interest and retention. Math Trailblazers takes advantage of children's natural curiosity about the world around them by using science as a context to engage them in mathematically based investigations. Math Trailblazers also has many ties to Language Arts. Students use rich language as they explore mathematics. Students become

stronger communicators when they record solutions, discuss strategies, and record their findings in journals. Some lessons engage students through the use of trade books or through mathematical adventures and historical stories.

#### A Balanced Approach

Math Trailblazers offers flexibility in teaching practices, lessons, and assessments to create a careful balance between conceptual understanding and procedural skills. Students will acquire problem-solving skills, learn to compute accurately, and develop fluency in the basic facts.

#### Group and Individual Work

There are many advantages to the balance between group and independent learning in the Math Trailblazers classroom. Like scientists and mathematicians in the real world, students benefit from working in teams, sharing ideas, and cooperating with one another. In their work in small groups, students practice their math and communication skills, as well as learning to solve problems and better understand math concepts. Individual work is also an important part of the curriculum, because it allows students to reflect on and solidify their own learning.

#### Middle School Mathematics Grades 6-8

The middle school mathematics adopted textbook is Math Connects: Concepts, Skills, and Problem Solving; Course I, II and III. The textbook focuses on concepts, skills, and problem solving to balance the math program. It promotes vocabulary to build mathematical literacy. The series is organized around the NCTM Focal Points and is designed to meet most state standards. The instructional staff of EastSide has aligned the textbook series to the Delaware State Mathematics Content Standards by developing a scope and sequence for the middle school grades.

The series provides intervention options prescribed within the program or referenced to Math Triumphs, an RTI Tier 3 companion intervention program. Math Concepts also provides differentiated instruction through lesson interleaves with leveled instructional alternatives for each lesson and a comprehensive assessment system of diagnostic, formative, and summative assessments.

#### English Language Arts

English Language Arts instruction is 120 minutes in grades one through four, 90 minutes in grades five through eight and kindergarten.

According to "No Child Left Behind," the essential components of reading instruction should be explicitly taught. Reading instruction means explicit and systematic instruction in the following:

- a. Phonemic awareness
- b. Phonics
- c. Vocabulary development
- d. Reading fluency, including oral reading skills
- e. Reading comprehension strategies

The typical reading block includes:

Word Work Phonics/Decoding and Vocabulary  
Reading Vocabulary, Comprehension Skill and Strategy  
Leveled Reading Partner Reading, Comprehension Strategy and Skill Practice  
Small Group Instruction  
Writer's Workshop Mini Writing Lesson, Grammar and Daily Language Practice

Balanced literacy is the approach to teaching reading and writing that is the curriculum basis for the reading language arts program at EastSide Charter School. Balanced literacy is an approach that combines the language and literature-rich activities associated with whole language activities aimed at enhancing meaning, understanding, and the love of language with explicit teaching of the skills

needed to develop the fluency associated with proficient readers (Honig, 1996). A balanced literacy classroom includes teacher modeling, guided practice, collaborative group work, independent practice, and the use of authentic literature (anthologies and novels).

The school has adopted the Houghton Mifflin reading anthology for kindergarten through grades six and McDougal Littell reading anthology for grades seven and eight. The programs are supplemented with novels, trade books, vocabulary and leveled readers for small group guided instruction.

#### Science

##### Delaware Science Coalition

EastSide is a member of The Delaware Science Coalition. The Science Coalition provides professional development that is classified as content and/or pedagogy, curriculum, leadership, and assessment in science. They include training on specific grade-level content and pedagogy (units), inquiry science, development of big ideas and essential questions, formative and summative assessment. The Science Coalition also provides the science kits to implement the science units. All teachers who teach science in grades K through eight participate in the Science Coalition professional development and implementation of the curriculum.

The Memorandum of Understanding with the Delaware Science Coalition is attached as Exhibit 10.

#### Social Studies

EastSide is participating in the Delaware Department of Education Social Studies Pilot Program. The school has implemented the pilot units in grades five and middle school. During the next renewal period the school will implement the units completed by the coalition.

EastSide has adopted Houghton Mifflin Social Studies series. The instructional staff uses the textbooks as a resource to teach the Delaware State Content Standards in social studies.

Agreement to participate in the Delaware Social Studies Pilot is attached as Exhibit 11.

#### Visual & Performing Arts

The EastSide administration and staff believe that an education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. Students who participate in visual and performing arts become articulate in the specialized vocabularies of these disciplines, learn to be more tolerant and open, are able to express themselves creatively and develop their self-confidence. EastSide Charter School uses the Delaware State Grade Level Expectations (GLE) and Proficiency Levels to guide unit and lesson planning for music and art education.

As a result of their experiences with the visual and performing arts curriculum, EastSide Charter School students will do the following:

##### Delaware Music Content Standards

Standard 1: Singing independently and with others, a varied repertoire of music.

Standard 2: Performing on instruments independently and with others a varied repertoire of music

Standard 3: Improvising melodies, variations and accompaniments

Standard 4: Composing and arranging music within specific guidelines

Standard 5: Reading and notating music

Standard 6: Listen to, describing and analyzing music and musical performances

Standard 7: Evaluating music and musical performances

Standard 8: Making connections between music, the other arts and other curricular areas

Standard 9: Understanding music in relation to diverse cultures, times and places

##### Delaware Art Content Standards

- Standard 1: Understanding and applying media, techniques and processes
- Standard 2: Using knowledge of structures and functions
- Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas
- Standard 4: Understanding the visual arts in relation to history and cultures
- Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others
- Standard 6: Making connections between visual arts and other disciplines

#### Health and Physical Education

Health and physical education is an essential and integral component of the total educational program. Recent research concludes that physical activity increases brain productivity and health education helps students make healthy lifestyle choices.

In an increasingly sedentary population, physical education can help produce students with active bodies and stimulated minds. The curriculum basis for the physical education program is to help students develop a pattern of life enhancing and self-rewarding experiences through regular participation in physical activity.

All students in grades K through eight are enrolled in a forty-minute physical education class at least once a week. Additionally, students in grades K through five have scheduled recess of at least twenty minutes daily. EastSide has a recently renovated 3+ acre outdoor facility that includes two playground areas, a running track, basketball areas, soccer field, and baseball diamond. EastSide also has a recently renovated gymnasium for indoor physical education activities. Students also may participate in flag football, basketball, soccer, and other sports through extra-curricular activities. EastSide uses the Delaware State Physical Education Content Standards to guide instructional planning. As a result of their experiences in physical education classes, EastSide Charter School students will be able to:

- Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
- Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Standard 3: Participate regularly in physical activity
- Standard 4: Achieve and maintains a health-enhancing level of physical fitness
- Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity settings
- Standard 6: Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical

EastSide Charter School annually assesses the physical fitness of each student in grades 4 and 7. The result of the physical fitness assessment is provided to the student's parent or guardian.

The health education program consists of tobacco, alcohol and other drugs prevention, injury prevention, nutrition, physical activity, family life and sexuality, emotional health, personal and consumer health and community and environmental health instruction.

Project Alert is the substance abuse and mental health (SAMHSA) program utilized at EastSide Charter School to instruct students at the middle school level. Additionally, The All Stars program is implemented in the fifth through eight grade classes. O.A. Herring Community Services, Inc. has been facilitating the "All Stars" program for the middle school students since 2005. The "Junior All Stars" program for ages 7-8 will be added starting this renewal period. The health and physical education teacher uses "Project Alert" during health instruction in the middle school to supplement the "All Stars" program and fulfill the minimum hour requirement in the state regulation.

Additionally, to fulfill the state requirements for the minimum hours of instruction in health, students will attend assemblies and small group classes to help students understand the dangers of substance abuse and how to make responsible decisions with their lives. These classes feature moderated bulletin boards, role-playing games, media literacy tools, and facts about the dangers of using tobacco and alcohol abuse. These programs are designed to supplement and support other drug prevention efforts in schools, homes and communities.

In the K-5 program teachers have the primary responsibility to instruct students in the health education program with the support of the school nurse, guidance team and the health and physical education teacher. The instructional staff utilizes the approved units



developed by the Delaware Department of Education and resources from HealthTeacher.com through the state's subscription.

It is the goal of the staff at EastSide that students meet the following state standards in Health:

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access information, products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management)

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

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

**Response:**

Please see Exhibits 10 and 11 for the agreements.

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

**Response:**

Under new leadership and acknowledging that a great majority of the students we serve are at risk, RSS, working with the board and the staff, has planned a more holistic approach to provide additional academic support for at risk students.

Since the majority of our students are at risk and in need of additional academic support, the following changes have been made to better meet their individual needs:

- The school has employed an Achievement Specialist who provides ongoing, in-house instructional coaching and training and oversees data collection, evaluation, and decisions concerning appropriate interventions.
- The School has employed a Dean of Students, who manages the behavioral issues that impede student achievement and who facilitates the development and implementation of Behavior Intervention Plans.
- The School has employed a Student Support Manager who provides the socio-emotional support that students need in order to be active participants in teaching and learning.
- The School has employed an academic intervention support teacher to instruct at risk students by small group or individual instruction.
- The School has employed an additional Specials teacher so that most classes have an additional forty minute block of reading and/or math instruction.
- The School has a major focus on professional development to develop and strengthen the use of research-based instructional practices in the process of teaching and learning.
- The School uses the Responsive Classroom Approach to support and improve student/teacher relationships and decrease misbehavior with a positive approach.
- The School has developed a more systematic, consistent method of collecting, evaluating, and responding to a variety of academic assessment data.
- The School has purchased research-based intervention programs to be utilized with flexible small groups (K-8th grade):
  - o Early Reading Intervention Program (ERI) for at-risk kindergarten students

- o My Sidewalks for grades 1-5 students struggling with phonemic awareness and comprehension skills
- o Soar to Success for third to eighth grade students struggling with comprehension skills
- o SRA's Corrective Reading to provide intensive, sustained direct instruction to address deficiencies in decoding and comprehension
- The School has provided an additional planning period for each grade level of teachers to meet with their Professional Learning Community daily.
- The School continues to use the Student Assistance Team to address the needs of at risk students who are in the RTI process.
- The School has developed an Assessment Team that utilizes palm pilots and mClass to assess grades K-8 students using DIBELS for Benchmarking or Progress Monitoring.
- The School, in addition to the computer lab, has invested in a class set of laptop computers on a mobile cart to be used when students perform research, and work with their available computer programs or websites such as, Study Island, Read Naturally, Reading A-Z or for whole class assessments; and for MAP or STAR.
- The School has developed a relationship with University of Delaware's Reading and Writing Project to include whole school Professional Development and 1:1 coaching for staff members to strengthen ELA instruction.

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

**Response:**

Not applicable.

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

**Response:**

2009-2010

# of Teachers # of Students Teacher/Student Ratio

35 410 1:12

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

**Response:**

Although the majority of the students are identified as at risk, there are students who excel and need enrichment as well. Assessment data is used to determine the RTI Tier Level for every student in order to differentiate instruction. Following the initial screenings, further assessments may be needed to pinpoint the exact deficiencies in order to match instructional programs and staff with a flexible grouping of students.

Depending on the grade level, students in Tier I reading benefit from additional vocabulary and comprehension support. Tier II students need instruction in vocabulary and comprehension and additional practice in reading for fluency. Tier III, the most intensive students, may need phonics, decoding strategies, encoding skills, and fluency along with comprehension strategies. Progress monitoring enables staff to track progress individually and make instructional changes, if needed.

The School has adopted a variety of research-based reading intervention programs which will address the specific needs of students. Early Reading Intervention (ERI) Program addresses the needs of at-risk kindergarteners, My Sidewalks for first through fifth grade students struggling more with phonemic/phonics awareness and comprehension skills, and Soar to Success to address the comprehension needs of third through eighth grade students. These materials are utilized for Tiers II and III intervention instruction.

SRA's Corrective Reading Program is utilized to provide intensive, sustained direct instruction to address deficiencies in decoding and comprehension for the special needs students who require this level of instruction in reading in addition to the core instruction.

Kindergarten through eighth grade students benefit from several computer programs:

- Study Island program is specifically designed to help students master the content specified in the Delaware Content Standards. Study Island's focus on the Content Standards enables students to improve their performance in all skill areas tested on the DSTP. Students move through the software program step-by-step. Each section has a pre-test and a post-test, as well as topics that cover all of the Content Standards. Topics consist of questions, answers, explanations, and lessons that address specific skills required in order to master the Content Standards.
- The Read Naturally computer program uses modeling, repeated readings and progress monitoring to develop fluency and build the vocabulary needed to become proficient readers.
- Accelerated Reader allows students to practice reading at their independent reading level and assesses students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes.

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

**Response:**

Some of the key actions that teachers need to demonstrate in the practice of teaching and learning are:

- Teachers teach to the essential learning questions developed through the curriculum alignment process
- Teachers implement research-based best teaching practices
- Teachers reflect on and monitors his or her own effectiveness during and after instruction
- Teachers use formative and summative classroom data to make instructional decisions
- Teachers use action research to ensure effective delivery of student progress
- Teachers participate in collaboration that develop better teaching practices

EastSide Charter will continue to provide professional development in the following areas to ensure teacher quality:

- Utilizing assessment data to drive instruction, develop teacher and student goals, and differentiated instruction
- Reading strategies to develop students decoding, fluency, comprehension and vocabulary skills
- Mathematics strategies to develop numeracy and problem solving skills
- Science instruction through the Delaware Science Coalition
- Differentiated instruction to individualize instruction according to individual or small group needs
- Classroom management utilizing the Responsive Classroom Approach
- Addressing the needs of special education students through an inclusion approach
- Addressing the needs of at risk students using Response-to-Intervention model
- Education technology integration in the curriculum
- Professional Learning Community

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

**Response:**

Please see Exhibit 12 for the units.

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

**Response:**

Please see the answer to section 6b.

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

**Response:**

Not applicable.

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

**Response:**

Not applicable.

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

**Response:**

Ensuring that the school's curriculum is aligned to the Delaware Curriculum Standards is important so that the classroom experience and the student's state testing experience are parallel. To provide adequate acceptable student performance, classroom activities and assessments must be connected to the content that will be assessed in formative and summative tests at each grade level. If the instructional resources, instructional practices, and assessments do not match the content that will be measured on the Delaware State Assessment, the students at EastSide will not perform well.

The curriculum alignment ensures that all teachers use common assessments as a vehicle for comparing student progress. Teachers' professional learning community discussion of instructional strategies as a means to move students toward their performance target, is a key component of the curriculum alignment process that will enhance student learning. Common grade level assessments as well as universal assessments serve as a body of evidence to show students' individual progress towards meeting the standards. This body of evidence facilitates teachers' conversations surrounding the best professional practices that address the students' needs and the resources and materials that will best meet a particular student's instructional need. Additionally, curriculum alignment ensures that there is consistency in what is being taught across classrooms at each grade level and subject area.

The curriculum alignment will enhance student learning because students will learn the content standards they will need to perform well on summative assessments that measure grade level expectations measured and be successful in high school and beyond.

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

**Response:**

Please see Exhibit 13.

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

**Response:**

Not applicable.

## 7. Students with Special Needs

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

**Response:**

The administration and teachers of EastSide Charter School will continue to comply with current federal and state statutes to supplement the education of the students who are identified with disabilities and support any student who needs early intervention services. A free, appropriate, public school education will be provided to all students with disabilities in the School. All regulations and timelines concerning evaluation, re-evaluation, and eligibility will be adhered to in accordance with federal and state regulation. An IEP will be developed, reviewed and revised for each child found eligible for services. Procedural Safeguards and Prior Written Notice will be afforded to all children with disabilities and their parents.

The special education staff have participated in professional development on IEPPlus and are preparing web-based IEPs. EastSide special education staff attend the Delaware Department of Education's periodic Special Education meetings to keep abreast of the state and federal requirements. The staff utilizes eSchool to input all data for special education students and review the "SpEd Report by Grade/Primary Code/Student Name" monthly to ensure compliance with evaluation, re-evaluation, and IEP review and updates.

EastSide currently employs three special education teachers and a special education coordinator. The school contracts with Invo-Health for speech services and Therapy Source for occupational therapy. A school psychologist is engaged to conduct evaluations and reevaluations.

- B) Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.

**Response:**

All administrative complaints are appealed to the Head of School and if necessary to the Board of Directors.

- C) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

**Response:**

The School complies with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The school committee for 504 includes the student support manager/guidance counselor, special education coordinator and the classroom teacher.

- D) Complying with Title VI and VII of the Civil Rights Act of 1964.

**Response:**

The EastSide Charter School and its Board of Directors do not discriminate in employment or educational programs, services or activities based on race, color, religion, national origin, sex, age or disability in accordance with state and federal laws.

- E) Complying with Title IX of the Education amendments of 1972.

**Response:**

The EastSide Charter School and its Board of Directors do not discriminate in employment or educational programs, services or activities based on gender.

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

**Response:**

EastSide Charter School employs certified special education teachers to provide services for students with disabilities.

**8. Economic Viability**

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

**Response:**

(From 2nd 5 year Renewal)

Employee Job Title Status Duties

Will Robinson Executive Director Certified Chief Administrator

Dian Harris Administrative Assistant Business Mgr

Pamela Thomas Administrative Assistant Secretarial / Lunch

Howard Payton Fund Development Fund Development

Ralph Degrasa Kindergarten Certified All Subjects

Christopher Romano Kindergarten Certified All Subjects

Bernard Sewell First Grade Certified All Subjects

Mike Fobes First Grade Certified All Subjects

Renita Maldonado Second Grade All Subjects

Christine Chaney Third Grade Certified All Subjects

Stephanie Farris Fourth Grade All Subjects

Mickey Collins Fifth Grade All Subjects

Sheila Green Sixth Grade All Subjects

Louis Duker Custodian Custodial Repairs

Geraldine Anderson Nurse Certified Nursing

Sonia Hernandez Aide Lunch classroom

Current –

Name Job Title Duties

Patty King Pre-Kindergarten All Subjects

Pauline Addison Pre-Kindergarten Para Professional

Brianne Kennelly Pre-Kindergarten All Subjects

Sonia Hernandez Pre-Kindergarten Para Professional

Lauren Woolson Kindergarten All Subjects

Tralayna Neely Kindergarten Para Professional

Renee Michaelian Kindergarten All Subjects

Lauren Comegys Kindergarten Para Professional

Allison Reynolds Kindergarten All Subjects

Valerie Kennedy Kindergarten Para Professional

Lindsey Garner Kindergarten All Subjects

Nicole Livingston Kindergarten Para Professional

Christine Nelson First All Subjects

Danetta Johnson First All Subjects

Trina Black First All Subjects

Cynthia Kreal Second All Subjects

Julie Keating Second All Subjects

Ranita Maldonado Second All Subjects  
Karen Wallace Third All Subjects  
Lauren Steinwedel Third All Subjects  
Briana Mamberg Third All Subjects  
Vivian Smalls Fourth All Subjects  
Paul O'Neill Fourth All Subjects  
Isabel Clark Fifth - Eighth English/Language Arts  
Melvin Pretlow Fifth - Eighth Mathematics  
Robert Bologa Fifth - Eighth Mathematics  
William O'Hanlon Fifth - Eighth Social Studies  
Quay Wood Fifth - Eighth Science  
Monique Watters Fifth - Eighth English/Language Arts  
Amy Sanders Special Education Coordinator  
Mathew Williams Special Education  
J. D. Fleisher Special Education  
Quiana Young Special Education  
Susan Townsend Speech Pathologist PT 2xweek  
Amy Goldstein Speech Pathologist PT 2xweek  
Sandra Hetrick Occupational Therapist PT 1x week  
Janelle Mitchell Specials Instructor Computer Paraprofessional  
Mathew Vita Specials Instructor Library  
Brian Campion Specials Instructor Physical Education  
Aaron MoDavis Specials Instructor Art  
Crystal Whitaker Specials Instructor Music  
Janel Grant Specials Instructor Academic Special  
Sherlynn Aurelio Achievement Specialist  
Terrone Warren Math Specialist  
Ben Phillips Academic Support  
Arthur Kirksey Dean of Students  
Michael McCline ISS  
Arianne Grant Office Manager  
Carrie Laut Office Assistant  
Robert White Nurse  
Kristan Garofalo Student Support Manager  
Becky Stahl Counselor  
Ashley Widdoes Counselor  
Peggy Bastianelli Counselor  
Jane McGonegal Operations Specialist  
Herb Sheldon Business Manager  
Dion Harris Food Service Manager  
Traci Pruitt Human Resources  
Jim Binkley Technology Director  
Amanda Alexander External Programs Manager  
Anita Price Parent Liaison  
Larry King Head Custodian  
Daniel Lewis Custodian  
Dennis Melton Custodian  
Oliver Price Custodian  
Dominique Taylor Head of School

- B) List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships. (Renewal/Modifications – provide original documentation and any changes)

**Response:**

Currently a number of positions at the School are not employed by the board of directors. Some of these are provided via a contract with Renaissance School Services (Exhibit 14); others are provided via a contract with Communities in Schools (Exhibit 15); and others are provided via state agencies without a contract. These positions are listed below:

Dominique Taylor Head of School RSS  
Jane McGonegal Operations Specialist RSS  
Jim Binkley Technology Specialist RSS  
Traci Pruitt Human Resources Specialist RSS  
Becky Stahl Counselor CIS  
Ashley Widdoes Counselor CIS  
Sandra Hetrick Occupational Therapist Therapy Source  
Peggy Bastianelli Family Crisis Therapist State of Delaware  
Amy Goldstein Speech Pathologist Invo-Health  
Susan Townsend Speech Pathologist Invo-Health

The current contract with RSS goes through the end of the 2009-2010 school year. The Board reviews RSS's performance on a periodic basis to determine whether to continue their services or return to hiring a Head of School and operations personnel directly. The School also has a contract with Communities in Schools, under which CIS provides full time counseling and mentoring supervision at EastSide. EastSide has a corporate commitment for the funding for this contract for the 2010-2011 year after which the School will review and consider extending for additional years based on the availability of funding. The School anticipates that the State of Delaware will continue to provide the family crisis therapist.

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

**Response:**

The last renewal application made by EastSide in October, 2004 and a modification to that application addressing the School's current facility approved July 21, 2005 did not request nor contain the information requested above.

**Current/Proposed –**

The School rents its current land and building from its affiliated corporation, EastSide Community Learning Center Foundation, for \$1 year. The School has occupied the building since the beginning of the 2005-2006 school year. The Board of the School controls the Foundation so it anticipates that the \$1 annual rent will continue.

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

**Response:**

From the modification (approved July 21, 2005) to the application for charter renewal dated October, 2004.

East Side has submitted a winning proposal, to the city of Wilmington, to occupy a larger building that will better allow us to perform our services to the community.



Current/Proposed -

The EastSide Community Learning Center Foundation owns the School's facilities. If the School closes, the Foundation will continue to own these facilities. The ownership of these facilities is unaffected by the School's relationship with Renaissance School Services. The history of the property is described below.

At the beginning of the 2005-2006 school year, the School relocated to its present location which is the former Martin Luther King Elementary School. The School acquired the right to occupy this property by submitting a winning response to an RFP conducted by the City of Wilmington. Under the terms of the RFP, the School leased the property from the City for \$1 per year with the prospect of purchasing the property later for \$1. The property is approximately 8 acres, consisting of buildings containing about 80,000 square feet including a cafeteria, auditorium and gymnasium plus 3+ acres of athletic fields and playgrounds.

On February 7, 2006 the School Board formed an affiliated corporation, East Side Community Learning Center Foundation ("Foundation") to serve the School in various ways. The Foundation's corporate charter and bylaws provide that the Foundation can only operate exclusively "in support of the activities of [the School] ... primarily through fundraising and conducting activities in support of the School's mission (e.g., early education programs, developing a community playground, parent/teacher programs, parent/mentoring programs for parents of students of the School, college scholarship programs and Meals on Wheels programs to support the East Side neighborhood.)" The Foundation's bylaws also provide that the directors of the Foundation shall be those persons who are determined from time to time by the directors of the School. The directors of the School have resolved that the persons who serve as directors of the School automatically serve as directors of the Foundation. Thus the School controls the Foundation.

On May 24, 2006, with the consent of the City of Wilmington and the School, the Foundation acquired the property from the City. The School then entered into a lease of the property from the Foundation providing for annual rent of \$1 for a term of one year with the term automatically renewing annually provided that either party may determine not to renew by giving 90 days notice.

The deed from the City of Wilmington to the Foundation provides that the property can only be used for "educational purposes... and related ancillary activities, including pre-kindergarten, day care, after school, summer school and community events and activities serving the school's neighborhood and constituencies, or for other uses approved by the City of Wilmington as beneficial to the residents of the City of Wilmington." If the School closes, the Foundation would continue to own the property and operate it within the described deed restriction. There is no debt owed on the property.

Renaissance School Services has no interest in the property and the termination of the contract with Renaissance will have no effect on the ownership of the property or the School's continuing occupation of the property.

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

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

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. **THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED.** [Click here to view and obtain a blank Budget Sheet.](#)

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates.

[Click here to view and obtain a blank Revenue Estimates Sheet.](#)

Should you have questions in accessing, completing or understanding this spreadsheet please contact the Education Associate for

Charter School Finance at (302) 735-4040. These revenue estimates will be used to assist in the completion of the Budget Sheet. Estimates for federal program revenues may be obtained from the Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from the Charter Schools Office, (302) 735-4020. Estimates for state, local and federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as students actually enroll and staff is hired.

**Response:**

(From 2nd 5 year Renewal) --

Take-a-Break (food service)

Advance Student Transportation

Current/Proposed --

The School currently has contracts for management services with Renaissance School Services (Exhibit 14); for counseling and mentoring support with Communities in Schools (Exhibit 15); for bus services with Advanced Student Transportation (Exhibit 16); for food service with Brandywine School District (Exhibit 17); for landscaping with Atlantic Landscape (Exhibit 18); for boiler maintenance with National HVAC (Exhibit 19); for pest control with Erlich (Exhibit 20); for copier support with Toshiba (Exhibit 21); for security with Colonial Security (Exhibit 22); for speech services with Invo-Health (Exhibit 23); for occupational therapy with Therapy Source (Exhibit 24); for foster grandparents with the Foster Grandparent Program (Exhibit 25); and for filling a limited number of teaching positions with Teach For America (Exhibit 26).

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

**Response:**

Not applicable.

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

**Response:**

(From 2nd 5 year Renewal)

EastSide has shown that it can operate with in the traditional funding sources. We have also been diligent about seeking other funding sources. We monitor our programs well and foresee these funding sources continuing as our program grows. Our plan continues to be to stretch state and federal monies and then local funds.

We have received grants from various sources including MBNA, Social Venture Partnership, WSFS, Citizens Bank, Wachovia, Citibank, JP Morgan-Chase, Delaware Community Foundation, Speer Trust, the City of Wilmington, the Cross Country Bank, and The Family Workplace Connection. We intend to continue to solicit grants from these foundations and establish other fund raising avenues to help us accomplish our mission.

The executive director monitors spending and reports each month to the finance committee and the school board of directors. Having access to DFMS is a luxury as all transactions go through there.

The Board, Executive Director, and staff will continue their established roles. The Board sets policy and oversees the operation of the school but the hands on decisions and day-to-day operations are the responsibility of the executive director. Board business is handled

in monthly meetings. We have sought out members of the community that we thought would enhance our board by bringing additional talents to the table. We feel that the additions will help the school grow and achieve its mission more quickly.

**Current/Proposed –**

EastSide Charter School has multiple sources of revenue in addition to state and local funds. Foremost among these are substantial federal funds, provided via Title and IDEA grants and the School's free and reduced meal programs. In addition, the School charges parents fees for its Pre-K, After-School, and Summer camp programs. For those parents who qualify, the School also receives Purchase of Care funding for these three programs. The School also receives funds from the EastSide Community Learning Center Foundation, a related 501(c)3 organization which is under common control with the School and whose purpose is to raise funds to assist with the operation and physical upkeep of the school, amongst other objectives. During the last three years, the Foundation has received more than \$4.5 million in contributions from 20 foundations, 24 corporations, Board members and more than 350 other individuals. All funds received by the School from these sources are deposited into DFMS. The School has no loans. It is anticipated that all fundraising for the school, with the exception of minor activities such as bake sales, will be managed via the Foundation.

- H)** Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable. (Renewals/Modifications – Update this section to make it current)

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed –**

If enrollment falls below the projections as presented in this application, the School will cut costs as necessary and/or the Foundation will raise additional funds for the School. Costs to be cut or amounts to be raised in such a circumstance will depend on the amount of the shortfall. Costs will be determined by their actual cost. One hundred eighty students is the number needed to be economically viable assuming that the past record of philanthropic support continued.

## 9. Administrative and Financial Operations

- A)** Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: <http://budget.delaware.gov/accounting-manual/account-manual.shtml>. (Renewal/Modifications – provide original documentation and any changes)

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed –**

The School has very detailed financial processing and reporting protocols that have a segregation of duties and strong internal financial controls. Accounting is done by the School's Business Manager and Operations Specialist, and is reviewed by RSS's State Director of Finance. Payroll is processed by the School's HR Specialist, whose work is reviewed by the Operations Specialist. A detailed purchasing protocol exists which defines approvals required above and below a \$500 threshold. All purchase orders are processed by the Business Manager and are approved by the Operations Specialist. Compensation is set by the Head of the School,

subject in broad terms to the approval of the Board. Retirement and benefits management is provided by the School's HR Specialist.

The School's Operations Specialist prepares a very detailed monthly financial reporting package that is reviewed by RSS's State Director of Finance and President, and is reviewed by the Finance Committee of the Board each month.

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

**Response:**

(From 2nd 5 year Renewal)

The board's overall duties include approving policies and budgets of the school, reviewing the performance of the director, soliciting additional funding for the school, advising on student/staff/school related matters as needed, managing directly the property and business of the Corporation, execute all contracts, agreements, deeds, bonds, mortgages and other obligations and instruments, in the name of the Corporation and affix the corporate seal thereto when needed.

Please see the response to questions 1d, 1e, and 3b.

- C) Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)

**Response:**

(From 2nd 5 year Renewal)

The structure of the school is centered around open communication between the staff, administration and board. The board's overall duties include approving policies and budgets of the school, reviewing the performance of the director, soliciting additional funding for the school, advising on student/staff/school related matters as needed, managing directly the property and business of the Corporation, execute all contracts, agreements, deeds, bonds, mortgages and other obligations and instruments, in the name of the Corporation and affix the corporate seal thereto when needed....The school maintains its independence from management companies.

**Current/Proposed –**

Management of the School's academic and non-academic operations is currently provided under contract with Renaissance School Services, under the supervision of the Board of Directors. The current contract with RSS goes through the end of the 2009-2010 school year. RSS has provided excellent transformational leadership and has brought specialized management expertise to EastSide Charter. As with all contracts, RSS performance will be reviewed on a periodic basis to assure established goals are being met, to determine if costs are appropriate and to determine whether to continue the contract or return to hiring a Head of School and operations personnel directly.

- D) Describe how teachers and parents will be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved. (Renewal/Modifications – provide original documentation and any changes)

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed –**

Parents and teachers are involved in decision-making at the School via formal positions they hold on the Board of Directors; via participation in the PTO, which confers with the Head of School; teachers via numerous standing committees in the school, as well as acting as Lead Teachers, and through informal dialogue over the course of the year. Parents also have access to teachers and to the School's administration.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed –**

Staff at the school are hired based on need and performance. Criteria vary with the position. Each position in the School has a detailed job description. In general, for faculty, the School looks for strong prior teaching experience, or in the case of new teachers, outstanding performance at leading undergraduate institutions. In addition, the School has a contract with Teach For America, under which it will take a number of new teachers. The School will replace individuals throughout the year if their performance is lacking; and did so aggressively in 2008-2009 after Renaissance School Services was engaged to manage the academic operations of the School. Absent those concerns, the School will generally identify new staff in June for the following school year.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed –**

The school uses a variety of venues to recruit teachers. Positions are posted on TEACH Delaware, the school's website, the News Journal, and many local and out of state universities. EastSide also entered into a contract with Teach for America to recruit highly qualified college graduates interested in teaching in difficult inner city schools. EastSide also engaged in its own aggressive recruiting campaign at top colleges in the surrounding states and attended several university job fairs in connection with those recruitment efforts.

If non-certified teachers are hired, they are required to participate in the Delaware Alternative Route to Certification Program, take and pass the appropriate Praxis exams, and develop a professional development plan to meet the pedagogy and methods courses required to attain teacher licensure and certification. The school applies for an emergency certificate to allow the teacher time to complete the state requirements for certification.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed –**

The School does not utilize a salary schedule, although it is mindful of the schedules of neighboring school districts. All employees are at-will, and have contracts that give the School the right to terminate employment with 30 days' notice, and in some circumstances with no notice. Copies of the School's standard teacher and staff contracts are attached at Exhibit 28. A copy of the School's Faculty Handbook is attached at Exhibit 29. A copy of the School's Personnel Policy Manual is attached at Exhibit 30. The School has not been able to afford to pay salaries to match the traditional school districts and the School views this as a major priority for the next couple of years. The School is however implementing an incentive bonus compensation system this year that can be used to assist in retaining teachers who excel at moving their students ahead.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed –**

The Delaware Performance Appraisal System (DPAS II) is an integral part of the teacher and staff evaluation process. All teachers new to the profession and to the state of Delaware participate in professional development based on Charlotte Danielson's Enhancing Professional Practice. This text provides the foundation for the domains evaluated in teaching and learning. During the school year, teachers review the domains during professional learning community meetings. The process for DPAS II is reviewed with teachers the first month of the school year utilizing the DPAS II notebook for teachers and specialist.

In September, after all universal assessments are administered, teachers and staff analyze the classroom and individual data and define goals for the school year. Staff meet individually with the Head of School to discuss and finalize goals. The Head of School and teacher review the goals mid year after MAP and DIBELS benchmark assessments are administered and again at the end of the year after MAP and DIBELS assessments are administered.

Formal observations are conducted throughout the year using the DPAS II forms. Novice teachers receive a minimum of two observations during the school year. Experienced teachers have a minimum of one formal observation. All teachers receive a summative evaluation. In addition, RSS utilizes its own numeric rating system for assessing teachers three times a year. Teacher evaluation for the purposes of retention are based on DPAS observations, student assessment data, and RSS's evaluation system.

- I) Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school.

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed –**

The School is held accountable to the parents of children at the school through multiple measures, many of which are required by state statute or regulation, and with which the School complies. Among these are the requirements of the School's truancy and attendance policies, which are more aggressive than the State's requirements; through the filing with the State of the School's Annual Report; through the provision at the end of each marking period of each student's report card and of a conference held with each student's parent or guardian regarding that report card; through meetings held at the request of the Head of School, the faculty, the Dean of Students, and the counselors at the School with parents as issues arise; and other such mandated parent communications, including those related to the Choice and SES provisions of NCLB, since the School is in its second year of Under Improvement status.

- J) If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the

management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5.

**Response:**

(From 2nd 5 year Renewal)

EastSide maintains its independence from management companies.

**Current/Proposed –**

EastSide contracted with Renaissance School Services in February, 2007 to manage the non-academic functions of EastSide, principally consisting of financial, HR, technology, facilities, and general operations functions. In December, 2008, following the retirement of the school's Head of School for health reasons, RSS's role was expanded to include management of the academic operations as well, under the supervision of the Board. RSS operates under a contract with the School. A copy of the management agreement is attached as Exhibit 14. A description of the services provided by RSS is contained in Article II and Appendix 1 of that contract.

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

**Response:**

(From 2nd 5 year Renewal)

EastSide maintains its independence from management companies.

**Current/Proposed –**

Attached as Exhibit 31 is Renaissance School Services' license to do business in Delaware. Renaissance School Services has informed EastSide that: it has only contracted with one other school, the Thomas Edison Charter School of Wilmington, located in Wilmington, DE; RSS only managed the non-academic functions of that school for a two year period, and had no responsibility whatsoever for Thomas Edison's academic performance; and that there has been no and there is no litigation pending against Renaissance School Services.

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

**Response:**

(From 2nd 5 year Renewal) –

The school plans to increase the recruitment of students in Wilmington. As our grade level increases we will recruit the 7 through 8th grades. The preferences are students who are economically at risk and those within 5 miles of the school and siblings.

**Current/Proposed –**

Student recruitment occurs in the spring after Intent to Return forms have been completed by returning students. The School publicizes its program through open houses, flyers distributed to community centers in the area, through contact with Head Start and

other Pre-K programs, in church bulletins, and the placement of posters and banners at the School and in nearby neighborhoods. The School may also utilize radio, television, and bus panel advertising.

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

**Response:**

(From 2nd 5 year Renewal) --

The preferences are students who are economically at risk and those within 5 miles of the school and siblings.

**Proposed --**

Preference will be given in the following order: 1) to children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school; 2) students residing within a 5-mile radius of the school; and 3) students who are at risk of academic failure. See Exhibit 5 for definition of students "at risk of academic failure".

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

**Response:**

We have found nothing to indicate that the School ever gave admissions preference to the school's founders. Please note that the School's original application was submitted in December, 1995.

**Current/Proposed --**

The School does not propose to give admissions preference to the children of the School's founders.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

Please see the Student Recruitment and Enrollment protocol attached at Exhibit 32.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

Attached as Exhibit 32 is our Student Recruitment and Enrollment Protocol which specifies the timetable for the School's application and admission process. 14 Del. C. Sec. 505(a) exempts charter schools from compliance with 14 Del. C. chapter 4 and compliance does not appear to be required in any other section of Chapter 5 or in any Department Regulation.

However we do believe that our procedures are consistent with the timetable provided for choice provisions in Chapter 4. Chapter 4 is basically inapplicable to a charter school chartered by DOE. Chapter 4 deals with students "choosing" to apply to a school outside of their home district. EastSide Charter does not have a home district and we accept students from anywhere in the State. All of our applicants are "choosing" to apply to East Side Charter. Section 403(a) 5 permits a student to apply for enrollment in a "receiving district" by the second Wednesday in January. We receive all applications until January 31 and then conduct a lottery if there is an oversubscription. Section 405(c) permits a receiving district to deny a choice application because of lack of capacity. Any application we receive by January 31 (including any student treated as applying under Section 403(a)) is accepted for enrollment unless there is



an oversubscription. If there is an oversubscription, all applicants (including any treated as applying under Section 403(a)) are accepted or rejected based on the lottery. If there is no oversubscription by January 31 then all applicants are admitted on a first come first served basis.

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

**Response:**

Not applicable.

## 10. Insurance

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

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above, although a copy of the school's then in force certificate of insurance was attached to that application.

Please see Exhibit 33 for a list of current insurance coverages. The School anticipates keeping at least this level of coverage.

Renaissance School Services does not provide insurance for the School; the School has its own direct policy. The School pays for its insurance out of its own funds.

## 11. Student Discipline and Attendance

- A) The application must include a draft "Student Rights and Responsibilities Manual" that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school. (Renewal/Modifications – provide original documentation and any changes)

**Response:**

(From 2nd 5 year Renewal)

There will be no changes to our Students Rights and Responsibilities Manual and will continue to be distributed at the beginning of the year to all parents. A version of the then in use Manual was attached to the October, 2005 renewal application as an Exhibit.

Current/Proposed --

Please find attached as Exhibit 34 the School's Parent/Student Handbook and Code of Conduct, which includes student rights and responsibilities, and the school's disciplinary policies. Any prospective applicant can obtain a copy upon request. The Parent/Student Handbook and Code of Conduct is distributed during the first week of school with a workshop for parents about the Handbook.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

Current/Proposed --

Discipline of students with disabilities will be handled as prescribed by the federal Individuals with Disabilities Act (IDEA) and reported in eSchool and to law enforcement agencies as required by Delaware regulations. Parents are notified of inappropriate behavior by the teaching staff and administration by phone conference, parent/guardian meeting, and/or in writing. The process for handling discipline with students with disabilities is included in EastSide's Parent Handbook and Code of Conduct. The following is the excerpt from the Handbook that refers to discipline of students with disabilities.

The following rules are prescribed by the federal Individuals with Disabilities Act (IDEA) for applicability to students with an Individualized Education Plan who are eligible for Special Education Services.

1. For disciplinary reasons, school personnel may suspend a student with disabilities (in school or out of school) for not more than 10 school days. This is known as the "10 day rule". Disciplinary removals for more than 10 school days are regarded as a "change of placement".
2. The "10 day rule" allows school personnel to unilaterally remove a student with a disability who violates a code of conduct from the student's current placement for not more than 10 school days.
3. A "change of placement" occurs if a removal is for more than 10 consecutive school days or a change of placement occurs if a student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a year.
4. School personnel are required to provide students with disabilities suspended for greater than 10 days a free appropriate public education (FAPE). Services must enable the student to participate in the general education curriculum and enable the student to progress toward meeting the goals set out in the Individual Educational Plan (IEP).
5. The IDEA requires the school to conduct a manifestation determination within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of conduct.
6. If the Special Education Team determines it was a manifestation, the Special Education Team must conduct a Functional Behavior Assessment (FBA), develop a positive behavior support plan to address the behavior, and return the student to the placement from which the student was removed.
7. If the Special Education Team determines it was not a manifestation of the disability, the school may discipline the student using the relevant disciplinary procedures applicable to students without disabilities in the same manner and duration however, services must continue to be provided.
8. School personnel may remove a student with a disability to an interim alternative setting for up to 45 days when a student at a

school, district or state function carries a weapon or look alike, knowingly possesses or uses illegal drugs, or has inflicted serious bodily harm on another person.

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

**Response:**

(From 2nd 5 year Renewal)

In order to comply with the law, we have adopted a student code of conduct, which is shared with parents and staff. The consequences for different offences are listed and meted out when a crime occurs. The rights of all are taken into consideration to provide a safe and fear free environment. School crimes will be reported as the need arises.

Current/Proposed --

As above, with additional information available in the Parent/Student Handbook and Code of Conduct at Exhibit 34.

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

**Response:**

(From 2nd 5 year Renewal)

Regular daily attendance is one of the keys to success in school. Students should attend all scheduled classes unless officially excused. Absences, unless waived by the principal, require a written and signed excuse from the parent or guardian when the student returns. Medical, dental, and legal appointments should be cleared with the principal or his or her designee before the student leaves the building.

Excused absences include 1) illness or a health condition; 2) Medical diagnosis or treatment; 3) death in the immediate family; 4) contagious disease; 5) legal business requiring the student's presence; 6) suspension or expulsion from school; 7) a religious observance, when requested by the student's parents; 8) approved college visits; 9) a family emergency; or 10) a schools-sponsored event.

Students absent for more than 3 days without a valid excuse are truant. Parent/guardians may be subject to legal penalties under the Delaware Code. Senate Bill 304 has mandated certain action be taken following the 10th (home visit), 15th (conference with director), and 30th (case will be referred for prosecution) day of unexcused absence.

Students with unexcused absences totaling 10% of total school days will be retained for excessive absences.

**Early Release/Dismissal for Students**

Students will be dismissed early from class only when parents appear at the school to pick up the child. Please do not call the school asking for the child to be waiting. It inconveniences the whole staff. Students will remain in class until school secretary or other school official is notified in person by the parent. Students will not be sent outside unaccompanied or with a minor. A note should accompany early release from the parent.

East Side Charter is required to file a petition with Juvenile Court for students who accumulate 7 unexcused absences in a month or 10 in one year. The school, of any unexcused absences, will notify parents.

Students are responsible for being on time to all classes. When tardiness becomes chronic or disruptive, school authorities will try to correct the situation fairly and reasonably. Students share the responsibility of maintaining a proper learning atmosphere.

We expect all students to be in the classroom at 8:30 am. Any student who arrives after 8:30 am must have a written excuse for their

lateness. An excused lateness is one that involves an emergency or medical situation. Students will not be permitted to enter class without a late pass.

The attendance policy appears in the parent manual and Student Code of Conduct and Parent Manual that goes out at the beginning of the year and is discussed in PTA meetings as well as parent conferences.

Current/Proposed –

Please see the School's Attendance and Truancy policy at Exhibit 35. Per that policy, any student who accumulates 20 or more days of unexcused absence may be refused reenrollment in the School for the following year. Please see the policy also for the actions that are taken by the School to ensure that students meet that level of attendance. In addition to actions required by the formal policy, the School's counselors, nurse, teachers, and Head of School are also attentive to absences and will have discussions with parents/guardians over absences or behaviors that are unacceptable. Attendance policies are distributed and discussed with students at the very beginning of each school year in the classroom with their teachers as part of the discussion of the Parent/Student Handbook and Code of Conduct, attached at Exhibit 34.

## 12. Health and Safety

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

Response:

(From 2nd 5 year Renewal)

We are committed to fostering a safe and healthful environment for students, employees and visitors to at EastSide Charter. We have developed fire and emergency plans for the staff, students and visitors. We have tested for asbestos and other possible toxic substances to make sure that all are safe. We have made every effort to make sure that playground equipment is kid safe and that the buildings are safe and friendly to all. There is a nurse on staff and emergency help is close by. To assure that children are safe all guests must sign in at the office and all employees go through background checks for possible offenses.

Current/Proposed –

All the above is still accurate. Fire drills are performed monthly. An emergency crisis plan has been developed. All staff and regular visitors are screened for various health and background checks. The building has been tested for asbestos. The School has a full-time nurse. The School also has a guidance counselor, several Communities in Schools counselors, a family crisis therapist, and a part-time social worker. In addition, the School has a full-time Dean of Students. In addition, the School has a relationship with a contracted nursing service in the event additional support is needed.

The School has had an issue with the medical records of students in the School. Soon after RSS took over the management of the academic operations of the School in December, 2008, RSS conducted an audit of the students' medical files and discovered that 224 students' records out of approximately 350 enrolled students were incomplete, either missing documentation, and in many cases, vaccinations had not been administered. RSS managed a process by which every student's parent or guardian was notified specifically of the missing information, and worked with the families to obtain the information. This process is nearly finished.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

**Current/Proposed –**

All staff must submit to criminal background checks made at the time of hire, and their employment is contingent on a satisfactory check. The School's HR Specialist has direct responsibility for ensuring that background checks are completed.

**C) Describe the process that will be used to ensure that:**

- Students have physical examinations prior to enrollment
- Required immunizations are in compliance
- Medications and medical treatments are administered in accordance with Delaware Code
- Screenings for health problems are administered correctly
- Student health records are monitored and maintained
- Emergency care for known and unknown life-threatening health conditions is administered
- Ensuring health representation on IEP teams when students' needs require such.

**Response:**

Please see the Student Recruitment and Enrollment protocol at Exhibit 32.

The school nurse participates in IEP team meetings when a care plan is necessary for specific students. All students with life-threatening health conditions are identified and the nurse meets with the family to ensure proper care at school. The nurse audits all health records annually at the beginning of the school year.

All medications are administered in accordance with Delaware Code. Students health files are maintained with the nurse.

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

**Response:**

From a modification (approved July 22, 2005) to the charter renewal of October, 2004 –

East Side Charter is looking to occupy the site at 3000 North Claymont Street, Wilmington, Delaware 19802. The building is formally known as the Martin Luther King School. The lot dimensions are 1014 x 317 for an approximate acreage of 8.64. The building is a 3-story 37,615 sq. ft. structure built in 1960 with additions in 1973 and renovations made in 2004. It currently is a Colonial School district building suited for 550 students but is present (sic) used for about 250 students and will close in June 2005.

The School is located in New Castle County. The building is as described above, though it has a new roof and new electrical service.

Its gymnasium and auditorium have been renovated in the summer and fall of 2009. Its grounds contain athletic fields suitable for baseball and soccer and a running track. It also has a new playground.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

EastSide's building complies with the building codes that were in effect when it was constructed although the building does not comply with current requirements for new or substantially rehabilitated buildings. EastSide has embarked on some major renovations and we are not required to comply with current Code requirements until we complete the final stages of our renovation plans. The building renovations that have been completed are the roof replacement, electrical systems upgrades, limited mechanical systems upgrades, library, computer lab, teachers lounge, cafeteria HVAC units, gym, locker rooms, auditorium, building security systems and athletic fields. The gym toilet rooms meet the current building codes and ADA requirements. The next phase will be upgrades to the classrooms, hallways, offices, toilet rooms, mechanical units for the classroom, lighting fixtures, building fire protection systems, elevator and ADA building requirements. All of the completed renovations comply with the current building codes per the City of Wilmington Licenses and Inspection Department.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

The School has a full time custodial staff of four, twelve months of the year. The School has central-station alarm protection, and security patrols Thursday-Sunday. Main entry and doors to playground have swipe-card access. All employees and contractors are issued swipe cards with varying levels of access. The School has motion-sensor exterior lighting. Maintenance staff regularly monitor exterior doors to ensure that all are closed and locked during the school day, and when the School is closed each evening. Hallways and stairwells are monitored for any clutter or potential hazards. Grounds are patrolled and kept free of all trash and hazardous materials. Maintenance staff perform an annual asbestos survey. Please also see the School's visitor protocol attached at Exhibit 36.

- G) What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed? (Renewal/Modifications – provide original documentation and any changes)

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

The School has newly renovated athletic fields (renovated 2008) which contain a baseball diamond, football/soccer fields and a running track. There is ample room for soccer and flag football, and the School has soccer goals. In addition, the School has its own wood floor gymnasium, renovated in the summer and fall of 2009. All necessary safety precautions are taken in Physical Education and the School has a full-time certified Phys Ed teacher.

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

**Response:**

(From 2nd 5 year Renewal)—

East Side intends to tenure (sic) bids for our transportation needs. For the last 5 years we have used Advanced Student, RAM, Murrays, and LeHanes Bus companies to transport our students. It has worked out relatively well. At this time we have not resigned

with any company but will, in the near future, decide on a company.

Current/Proposed –

EastSide intends to contract for transportation services. For the past two years, it has used Lehane's Bus Service. We began the 2009-2010 year with Lehane's but have since switched to Advanced Student Transportation.

- I) Describe how students who reside outside the district in which the school will be located will be transported to the school. (Renewal/Modifications – provide original documentation and any changes)

**Response:**

(From 2nd 5 year Renewal)—

East Side intends to tenure (sic) bids for our transportation needs. For the last 5 years we have used Advanced Student, RAM, Murrays, and LeHanes Bus companies to transport our students. It has worked out relatively well. At this time we have not resigned with any company but wil, in the near future, decide on a company.

Current/Proposed –

EastSide intends to contract for transportation services. For the past two years, it has used Lehane's Bus Service. We began the 2009-2010 year with Lehane's but have since switched to Advanced Student Transportation.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

The school will ensure that the contracted transportation company has the appropriate equipment to transport special needs students if necessary.

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

**Response:**

(From 2nd 5 year Renewal)—

East Side intends to tenure (sic) bids for our transportation needs. For the last 5 years we have used Advanced Student, RAM, Murrays, and LeHanes Bus companies to transport our students. It has worked out relatively well. At this time we have not resigned with any company but wil, in the near future, decide on a company.

Current/Proposed –

EastSide intends to contract for transportation services. For the past two years, it has used Lehane's Bus Service. We began the 2009-2010 year with Lehane's but have since switched to Advanced Student Transportation. The School relies on its contractor to do the route planning, bus stop selection, and hiring of drivers and some aides (the School also hires bus aides). The School's Operations Specialist oversees the work of the contractor and ensures that the routes, pick up and delivery times, bus stops, etc. work to all parties' satisfaction. School bus discipline is either handled by the School's bus aides and then reported to the School's Dean of Students or by the contractor's drivers and aides, depending on the circumstance, and then reported to the School by the contractor. The School's Code of Conduct addresses bus conduct.

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

and any changes)

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

Current/Proposed –

The School provides Universal Free Breakfast and Lunch for all students. The School contracts with Brandywine School District for food services, which purchases, prepares, and serves all the food. The 2009-2010 cost per student is \$2.22 per elementary student lunch, \$1.42 per elementary student breakfast, \$2.24 per secondary student lunch and \$1.42 per secondary student breakfast.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

Current/Proposed –

The School has a full time Food Service Manager who oversees all aspects of the School's Food Services program, including all compliance.

**13. Student and School Data**

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

Current/Proposed –

The School is aware of the requirements of FERPA and will comply with them. The School's Parent/Student Handbook and Code of Conduct contains information specifically addressing the disclosure of student records.

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

**Response:**

The last renewal application made by EastSide in October, 2004 did not request nor contain the information requested above.

Current/Proposed –

When student and school data are required to be transferred to the Department of Education, the School does so. The School maintains an annual calendar of compliance requirements and that calendar is reviewed monthly to ensure that all state reporting requirements are met.



**14. Management Companies**

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

**Response:**

(From 2nd 5 year Renewal)

EastSide maintains its independence from management companies.

**Current/Proposed -**

Please see a copy of the Board's certification attached at Exhibit 40.

## ASSURANCES

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

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

- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).
- 17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of

Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.
- 42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.
- 43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.
- 44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.
- 45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks as stated in 11 Delaware Code, Chapter 85, and Subchapter VI.
- 46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.
- 47) The Board of Directors shall assure that the school has met the teacher certification requirements of 14 Del. C. § 507 (c).

As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

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

Oct. 12, 2009  
Date of Signature

East Side Charter School  
Name of the Charter School

Charles McDunnell  
Signature of the Chairperson of the Board of Directors

Mark Warner Vice Chair  
Signature of Member of the Board of Directors

[Signature] Treasurer  
Signature of Member of the Board of Directors

[Signature] Chair, Nominating Committee  
Signature of Member of the Board of Directors

[Signature]  
Signature of Member of the Board of Directors

[Signature]  
Signature of Member of the Board of Directors

[Signature] PTO President  
Signature of Member of the Board of Directors

Nikki H. Carter Chair, Education Quality Oversight Committee  
Signature of Member of the Board of Directors

[Signature] Chair, Strategic Planning Committee  
Signature of Member of the Board of Directors

As members of the Board of Directors of the Charter School, we hereby agree to these conditions as a condition of the charter modification.

We have reviewed the Maine Charter Law (14-BRS-101) and the Maine Code of Rules (14-BRS-102) in the Department of Education (Regulation 373) and have based the responses in this application on the review of these documents.

Oct 15, 2009  
Date of Signature

East Side Charter School  
Name of the Charter School

[Signature]  
Signature of the Chairperson of the Board of Directors

[Signature]  
Signature of Member of the Board of Directors

[Signature]  
Signature of Member of the Board of Directors

[Signature]  
Signature of Member of the Board of Directors

[Signature]  
Signature of Member of the Board of Directors

[Signature]  
Signature of Member of the Board of Directors

[Signature]  
Signature of Member of the Board of Directors

Chair, Board of Directors  
[Signature]