

****REVISED AND RESUBMITTED MAY 9, 2007****
DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM FOR

A NEW SCHOOL TO BE OPENED

IN AUGUST OR SEPTEMBER 2008

Prestige Academy
Name of Proposed School

Jack L. Perry
Name of Contact Person

Jack L. Perry (Founding Board)
Name of the Head of the Board of Directors

65 Ball Farm Way
Mailing Address of Contact Person

Wilmington, Delaware 19808

August 2008
Proposed Opening Date

302-276-5959
Telephone Number of Contact Person

5-8
Grades for School

302-543-6809
Fax Number of Contact Person

jperry@buildngexcellentschools.org
E-mail Address of Contact Person

First Year Enrollment **108**
Total Number

5
First Year Grade Span

Second Year Enrollment **216**
Total Number

5-6
Second Year Grade Span

Third Year Enrollment **324**
Total Number

5-7
Third Year Grade Span

Fourth Year Enrollment **432**
Total Number

5-8
Fourth Year Grade Span

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation.

First Year Enrollment

Grade	Number
5	108
Total 1st Year Enrollment	108

Second Year Enrollment

Grade	Number
5	108
6	108
Total 2nd Year Enrollment	216

Third Year Enrollment

Grade	Number
5	108
6	108
7	108
Total 3rd Year Enrollment	324

Fourth Year Enrollment

Grade	Number
5	108
6	108
7	108
8	108
Total 4th Year Enrollment	432

TABLE OF CONTENTS

	Narrative	4
1.	Applicant Qualifications	5
2.	Form of Organization	14
3.	Mission, Goals and Educational Objectives	15
4.	Goals for Student Performance	35
5.	Evaluating Student Performance	40
6.	Educational Program	44
7.	Students with Special Needs	55
8.	Economic Viability	59
9.	Administrative and Financial Operations	68
10.	Insurance	77
11.	Student Discipline and Attendance	78
12.	Health and Safety	80
13.	Student and School Data	82
	Budget Worksheets	
	Assurances & Signatures	
	Delaware Department of Education Revenue Estimate Worksheets	
	Appendices	

NARRATIVE

Mission

Prestige Academy prepares young men in grades 5-8 for admission to and success in demanding college preparatory high schools. In a highly structured, achievement-oriented school culture, Prestige Academy students develop a strong academic foundation in the core subjects and the REAL values necessary for success: Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership.

Vision

We envision a safe, well-disciplined, achievement-oriented middle school where boys in grades 5-8 learn, master, and apply foundational skills and content knowledge in the core subjects, and develop the strong character necessary for success in school and in life. We will provide the choice of a college preparatory, single gender middle school to families residing in Red Clay, will open with grade 5, grow one grade per year, and at full grade capacity serve 432 boys in grades 5-8. Within a single gender environment, and utilizing a data-driven instructional model, we expect all students to perform at or above grade level as measured on standards-based external and internal assessments. We will graduate students fully prepared to gain admission to and succeed within college preparatory high schools and with the determination to continue on to the colleges and universities of their choice.

Need

The greatest decline in academic performance occurs for boys during the middle school years. Often they enter high school unprepared, many do not graduate, and even fewer go on to college. Prestige Academy will prepare students for the high schools of their choice, on their way to the colleges of their choice. We will address this need by providing: (1) a respectful and highly disciplined school culture, (2) a rigorous college preparatory curriculum that remediates weaknesses and accelerates all students so that they are working on or above grade level, and (3) high behavioral and academic standards and a character education program modeled after those at the highest performing charter schools serving similar students.

Educational Program

The ability to read fluently, comprehensively, and critically, and the ability to compute accurately, analyze mathematical concepts effectively, and apply both skill and concepts appropriately, are critical for high school success and college readiness. With a data-driven design and a relentless focus on improving student achievement, Prestige Academy will allow all students the ability to access and attend Delaware's finest college preparatory high schools. Prestige Academy will achieve these goals by providing double periods of literacy and math instruction daily, and extending the length of school days and the academic year. In support of our academic goals, we will enforce strict behavioral rules. We will teach, model, and require all students to develop and demonstrate Prestige Academy's REAL values: Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership through Service. Students will wear uniforms, participate in community service, and benefit from a strong, no-excuses character education through which they are taught how to be Prestige Men. We will involve parents as partners, and actively encourage all families to become involved in their child's education through frequent communication, home visits, parent workshops, and school contracts.

Founding Group

Prestige Academy is the vision of a committed group of professionals, including local educators, business and community leaders, and child and neighborhood advocates. All Founding Board members are dedicated to the mission and vision of a college preparatory middle school education for the young men of Red Clay, and are uncompromising about academic achievement. The Founding Board includes Delaware certified teachers, parents, and community members with deep experience in education, business, finance, management, fundraising, diversity issues, and community and organizational leadership.

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.*

The Founding Board of Prestige Academy is a highly qualified group of professionals committed to the academic and organizational success of Prestige Academy Charter School. All members are dedicated to the mission and vision of a college preparatory middle school education for the young men of Red Clay. The Board includes Delaware certified teachers, parents, and community members. Members of the Founding Board bring deep experience in: education, business, finance, management, fundraising, diversity issues, and community and organizational leadership. The school's Lead Founder and proposed Executive Director, Jack L. Perry, is a Fellow with Building Excellent Schools¹, a national non-profit training program that prepares select individuals for leadership and success in developing and sustaining high performing urban charter schools in communities of need. Initial Board members were recruited based on deep alignment with the school's mission and vision for an all boys' college preparatory middle school, professional expertise, and an unwavering commitment to outstanding and measurable student achievement. The Founding Board was established in the fall of 2006 and has met monthly and communicated frequently since that time to prepare the application and the multiple components of the proposed school design.

Below is the list of Founding Board members.²

- **Nnamdi O. Chukwuocha**, Associate Executive Director, Kingswood Community Center
- **Robin Lober**, History Teacher, The Charter School of Wilmington
- **Rodney Merriweather**, Senior Marketing Manager, Consultant
- **Reverend Vincent P. Oliver**, Pastor, New Calvary Baptist Church, Wilmington DE
- **Jack L. Perry**, Lead Founder and Fellow, Building Excellent Schools
- **Jason Reeves**, Tax Analyst, DuPont Corporate Finance
- **Mark Stewart**, Marketing Specialist, Delaware State Office of Management and Budgets
- **Dr. Rita Vasta**, Science Teacher, The Charter School of Wilmington
- **Donald Mell**, Realtor, Patterson-Schwartz Real Estate

- 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.*

The Founding Board came together around a shared desire to provide a college preparatory, single-gender middle school option to the families of Red Clay. The Lead Founder assembled the Founding Board between August and December of 2006. During this period, Founding Board members were: trained in charter school governance and accountability; worked alongside Mr. Perry to recruit and recommend like-minded Board candidates committed to improving educational options for the families and students of Red Clay; and developed and reviewed all components of the school design proposal and charter application. All Founding Board members worked collectively to gather community support and secure letters of support, and have visited or will visit high-performing charter schools that inform the school design proposal.

¹ Please see Appendix A-Description of the Building Excellent Schools Fellowship.

² Please see Appendix B-Founding Board members' resumes.

All Founding Board members strongly believe that young men:

- Are most at risk for academic failure in the middle school years;
- Must be provided with a middle school education that prevents such failure;
- Deserve firm discipline, rigorous academics, and daily supports;
- Can excel – it is the school’s job to make learning happen.

In order to develop a school design that addresses the academic needs of and provides a choice for families residing in the community, and to compose a thorough and detailed charter application, the Lead Founder is completing a yearlong Fellowship with Building Excellent Schools, a nationally recognized non-profit that trains, coaches, mentors, and supports individuals and community groups who seek to found, build, and lead an urban public charter school of uncompromising excellence. The Lead Founder has received training in all areas of educational design, Board development, organizational management, and financial planning. As part of his 600 hours of training, Mr. Perry has studied the practices of the highest performing urban charter schools around the nation, visiting over 40 schools since August, 2006, and continues to learn strategic organizational and educational best practices from leaders of the charter schools that have demonstrated outstanding student achievement with similar populations. Mr. Perry is also completing a school residency at Achievement First Crown Heights, a high performing urban charter school in New York City that has received strong recognition for its outstanding academic program.³

In addition to training, coaching and support from Building Excellent Schools, the Founding Board has also had the support of Innovative Schools Development Corporation (ISDC), which has been instrumental in the development and strengthening of this document in the areas of school development, community support, economic viability, facility planning and best practices of successful charter schools.

- 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.*

The membership of the Founding Board has strong connection to and deep roots within the local community through their professional work and residence. All members are aware of the academic and developmental needs within the community, and the desire of families for unique educational options for their middle school children. Below is the list of all Founding Board members and their relation to the community of the proposed charter school.

Founding Board Members

Jack L. Perry, MSW

65 Ball Farm Way
Wilmington, DE 19808
302.276.5959

jperry@buildingexcellentschools.org

Mr. Perry’s resume is attached for your review. In addition to the information included in his resume, Mr. Perry is the Lead Founder, proposed Executive Director and the contact person for the purposes of the

³ Achievement First Crown Heights is one of several “no excuses” urban charter schools committed to and, most importantly, successful at dramatically closing the achievement gap for poor and minority children. They are unapologetic, as are we, about strategically designing and implementing a school program that supports only the highest in academic achievement for all students. The Achievement First schools served as a critical model for our proposed school design, and is further strengthened by Mr. Perry’s residency at the Achievement First Crown Heights middle school. For more information, please see www.achievementfirst.org.

application. Mr. Perry resides in Wilmington, and has dedicated his professional career to the service of young people.

Nnamdi O. Chukwuocha, MSW

810 West 34th Street
Wilmington, DE 19802
302.762.5146
nnamdichukwu@aol.com

Mr. Chukwuocha's resume is attached for your review. In addition to the information included in his resume, Mr. Chukwuocha is a life long resident of Wilmington and a parent, and has been recognized for his years of service to children and families in the community.

Robin Lober, M. Ed

1401 Pennsylvania Avenue, Unit 1212
Wilmington, DE 19806
302.229.1210
rlober@charterschool.org

Ms. Lober's resume is attached for your review. In addition to the information included in her resume, Ms. Lober has lived and worked in the Wilmington community for many years and is a Delaware-certified teacher working in Wilmington.

Donald Mell

704 Greenhill Avenue
Wilmington, DE, 19805
302-656-8669
mell3@worldnet.att.net

Mr. Mell's resume is attached for your review. In addition to the information included in his resume, Mr. Mell is a longtime resident of Wilmington, where he graduated from DuPont High School and is involved with various community organizations and political efforts.

Rodney Merriweather, MBA

103 Blue Spruce Drive
Kennett Square, PA 19348
610.444.9854
rjmerriweather@hotmail.com

Mr. Merriweather's resume is attached for your review. In addition to the information included in his resume, Mr. Merriweather is a longtime professional of 24 years in the Wilmington community.

Reverend Vincent P. Oliver

12 Kinsey Way
New Castle, DE 19720
302.328.8370
vpoliver@comcast.net

Reverend Oliver's resume is attached for your review. In addition to the information included in his resume, Reverend Oliver has lived, worked and worshipped in the city of Wilmington for many years, and leads a local congregation at New Calvary Baptist Church in Wilmington, Delaware.

Jason Reeves, MBA
208 Beech Lane
Woolwich Township, NJ 08054
609.304.8651
Jason.R.Reeves@usa.dupont.com

Mr. Reeves' resume is attached for your review. In addition to the information included in his resume, Mr. Reeves has been a professional in the Wilmington community for ten years.

Mark Stewart, MBA
810 Blackshire Road
Wilmington, DE 19805
302.426.1023
hoppingtigger@msn.com

Mr. Stewart's resume is attached for your review. In addition to the information included in his resume, Mr. Stewart is a professional within and resident of the Wilmington community.

Rita Vasta, Ph.D
2215 Greenstone Road
Wilmington, DE
302.529.1952
rvasta@charterschool.org

Dr. Vasta's resume is attached for your review. In addition to the information included in her resume, Dr. Vasta works and resides in the Wilmington community, and is a Delaware-certified teacher.

A brief biography of each Founding Board member is included below.

Nnamdi O. Chukwuocha

Mr. Chukwuocha is a native of Wilmington and is the son of noted grass-roots community activist William Hicks Anderson. Mr. Chukwuocha is Associate Executive Director at Kingswood Community Center in Northeast Wilmington and has over 20 years experience working directly with inner city youth and their families. A devoted community servant, Mr. Chukwuocha has earned numerous awards and honors for his community service including: 2006 Omega Psi Phi Fraternity Citizen of the Year; State of Delaware Department of Youth and Family Services Live the Village Award; Bank of America Local Hero Award; and Mother African Union Church Spirit Award. Previous awards include: Christi Award for Community Service through the Arts; Outstanding Young Wilmingtonian Award; Governor's Award; Mayor's Award; City of Wilmington Mentor of the Year; and Coach of the Year. Mr. Chukwuocha earned his Bachelors and Masters Degrees from Delaware State University.

Robin Lober

Ms. Lober, a lifelong resident of Wilmington, attended high school in the heart of west Wilmington. After attending college and beginning her professional career outside of Delaware, Ms. Lober returned to Wilmington in 1997 in a professional capacity as a certified teacher and also now resides in the community. She was awarded the James Madison Fellowship in 2002, an award given to outstanding teachers of the US Constitution. Ms. Lober takes great pride in the educational opportunities Wilmington provides its students. Her work as a certified teacher at The Charter School of Wilmington puts her in a unique position not only to

understand the challenges students and families face, but also to contribute her educational perspective as a member of the Founding Board and of the governing Board of Directors. Ms. Lober earned her Bachelors degree and her Masters in Curriculum Design and Instruction from the University of Delaware.

Donald Mell

Mr. Mell is a longtime resident of Wilmington. In 1981 he traveled to the Middle East as a war correspondent with CNN and the Associated Press, covering the many crises in the region. He is currently engaged in the real estate business with Patterson-Schwartz and is active with the Delaware State Chamber of Commerce. Mr. Mell serves as Treasurer of the Board of Meals on Wheels, Delaware, is a Wilmington Housing Authority Commissioner, and is a Board member on the Mt. Olives Cemetery Preservation Fund. He is deeply concerned about the local educational opportunities available to families and students and will bring his passion and commitment for educational improvement to his service as a member of Prestige Academy's Founding Board and governing Board of Directors.

Rodney Merriweather

Mr. Merriweather is a lifelong resident of and professional within the Wilmington community, where he has built a 24-year career with DuPont working in a variety of marketing, business and financial leadership roles. Mr. Merriweather is a parent and his daughter attended Wilmington public schools before graduating from Oberlin College. Mr. Merriweather received an M.B.A. from the University of Michigan, majoring in Finance and Marketing, and a B.B.A. in Business Management from the University of Notre Dame.

Reverend Vincent P. Oliver

Reverend Oliver served nearly three decades at and was Executive Director of the Kingswood Community Center until retiring in May 2006. He has served as the senior pastor of the New Calvary Baptist Church of South Wilmington for the past 20 years, and he and his wife reside in New Castle, Delaware. He and his wife are the proud parents of the 2006 National Teacher of the Year, Kimberly Oliver. For over 25 years, Reverend Oliver has been involved in the Wilmington and surrounding communities as an activist for at-risk families and an advocate for young men. He has served as a member of the New Castle County Ethics Commission, and the Communities in Schools of Delaware Board of Directors. Reverend Oliver is the recipient of numerous awards, including the Northeast Alliance Community Service Award and the Dr. Al O. Plant Lifetime Community Service Award. He received undergraduate and post-graduate training from Aquinas College, Grand Rapids, MI, and Michigan State University.

Jack L. Perry

Mr. Perry brings years of experience working with inner city youth and their families. In June of 2000, he planned and operated a Special Education Alternative School for Boys in Bridgeport, CT. In addition to his work as an educator, Mr. Perry worked as a social worker in New Haven, CT for eight years. His experience growing up in public housing and with limited economic and academic opportunities, along with his own academic success at the undergraduate and graduate level, has driven all of his professional work and advocacy on behalf of children and has informed his vision to design a middle school of uncompromising rigor that will prepare young men for academic and life success. As a Building Excellent Schools Fellow, Lead Founder, and proposed Executive Director of Prestige Academy, Mr. Perry has visited and interviewed leaders of over two dozen of the nation's highest performing charter schools. This Building Excellent Schools training has informed Mr. Perry's knowledge of research-based curriculum and instructional strategies, staff and school development, budget and finance, discipline and support for students, as well as strong relationships with parents. A resident of Wilmington, Mr. Perry received his M.S. in Social Work from the University of Connecticut and his B.S. from Southern Connecticut State University where he is also pursuing a doctoral degree in Educational Leadership.

Jason Reeves

Mr. Reeves, a tax analyst for DuPont, has a strong desire to give back to the local community by helping to provide quality educational opportunities to its students. He brings more than 10 years of professional, experience ranging from research and development, manufacturing, sales, and tax to the Founding Board. Mr. Reeves has served as a mentor at Kuumba Academy Charter School in Wilmington, and was instrumental in establishing a relationship between Kuumba Academy and Minority Aviation Educational Association (MAEA), an organization that provides hands-on educational science programs for children in grades K-12. Mr. Reeves has volunteered with many nonprofit organizations throughout Wilmington and is active in various networks within DuPont and the Wilmington area. Mr. Reeves is eager to leverage the support of his networks to support the mission of Prestige Academy and support the academic achievement of its students. Mr. Reeves holds a B.S. in Biology from Mansfield University and an M.B.A. in Finance from Wilmington College.

Mark Stewart

Mr. Stewart lives and works in Wilmington, currently serving in the State of Delaware's Division of Support Operations as a marketing specialist. In this role and as an independent consultant, Mr. Stewart calls on his MBA training, sales experience and human resource experience to best serve his clients. A motivational leader, Mr. Stewart has managed small and large teams to meet and exceed sales and fundraising goals and has built successful relationships with those he supervises as well as with individual donors, clients, foundations, state agencies and vendors. After attending Penn State, Mr. Stewart taught high-school marching band and opened an art studio which his parents still run today. Mr. Stewart brings his entrepreneurial drive, marketing skills, talent at motivating youth and adults and a sincere desire to assist local families through the important work of launching and governing Prestige Academy.

Dr. Rita Vasta

Dr. Vasta began her education as a student in the New Jersey public school system, from which she earned a scholarship to Glassboro State College (Rowan University). During the Vietnam War, teachers were plentiful so Dr. Vasta delayed her dream of becoming an educator and pursued instead an industrial chemistry career, working for 20 years in research and management at DuPont. In that capacity, Dr. Vasta instructed adults and knew that her passion for teaching was still evident. She then completed her certification through the University of Delaware and taught Upward Bound students Biology and Chemistry. In addition to teaching at The Charter School of Wilmington, Dr. Vasta works with the Delaware Department of Education in the development and assessment of the State Science Standards, an opportunity that provides her access to current educational research and a keen understanding of instructional strategies in the sciences. She also instructs Delaware teachers in 9th grade Chemistry curriculum and methods for effectively meeting the state standards. As faculty representative to the Board of the Charter School of Wilmington, Dr. Vasta works on maintenance, program planning, parent involvement and teacher recognition projects. She brings governance experience, together with significant teaching and business experience, to the work of founding and governing Prestige Academy.

- 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.*

Prestige Academy's Lead Founder and Founding Board members continue Board recruitment efforts, seeking specifically those members whose skills and experience best complement those of current Board members. They continue to tap their personal and professional networks to enhance the efficacy of the Founding Board and the future impact it will have as the school's Board of Directors.⁴

⁴ Please see Appendix C: Board Recruiting Materials.

Through Founding Board members Robin Lober and Rita Vasta, both Delaware certified teachers, and Board member Nnamdi Chukwuocha, a community center director, the Lead Founder and Founding Board will be connected to parents of school-aged children and to teachers who meet Prestige's qualifications for employment at the school and potential involvement on the Board. The Lead Founder has met and will continue to meet with parents of school-aged area children and local educators through attendance at community events and meetings and through referrals. Additionally, through Building Excellent Schools' partnership with Teach for America (TFA), the Lead Founder will be introduced and have direct access to nearly 30 TFA alumni who make their homes or work in Delaware.

In addition to a specific focus on the critical areas of expertise outlined in section (1e), the Board and Lead Founder will recruit additional members skilled in not-for-profit management and fundraising, law, facilities and real estate, and marketing/public relations.

As stated in the proposed Bylaws, once chartered, the Board of Directors will establish and maintain a Governance Committee that will be responsible for selecting new members.⁵ Staggered terms will be used to encourage moderate turnover in a given year. The Governance Committee will present nominees to the Board for selection and will orient elected members to the systems and procedures of the Board and Prestige Academy. The Governance Committee will recruit new members based on mission and vision alignment, commitment to a single gender, college preparatory middle school education, and relevant professional expertise. Members will be added to the Board strategically, and will be provided full orientation to the Board through members of the Governance Committee. New Board members will undergo training facilitated by members of the Governance Committee and/or a reputable consultant as needed. This training will include Prestige Academy's:

- Mission and Vision
- Education Program
- School Culture
- Board Roles and Responsibilities
- Committee Responsibilities
- Financial and Fiduciary Responsibilities
- Individual Commitments of Board Service

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 (please see each section below).

The members of the Prestige Academy Founding Board are qualified to operate a charter school and implement the proposed educational program due to their collective level of professional expertise and commitment to public education in the city of Wilmington. Board members bring experience in all areas necessary for the success of a charter school, as exhibited in their resumes and as outlined in their brief biographies. We expect that the majority of Founding members will transition to the Board of Directors for the school, providing for continuity in governance and ensuring a broad range of expertise remains in place. Specifically, that expertise encompasses:

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

⁵ Please see Appendix D-Proposed Bylaws.

As educators, Ms. Lober, Dr. Vasta and Mr. Perry have significant experience creating and implementing research-based curriculum and instructional strategies for and with students in urban settings in Bridgeport, CT, and in Wilmington, DE. In the Building Excellent Schools Fellowship, Mr. Perry has spent one year immersed in research-based curriculum and instructional strategy training and has seen both successfully implemented at high-performing charter schools nationwide. Ms. Lober's master's degree is in curriculum design and instruction.

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

Through their MBA training and respective professions, Mr. Reeves, Mr. Merriweather and Mr. Stewart are highly skilled in managing the work of start-ups, teams in long-established corporations and retail establishments. They are expert at: branding, marketing, advertising and sales; financial analysis and taxation; customer service and client relations. They also have spearheaded hiring, contracts and strategic planning for their respective businesses. Mr. Mell represents his agency at Delaware State Chamber of Commerce functions and events, and has served on a board's Business and Economic Development Committee. Mr. Perry has received targeted training in managing the business facets of charter school operations, including budgets, forecasting and cash flow as part of the Building Excellent Schools Fellowship. The Finance Committee of the Prestige Academy Board will work closely with the Executive Director and Business Manager to ensure sound business practice.

c. Personnel management.

Through his corporate and state work as well as his independent consulting, Mr. Stewart has developed skills in assembling and managing employee teams of all sizes. In particular, he has managed employment planning, resource allocation, staffing, budgets and performance assessments for large clients including CareerLink, Work Force and the King of Prussia Mall. Additionally, all other Founding Board members rose to supervisory levels in their respective careers and, collectively, have decades of experience selecting, managing and evaluating staff of varying sizes. In addition to leading staff at an alternative school for boys, Mr. Perry supervised and trained staff social workers at a therapeutic foster care program.

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

Mr. Perry, Mr. Chukwuocha, Rev. Oliver and Dr. Vasta all have worked with diverse student populations in urban areas, conducting outreach to families to secure them educational, recreational and social services, and instructing youth in core curricula, the arts, the road to college, and social and faith issues. Mr. Perry is a trainer with the Anti-Defamation League.

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

Mr. Perry, Mr. Chukwuocha, Dr. Vasta and Rev. Oliver have considerable background working directly with students at risk of academic failure, struggling with emotional or behavioral issues, diagnosed with learning disabilities and/or living in poverty in urban environments. Their education, social work training and careers helping families and children have prepared them to work effectively with at-risk populations.

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

As the faculty representative to the Board of the Charter School of Wilmington, Dr. Vasta works on maintenance and program planning projects. Mr. Perry was responsible for many aspects of school operations at the alternative school he led. In addition, Prestige Academy intends to work closely with ISDC to develop, implement and improve school operations. ISDC has been instrumental in start-up, operations and facilities

management at many Delaware charter schools.

In order for the Board to maintain collective experience, and with the assistance and support of Building Excellent Schools and ISDC, all members will be trained in the best practices of charter school governance and Board development. Individuals that are offered a seat on the Board will be provided with our Member Expectations, which they will review, agree to and sign. Upon joining, new Board members are provided with orientation materials including the *Charter Schools Directors Guide*, and a list of on-line and print resources for Board members, existing Board policies, By-laws, and other readings relevant to Prestige Academy. Furthermore, members will be taken on tours of highly effective urban charter schools that serve demographic populations similar to that of Prestige Academy. We will access other professional services as needed.

2. Form of Organization

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.

Prestige Academy is the name of the organizing corporation. The Certificate of Incorporation was filed on December 11, 2006.⁶ The Lead Founder and Chair of the Founding Board is Jack L. Perry.

The Bylaws contain a statement that Prestige Academy "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."

⁶ Please see Appendix E-Certificate of Incorporation.

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.*

Mission Statement

Prestige Academy prepares young men in grades 5-8 for admission to and success in demanding college preparatory high schools. In a highly structured, achievement-oriented school culture, Prestige Academy students develop a strong academic foundation in the core subjects and the REAL values necessary for success: Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership.

Vislon

Prestige Academy will challenge our students through a rigorous college preparatory curriculum that focuses on mastery in the core subjects of Reading, Writing and Math while emphasizing the importance of strong character and leadership through service to the community. Frequent interim assessments will drive instruction in all of our classrooms and students will receive the daily academic support needed outside of traditional classroom time as part of the school's extended day program. Focusing on the boys of Red Clay, a team of committed staff members and parents will work together to ensure that Prestige Academy boys are prepared for admission to and success in demanding college preparatory high schools.

Preparation for admission to and success in the best high schools will set Prestige Academy students on the further road to college. At Prestige Academy we will work to create opportunity for our students through learning, discipline, and character – so they realize that education is the passport to their future and they do the necessary foundational work to build that future.

Prestige Academy will enroll 108 fifth grade students during the 2008-2009 school year. We will add one grade per year until we reach 8th grade, full grade enrollment, and a maximum capacity of 432 students. Consistent with the legislative intent of 14 Delaware Code, Section 501, we intend to provide parents and students with a greater opportunity to choose a public school dedicated and designed to improved school and student performance.

Local Educational Need

The need for an alternative for the families in Red Clay and the surrounding areas of Wilmington is clear. The schools that serve the greatest number of Wilmington middle school students include Alexis I. Dupont, Henry C. Conrad, Skyline, and Stanton Middle Schools. These schools have an average of 56% of their populations receiving free or reduced price lunch. On average these schools have 48% of students scoring below proficient on the 6th grade Delaware State Testing Program (DSTP) Reading and Writing tests. On average these schools have 45% of students scoring proficient on the eighth grade Delaware State Testing Program (DSTP) Math tests, according to the 2006 Delaware DOE Report, meaning that nearly 55% were not performing at a level that meets State standards.

These four middle schools serve approximately 670 students each. Small school size is a core characteristic of consistently high performing middle schools serving similar populations with similar academic challenges. Successful school founders and leaders have agreed that student success is most dependent upon a small school size, with an achievement- and future-oriented school culture that grows strategically over time. Therefore, we will serve this need in a small school setting. At Prestige Academy we will open with one grade, have four classrooms in year one, and will grow strategically, increasing our complexity and size only after firmly

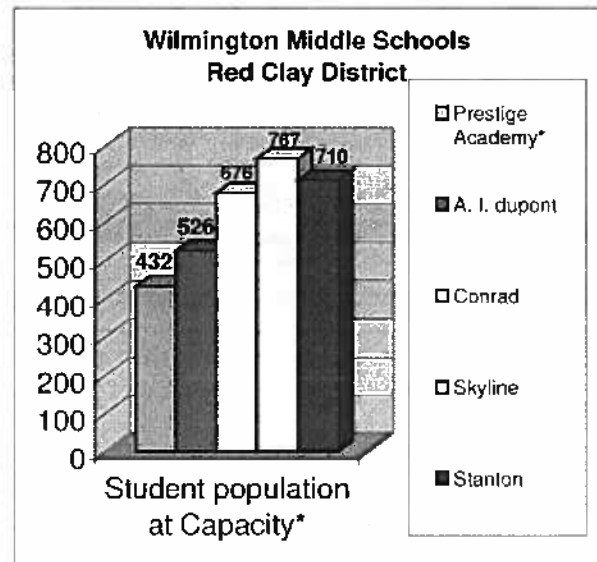
establishing our school's demanding culture of academic achievement.⁷ At full capacity, we will serve 432 students, thus providing families a school that is a full 40% smaller in size than other options currently available.

We believe our small school design will allow us to create the intimate sense of community necessary to ensuring success for all students in Prestige Academy's demanding environment. Our teachers will know each student's strengths and weaknesses and have the opportunity to form relationships with each student's family. Prestige Academy will have no cracks through which students can slip.

As a public charter school with the autonomy to design our school program to best fit the needs of our student population, and the accountability for measurable results, we are committed to providing the proven benefit of a small school size and the benefits of a safe, highly structured, achievement-oriented school culture. In order to fulfill the school mission, we will grow our enrollment slowly, adding 108 students per year in grade 5 until we reach a maximum capacity of 432 students and full grade enrollment of grades 5-8. This will allow us to develop, adjust and strengthen our school culture, educational program and model over time and will best prepare our students for success.

A high quality education is the best tool a child can have to ensure future success. Statistics have shown that a quality education that prepares students for college is their best defense against the social problems they may encounter between youth and adulthood. Yet the opportunity for underserved children to attend college is significantly limited by insufficient academic preparation, often most profoundly evident in the middle school years.

Currently, 30 % of Delaware 8th graders are on grade level in the core subjects of reading, writing, and math. Approximately 33% or one in three Delaware students proceed on to college after high school.⁸ No more than 20% of these individuals go on to earn an associates or bachelors degree by their mid 20s. By 2010, labor projections show that Delaware will have 170,000 job openings but only 55,000 workers to fill them: a shortfall of 115,000 employees. Two-thirds of these jobs will require at least some post-secondary education.⁹



The achievement gap, and thus college and job readiness, are most significant for minority children and those living in poverty. Data from the 2003-04 and 2004-05 school years shows that approximately 6 percent of schools in Delaware documented significant progress in narrowing the achievement gap.¹⁰

Whether fair or not, educational opportunity and academic achievement are directly tied to the social divisions associated with race, ethnicity, gender, first language, and social class.

⁷ Several founders of high-performing charter schools believe that small school size and this approach to the academic need of our target population maximizes a new school's ability to "get it right." These leaders include: Dacia Toll, founder of Amistad Academy in New Haven, CT and President of Achievement First which includes Crown Heights Middle School . Brett Peiser, founder of Boston Collegiate Charter School (formerly South Boston Harbor Academy) in Boston, MA, and Spencer Blasdale, founder and Executive Director of Academy of the Pacific Rim in Boston, MA.

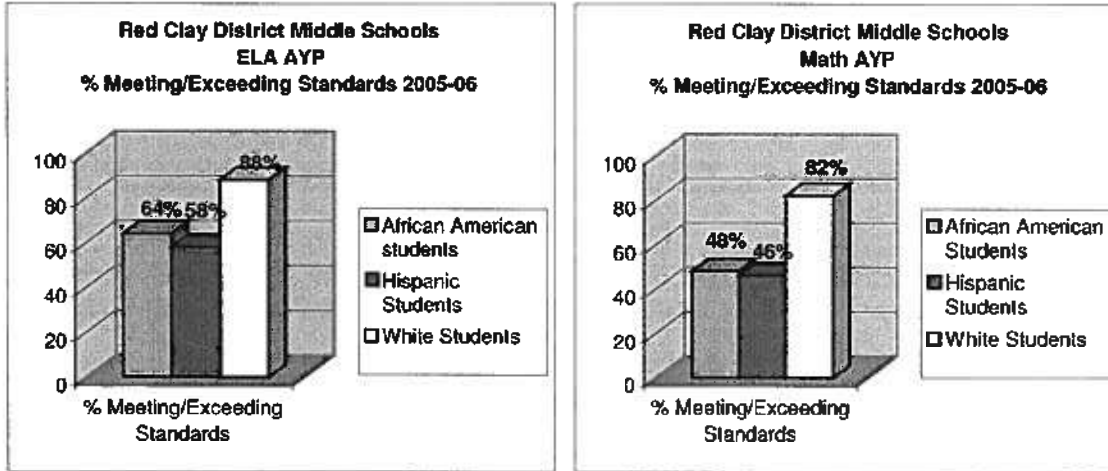
⁸ Vision 2015 and Center for Civic Innovation." Public High School Graduation and College-Readiness Rates: 1991-2002." 2005.

⁹ Vision 2015 Report 2006 and Education Counts Database. Postsecondary Education Opportunity Research Letter #132., "College Entrance Rates by Race/Ethnicity for Recent High School Graduates 1960-2002," 2003; NCES, " Enrollment in Postsecondary Institutions, Fall 2004: Graduation Rates, 1998 & 2001 Cohorts: Financial Statistics, Fiscal Year 2004." 2006.

¹⁰ Standard & Poor's School Matters (2006).

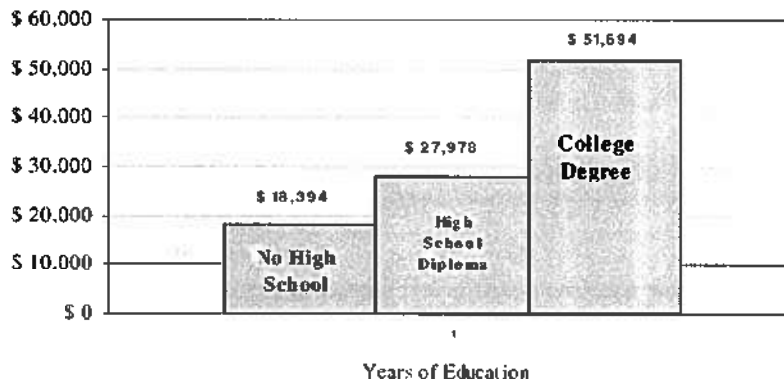
The level and quality of educational attainment either open the doors to opportunity or close them.¹¹

The following charts illustrate Red Clay Consolidated Districts 2005-06 AYP results disaggregated by race.¹²



According to recent census data, approximately 19,000 children reside in the city of Wilmington, 30% live in poverty, and thus are at greater academic risk because of their socioeconomic status. Research shows that two of the predictors of juvenile delinquency and later criminal behavior are truant behavior and academic success or the lack of it in school. Truant behavior increases steadily each year from the age of 7 through 16 and that of “the majority of [truant] youth, 76%, were in the middle school grades and the first year of high school [and that] truancy between 5th and 6th grade (transition from elementary to middle school) increased by 95% and by 76% between 8th and 9th grade (transition from middle school to high school).”¹³ Unless strong educational options are available, research suggests that children growing up in poverty are more likely to experience academic failure, remain in poverty and yield low wage jobs.¹⁴ Yet, if students are prepared and driven to continue on to college and succeed at that level, however, economic opportunity is clear, as illustrated below:

Average Salary Comparison By Level of Education



¹¹ Essay by Edmund W. Gordon. *The Covenant with Black America*. Third World Press (2005) p.25.

¹² <http://profiles.doe.k12.de.us/EntitySearch.ASPx>

¹³ Communities Count Delaware (2005).

¹⁴ Child Trends Data Bank: <http://www.childtrendsdatabank.org/indicators/4Poverty.cfm>

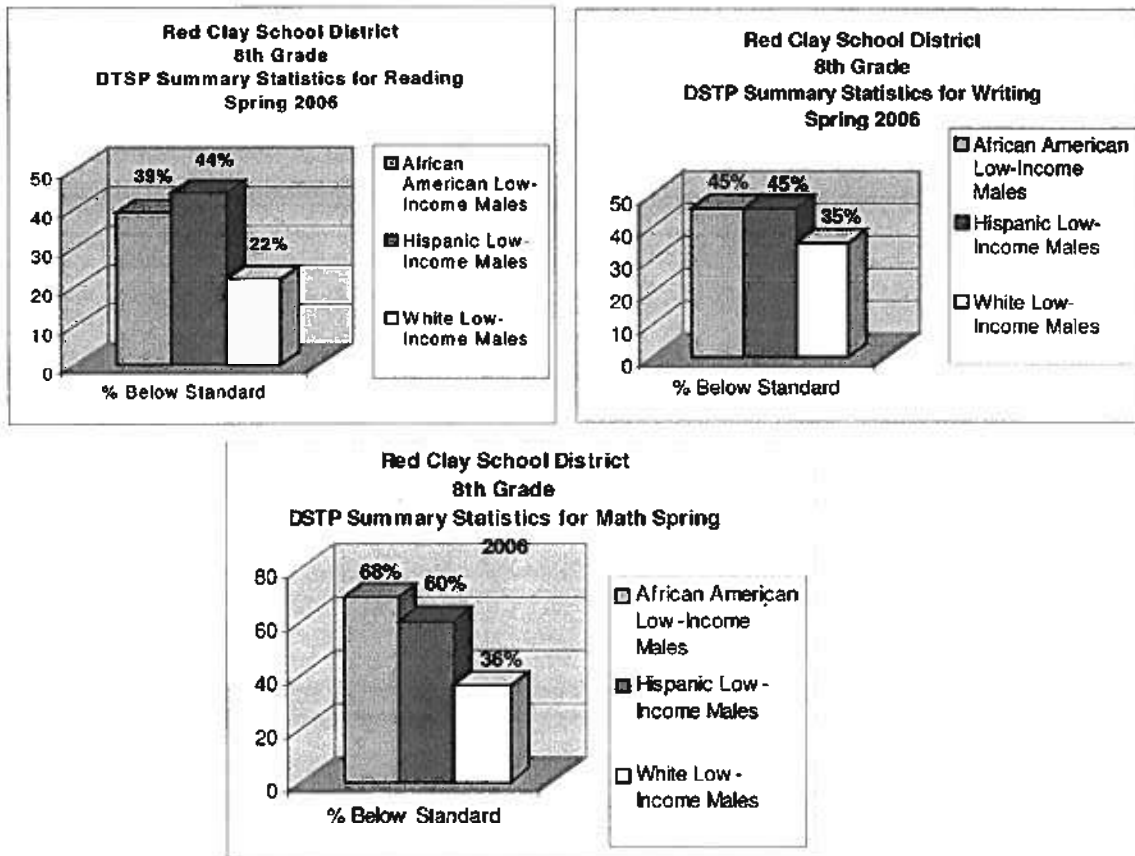
For many of Red Clay’s most at-risk students – middle school aged boys - progression towards high school readiness, graduation, a college degree, and full employment is challenged by insufficient educational preparation in the core subjects of reading writing and math. Minority boys in particular tend to be over represented in categories such as suspension, expulsion and placement in special education, and overall, recent Delaware statistics indicate that boys in special education outnumber girls almost two to one.¹⁵

The closing door of educational opportunity for these boys, and the need for a strong educational option at the critical middle school years, can be seen in the student performance results at the middle school level.

On the 2006 DSTP¹⁶

- 52% - 68% of boys are *not* meeting proficiency in 5th grade reading
- 59% - 75% of boys are *not* meeting proficiency in 6th grade writing
- 38% of boys are *not* meeting proficiency in 5th grade math and 58% did *not* meet proficiency in 8th grade math

The challenge of middle school academic preparation is evident, as is the need to close an ever-widening achievement gap. Thus the need for strong, innovative options for young boys, particularly low income and minority boys, is clear in Red Clay as well as on a national front.

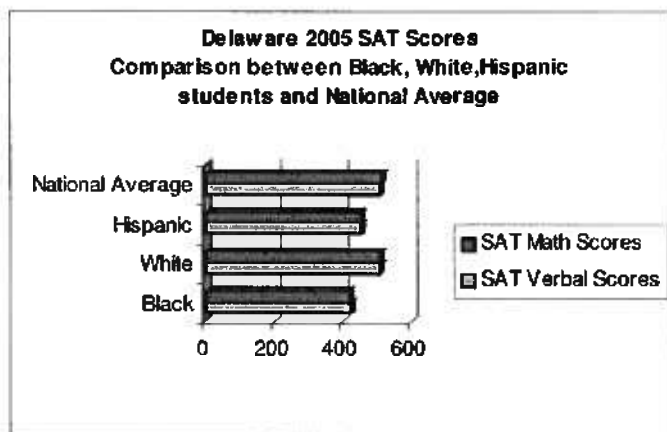


¹⁵ Special Education Services In The First State Fourth Annual Report of the State Improvement Plan 2004 – 2005. Accessed online November 9, 2006.

¹⁶ All student performance indicators represent a range of results based on racial subgroups as required in reporting by No Child Left Behind legislation.

Closing the Achievement Gap

The national public high school graduation rate for the class of 2003 was 70%. In 2006, the nation's graduation rate for white students was 78% and for African American students 55%. According to 2006 SAT score averages, African American students scored 1246 compared to white students who scored 1538.¹⁷ As both genders struggle, statistics continue to reveal the somber reality for minority males in America and the need for urgent, innovative, and local resolution to this educational crisis.



In 2001 The Schott Foundation for Public Education commissioned research on the education gender gap to update data on the progress of girls. In the process, “[they] found that k-12 female students were making significant progress and that males were performing less well. The facts that startled [them] the most – and defined new Schott work – were the alarming data on Black male students showing bleak under-achievement on every school-related factor. [They] saw a situation that screamed out for attention.”¹⁸

The Gender Gap

The notion of an all-boys school emanates from the profound national, state, and local research defining one of the most at-risk populations in this country. The achievement gap in education, rates of incarceration, violent deaths, and unemployment among African American and Latino males indicate a need for increased proactive measures to save a generation of youth.

The Manhattan Institute compared gender and ethnicity to find that nationally, the gender gap in graduation rates is particularly large for minority students. Not accounting for race or ethnicity, 72% of female students graduated, compared with 65% of male students. Accounting for race, 45% of African American and 50% of Latino males are graduating from high school.¹⁹

The Schott Foundation compared the 2001-2002 graduation rates between African American and white males in Delaware. Although the graduation rates for males are low in general, according to the study, Delaware graduates 64% of its white males and 42% of its black males, representing a difference of 22%. Research also indicates that by twelfth grade, even for those students who are graduating, on average, black students are academically four years behind their white counterparts.²⁰

¹⁷ Georgia Department of Education. Accessed online November 8, 2006.

¹⁸ Holzman, M.. (2004) *Public Education and Black Male Students: A State Report Card*. Schott Educational Inequity Index, Cambridge, MA; The Schott Foundation for Public Education.

¹⁹ Urban Institute. 2003. Accessed online November 8, 2006

²⁰ *No Excuses: Closing the Racial Gap in Learning*. Thernstrom, Abigail, Thernstrom, Stephan (2003). New York, NY: Simon & Schuster p. 12

The Founding Board is particularly grateful for the highly regarded expertise on the subject of single gender education provided by Dr. Rosemary Salomone²¹, Kenneth Wang Professor of Law at St. John's University School of Law where she has served as Associate Academic Dean (1992-94), Director of the Center for Law and Public Policy (1994-97), and the Harold McNiece Professor of Law (1998-99) and teaches constitutional, administrative, and local government law and a seminar on children and the law. Prior to joining the St. John's faculty, Dr. Salomone was an Associate Professor at the Harvard Graduate School of Education where she taught education law, school finance, and language policy in the Administration, Planning, and Social Policy Program and served on the faculty of the Institute for Educational Management.²²

Meeting Educational Need and Rationale For An All Boys School

Education attainment continues to be an indicator of future life success. Prestige Academy will exist to provide a unique single gender educational model in the middle school years for some of Red Clay's most at-risk students. Jorge's 1990 study of gender differences in learning among middle school students indicated that seventh-grade boys were strongly peer-oriented and consistently needed more structure and more tactical learning of new and difficult subject matter content than did girls. Overall findings from the 2003 study by Honigsfeld and Dunn, published in the *Journal of Educational Research* indicated that boys were more kinesthetic and peer-oriented than were girls - corroborating previous findings by Hong and Suh (1995), Jenkins (1991), Lam-Phoon (1986), Mariash (1983), and Pengiran-Jadid (1998).²³

Through the *Boys' Education Lighthouse Schools Programme*, the Australian Government funded 230 primary and secondary schools that operated in geographic clusters to identify, research, implement, and assess practices that school leaders and teachers found effective to address the academic, social, and emotional needs of boys. The program came in response to the social crisis where boys of all ages and socioeconomic levels were lacking motivation in school, demonstrating frequent behavior problems, dropping out of school, and becoming victims or perpetrators of violence or suicide. Prestige Academy will use the successful academic practices with boys outlined in this study in three specific ways: (1) Instruction, Curriculum, and Assessment; (2) Literacy and Communication Approaches; and (3) Student Engagement and Motivation. We outline some of the promising practices that will be incorporated in the design of our school's culture and academic program in the chart on the following page.

²¹ Please see Appendix F-Legal Opinion on Single Gender Schooling

²² Further, from 1985 to 1995, Dr. Salomone was a trustee of the State University of New York where she chaired the Academic Planning Committee. She also has chaired the Education and the Law Committee of the Association of the Bar of the City of New York (1993-96) and the Section on Education Law of the Association of American Law Schools (1996, 2003). She has been a recipient of St. John's University's Outstanding Faculty Achievement Award (2003) and the University's highest honor, the St. Vincent de Paul Teacher-Scholar Award (2005). Her research has been supported by the Soros Foundation, the National Science Foundation, the Ford Foundation, the Spencer Foundation, the United States Department of Education, and the Milton and Mark DeWolfe Howe Funds of Harvard University. Her most recent book, *Same, Different, Equal: Rethinking Single-Sex Schooling* (Yale University Press, 2003) has been selected as an "Outstanding Academic Title for 2005" by *Choice Magazine*. She also is the author of *Visions of Schooling: Conscience, Community, and Common Education* (Yale University Press, 2000) and *Equal Education Under Law: Legal Rights and Federal Policy in the Post "Brown" Era* (St. Martin's Press, 1986) as well as numerous articles, book chapters, and commentaries on educational governance, gender equity, freedom of expression, church and state, and government regulation. She holds a B.A. from Brooklyn College, an M.A. from Hunter College, a J.D. from Brooklyn Law School, and a Ph.D. and LL.M. from Columbia University where she was the Bretzfelder Fellow in Constitutional Law during the 1983-84 academic year.

²³ High School Male and Female *Learning-Style* Similarities and *Differences* in Diverse Nations. By: Mar/Apr2003. Vol. 96 Issue 4. p195, 12p.

Instruction, Curriculum, and Assessment	Literacy and Communication Approaches	Student Engagement and Motivation
<ul style="list-style-type: none"> - Deliver high quality teaching by well-supported and well-trained teachers. - Train teachers on specific teaching and learning strategies for boys. - Use more hands-on and kinesthetic activities with a balance of direct instruction and activity-based learning. - Provide targeted support such as small group tutoring or one-on-one support. - Increase emphasis on teacher demonstration versus teacher explanation of concepts. 	<ul style="list-style-type: none"> - Give clear, explicit directions with concrete goals to boys. - Employ a balanced approach to the direct instruction of phonics and phonemic awareness and whole language. - Provide male role models to increase boys' sense of belonging and assist boys in navigating relationships and communication successfully. 	<ul style="list-style-type: none"> - Recruit male teachers who serve as role models and/or men who can serve as models and guides for boys as a strong asset for boys social/emotional development and academic success. - Invest students with responsibility and leadership whenever possible. - Develop quality relationships between boys and faculty increases positive educational outcomes for boys

Numerous studies have demonstrated that girls and boys in single-sex schools are academically more successful and ambitious than their co-educational counterparts. In the past, many of these studies were geared towards the inequities affecting girls.²⁴ It is only recently that research and greater examination of the underachievement of boys has become prevalent and more specifically the benefit of single-sex education for students of color. Providence College educational researcher and sociology professor Cornelius Riordan notes that:

Boys are less likely than girls to be in an academic (college-preparatory) curriculum. They have lower educational and occupational expectations, have lower reading and writing tests scores, and expect to complete their schooling at an earlier age.²⁵

Yet Riordan also notes that:

Minority students in single-sex schools often show dramatic improvements in attitudes toward school, ...and dramatically fewer behavior problems.²⁶

The U.S. General Accounting Office found that urban males benefit from single-sex schools:

Many educators are convinced of the value of single-gender settings for urban minority males. Several program officials...reported improved test scores, better attendance, or improved behavior among students in single-gender settings.²⁷

Such findings are supported by Dr. Riordan's research which indicates that the performance of African-American and Hispanic students in single-sex schools is strongest on all tests, with scores, on average, almost one academic year above that of their peers in coeducational settings.²⁸

²⁴ The following authors and organizations have studied the underachievement of girls: Yates, L. (1998). *Constructing and Deconstructing Girls as a Category of Concern. Education into the 21st Century: Dangerous Terrain for Women?* A. Mackinnon, Elquist-Saltzman and A. Prentice. London, England, Falmer Press. Lee, V. E. (1998). *Is Single-Sex Secondary Schooling a Solution to the Problem of Gender Inequity? Separated by Sex: a critical look at single-sex education for girls.* Washington, DC. American Association of University Women Educational Foundation: 41-52. Lee, V. E., H. M. Marks, et al. (1994). "Sexism in Single-Sex and Coeducational Independent Secondary School Classrooms." *Sociology of Education* 67(2): 92-120. AAUW. (1992). *How Schools Shorchange Girls: a study of major findings on girls and education.* Washington, DC; AAUW Educational Foundation. AAUW. (1998). *Separated By Sex : A critical look at single-sex education for girls.* Washington, DC; AAUW Educational Foundation.

²⁵ Cornelius Riordan. "The Silent Gender Gap." *Education Week*, November 17, 1999. 46, 49.

²⁶ Cornelius Riordan, "Single Gender Schools": Outcomes for African and Hispanic Americans. *Research in Sociology of Education & Socialization* (Vol. 18, 1994), 177-205.

²⁷ *Public Education: Issues Involving Single-Gender Schools and Programs* (Washington, D.C.: General Accounting Office, 1996).

²⁸ Cornelius Riordan, *Girls and Boys in School: Together or Separate* (New York: Teachers College Press, 1990). See also, Cornelius Riordan, "Single Gender Schools": Outcomes for African and Hispanic Americans, *Research in Sociology of Education & Socialization* (Vol. 18, 1994), 177-205.

Furthermore, *The Wall Street Journal* reports the following:

Inspired by evidence that some children learn better in sex-specific classrooms, more than 240 public and charter schools around the country have begun to offering single-sex education...Most significantly, the typical student is from a low-income, minority family. Parents compete fiercely, often by lottery, for the chance to give their kids the kind of learning environment that wealthier parents regularly pay for at all those single-sex private schools.²⁹

Prestige Academy will seek to improve educational choice for boys affirmed by the recent Federal ruling set to take effect November 24, 2006, which amends 30-year-old restrictions established in Title IX. The choice of an all-boys school is one that financially able families in Delaware have been able to make for their sons for many years. It is a choice that, at the middle school level, does not exist in the Delaware public schools or in public charter schools. Given the clear and well documented benefits to boys when studying in an all-boys environment, Prestige Academy aims to make available the same choice for high quality single-sex education to parents who cannot afford these exclusive boys schools.

Furthermore, Red Clay families are in need of a school uniquely designed to prepare their sons for admission to and success in demanding college preparatory high schools. For their sons to be successful in school, we believe a single gender model, with a highly structured, achievement-oriented school culture, and an environment in which students develop a strong academic foundation in the core subjects and the REAL values necessary for success - Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership - can successfully close the achievement gap for our young men and prepare them for future academic and life success.

As of November 2006, at least 253 public schools in the United States are offering gender-separate educational opportunities. Most of these are co-ed schools, which offer single-sex classrooms, retaining at least some coed activities (in some cases, only lunch and certain electives are co-ed). However, 51 of these 253 schools are completely single-sex in format. Delaware's neighboring state of Pennsylvania has approved to open the state's first all-boys charter school in 2007 in the city of Philadelphia. The following is a sampling of two (2) such public single sex schools serving boys similar in need to the demographic population that Prestige Academy intends to serve as well as being similar in mission.³⁰

- **Excellence Charter School**

Excellence Charter School of Bedford Stuyvesant prepares students to enter, succeed in, and graduate from outstanding college preparatory high schools and colleges. Located in Brooklyn, NY, the school opened in 2004 and currently serves 135 boys in grades K-2. 100% of students are minority and 57% qualify for Free and Reduced Lunch. A new grade will be added each year to serve grades K-8. Excellence Charter School offers a longer school day from 7:30 AM - 4:00 PM, a longer school year, small class-sizes, and requires homework every day for every student - all resulting in more time on task for students. It also provides after-school tutoring, an after-school homework club, and summer school remediation. School uniforms, clear and consistent discipline and merit systems, daily routines and rituals, and school-wide academic supports help

²⁹ The Wall Street Journal Online, October 27, 2006. Accessed online November 7, 2006.

³⁰Two other single gender public schools include: The Pro-Vision School, a single-sex middle charter school in Houston, Texas that targets young men in grades 5 through 8 who are experiencing academic difficulty, behavioral problems, and other issues that have not allowed them to have success in a more traditional school setting. As a pioneer of the first all male Houston Independent School District Charter School, Pro-Vision has received local and national recognition from Governor Rick Perry and U.S. Secretary of Education, Rod Paige. Since its opening in 1995 as the first single-sex public middle school in Texas, the Pro-Vision School has gained valuable experience in blending social and economic empowerment education techniques with traditional school system curricula; and William A. Lawson Institute for Peace and Prosperity Preparatory Academy: Houston, Texas which serves approximately 90 young men in grades 6 through 8 in southeast Houston. The targeted school population is adolescent males who would benefit from a strong academic program that stresses values, ethics, self-esteem, and commitment to the community.

ensure a structured environment. Each week includes a Community Assembly, which features student accomplishments and reinforces the values that are celebrated at Excellence. At the end of the school year on the TerraNova, the percentile ranks indicate that, on average, Excellence Charter School's students are far above grade level in reading, language, and math.

- **The Eagle Academy for Young Men**

The Eagle Academy for Young Men is a 9-12 grade school focused on and committed to its guiding principles of academic excellence, leadership, character development, mentoring, integrity, and community service. Located in the Bronx, New York, its mission is to produce students that will be citizens of integrity and who will become lifelong leaders through team-building and service to their community. The Eagle Academy has a Saturday Institute as part of its academic curriculum. The school day provides extended learning time until 5:30 p.m., with study groups and homework help offered after regular classes end. School is also in session on Saturdays from 9 a.m. to noon, when students take part in intramural sports, as well as classes on such topics as financial planning and leadership. The Saturday Institute is designed for students to participate in a variety of workshops that focus on social development. Dinner is provided for the students due to the length of the required school day. Monday through Thursday students are required to wear a school uniform that includes the school tie. Friday and Saturday are dress-down days with polo shirts and casual slacks. Extracurricular activities include a chess club and a program in which students raise money to build schools in third world countries. Students also take trips to tour colleges and universities. In 2006, a review from Cambridge Education found that recent grade 10 Regents results have been encouraging with a commendable pass rate amongst students in the core areas of science and mathematics.

Prestige Academy School Vision

Quinn's mother opens his bedroom door to ensure that he is up and ready for school. She informs him that she has signed off on his six subjects of homework that he completed last night and that she has placed his HW agenda on the kitchen table. She also lets him know that she has ironed his blue button down shirt and that it's hanging on the closet door along with his khakis and school tie.

Quinn quickly dresses in his school uniform, blue shirt and tie, tan khaki pants, and black shoes. He then grabs his book bag, homework agenda and kisses his mom on the cheek as he darts out of the door. He arrives at the steps of Prestige Academy and waits patiently in line as students are greeted at the door. When it's his turn, he receives a firm handshake from the school's leader and is met by the question "Are you ready for a great day of learning?" Quinn replies with a resounding "Yes!" and continues through the school house door.

Quinn proceeds into the silent lunchroom/community room where he is among a small and serious community of other Prestige young men. With one year under his belt at this new school, Quinn is now a 6th grader and has learned that the school's REAL values of Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership through Service are the tools that will enable him to achieve greater success in life. He knows that he is a member of the college class of 2020, and Prestige students do not have a moment of time to waste. Quinn's day is filled with double periods of Math and English, and one period each of Social Studies and Science. Quinn is reminded daily that the long school day, tutoring after school and select weekends, two weeks in the summer (if he needs them) and high expectations around academics and behavior are the reasons why he will attend one of Delaware's strongest high schools and then proceed on to college.

As he eats his breakfast, Quinn immediately starts to complete his Brainwork (a skill builder activity he works on every morning that also includes reflection opportunities on inspirational quotes that guide him on his hard journey to college). He greets his Science teacher as she walks around the room checking attendance and ensuring that students are handling their academic responsibility quietly and well. After dismissal from Brain Breakfast (his friends tease him about this name but Quinn is proud to be getting smarter every day) Quinn hurries to his first period Reading class. As he walks through the door he is again greeted with a firm handshake, this time from his English teacher. Quinn quietly sits down to a Do Now waiting on his desk. He

will have five minutes to write 5-7 sentences describing the protagonist of the novel they have been reading (he has to write in clear, complete sentences – he is finally getting used to this and does not have to be reminded), using specific details from the reading to support his thoughts. He finishes early and pulls out *Catcher in the Rye*, the novel the class has been reading for about a week. The Reading teacher glances at her timer and announces to the class to put down their pencils. She tells them that there is much to cover today in preparation for their next interim assessment and there is not a minute to waste.

Quinn and his classmates are reminded of how much they are expected to know and do during each of their regular Friday quizzes and tests, and he and his classmates know how serious this school is when they take their six-week interim assessments. Designed as intermediate measures that replicate the state DSTP exams, these assessments give Quinn, his teachers, and his family immediate, clear feedback on where he has excelled in his study of reading, writing, and mathematics, and where more attention, work, and mandatory school supports are required. Quinn understands, as he learned in his first year at Prestige, that unsatisfactory performance on these assessments lead to afternoon study sessions and/or bi-weekly Scholarship Saturdays where teachers review material with him and do whatever it takes to make sure he learns it. He knows that once the week starts again, he will be provided with the support necessary through phone calls to teachers regarding homework questions, in addition to after school support to ensure that he is successful. When his scores improve to satisfactory or proficient levels, Quinn knows that he will enjoy afternoons participating in enrichment activities of his choice including sports, computers, and music. He also knows that his mother will be very proud of him.

Quinn represents many students that Prestige Academy looks to serve. This student and his parent, who visits the school each trimester for conferences as well as regular school meetings and events, have chosen this school of uncompromising excellence for its academic rigor, its safety, and its warm/strict approach to behavior. Here, intelligence is celebrated, collaboration praised, and students are inspired to work harder, achieve more, and be the master of their fate regardless of their personal circumstances or experiences. Since the moment that staff visited his home and he then set foot in the school, Quinn has known that teachers will challenge him to the highest level of academic performance and that he will leave fully prepared for outstanding college-preparatory high schools.

We realize that all students who come to Prestige Academy will not be as fortunate as Quinn - that all students will *not* have a parent or a family able to be this supportive. We will reach out to all families, and encourage their involvement, but when such involvement is less than what it should be, our small school environment in which every adult knows every student, and in which there are multiple daily supports to address their academic and developmental needs will be even more crucial to their success.

Finally, we believe that all of our students, like so many young men, are being encouraged to embrace false value, role models and means to success. We will counter this with academic challenges, a strong learning community, and the REAL values that will propel them into a future of academic and life success.

This is the vision of a young man at Prestige Academy.

Educational Objectives and Goals

Prestige Academy will provide a single gender, college preparatory middle school education to some of Red Clay's most at risk students. Our objective is to close the achievement gap for our students, open up access to demanding college preparatory high school programs, ensure our young men have the academic skills and personal character needed to take advantage of such access, and set our young men on the road to college success, economic independence, and positive leadership within their community.

We will achieve this objective and address the educational needs of our middle school students through the core characteristics of our academic program.

1. **All Male Environment.** Recent research in cognitive science and developmental psychology informs us that males and females learn and mature in different ways and at differing rates.³¹ These differences have implications for the strategies that will be most effective with them in the classroom. Boys and girls often develop different interests, perceptions of the world, and gender cues and behaviors from the media and local environments. We will take advantage of our all male environment as we develop boys into productive and successful Prestige Men. Consistent with findings that boys thrive when provided direct enthusiastic instruction, we will provide quick paced, engaging classrooms, with multiple opportunities for hands-on instruction and active learning, and ensure all students have a strong role model to whom they can turn each and every day. We will develop a competitive yet collegial environment with clear instructions and consequences to ensure that our students achieve their greatest potential.
2. **Excellence is the Norm.** Prestige Academy will adopt a “no excuses” approach to learning and behavior. The school will provide a demanding academic program in which expectations for work and achievement are high and in which there is the implementation of a strict and structured yet supportive behavioral code of conduct. Students will meet and exceed the bar of learning and behavior expected of them. All students will be on a college preparatory track, and all students will travel in a cohort named after a college one of their teachers attended.
3. **Focus on Literacy and Numeracy.** In Delaware in 2006, seven out of ten Black and Latino 5th grade boys cannot write with proficiency, three out of ten 6th grade Black and Latino boys cannot read with proficiency, and by 8th grade six out of ten Black and Latino boys cannot do math with proficiency. The most compelling reason for Prestige Academy to exist will be to provide the foundational skills necessary for middle school boys to master the core academic program - Reading, Writing and Math. By mastering these skills in the middle school grades, we will ensure the foundation necessary for more advanced work in high school and college.
4. **Academic Rigor.** We will adopt the Delaware Department of Education’s State Standards and use these standards to drive all curriculum and assessments within the school. As needed, we will also supplement these standards with national standards to further ensure student opportunity for acceptance and success at the best public and private college preparatory high schools available.
5. **Flexible Ability Groupings.** We understand that students’ abilities and needs will often vary. In order to ensure adequate pacing of instruction and to maximize learning, students will be grouped by ability level. Prestige Academy’s ability grouping will benefit students who need to be challenged to move more quickly as well as those who need more direct instruction and individualized attention. Grouping by ability will ensure that the class moves at a pace respective to each student’s academic strengths. All groups will be flexible, so that as students’ skills indicate they will move from one group to another. All students, regardless of grouping, will be prepared for the same assessments and held to the same academic outcomes.

³¹As cited in Abigail Norfleet, James Richards & Herbert C. Richards (2003). Escaping Stereotypes: Educational Attitudes of Male Alumni of Single-Sex and Coed Schools Psychology of Men & Masculinity Copyright 2003 by the Educational Publishing Foundation 2003, Vol. 4, No. 2, 136-148.(Bishop & Wahlsten, 1997;de Lacoste-Ursuming & Holloway, 1982; Groo, Wunderlich, Spitzer, Tomczak, & Riepe, 2000;Witelson, 1989; Witelson, Glezer, & Kigar, 1995).Others discovered that men and women do not carryout verbal processing in the same way (McGlone,1980; Turkheimer, Farace, Yeo, & Bigler, 1993).Whereas women used both frontal hemispheres to process orthographic, phonological, and semantic information, men were more lateralized on the same tasks using primarily the left hemisphere (B. Shaywitz et al., 1995). Researchers have found that handedness may also be a major factor in whether males and females process information bilaterally or unilaterally, and the use of both factors, sex and handedness, better predicts verbal problems (Halpern, 2000;Kimura, 1999).

6. **Frequent Assessment.** We will assess student skill and content knowledge levels upon admission to Prestige Academy in order to inform classroom practices, instructional decisions, and flexible ability groupings. Our classroom practices will be driven by the results of an ongoing assessment system, which will include regular interim and end-of-trimester assessments. Through close analysis of student learning, individual needs will be identified. As a result, some content will be re-taught, ratcheted up, or supplemented in whole class, small group or individual sessions.
7. **Character Development.** We will create a strict and disciplined school culture of high expectations for learning and behavior by focusing on the school's four core and REAL values: Respect and Responsibility, Excellence in behavior, Academic mastery, and Leadership and Service. Our students will wear a professional school uniform and engage in a character development curriculum focused on the ethical and moral development of young boys into young men and future leaders.
8. **Great Teachers Committed to Academic Excellence.** Prestige Academy will recruit and select outstanding educators with passion and belief in the possibilities for urban education. They will possess subject mastery, experience with urban youth, and the commitment and drive to do whatever is necessary to ensure the uncompromising academic performance of their students.
9. **Parent Involvement.** We value the role of a child's first and most influential teacher - the parent. Through the advent of school choice, we will inform our parents that their sons will be attending a school that is safe, highly structured, achievement-oriented and college preparatory. Parents will know when applying that much will be expected of them and that their involvement is an essential part of their son's success. Strategies to involve parents will begin at enrollment with family information and orientation sessions, and will also include the Prestige Academy Family Covenant³², an open door policy within the school, and frequent communication between school and home.
 - b. *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.*

Student Recruitment

Prestige Academy's Founding Board and proposed leadership understand the challenge of recruiting potential students. Therefore, the Prestige Academy will utilize a variety of marketing efforts to provide the widest dissemination of information possible.

Prestige Academy's marketing activities will include: informational sessions and public presentations; appearances on T.V. and radio shows; placement of ads in community newspapers and other print publications. Additionally, the creation of community partnerships and direct mail campaigns will afford us the opportunity to connect with students and families throughout the Red Clay community. The following chart outlines some of our student recruitment activities.

³²Please see Appendix G - Prestige Academy Family Covenant.

Date	Activities
March 2007 until January 2008	Information Sessions will be strategically held throughout Red Clay. They will be held at local libraries, churches, and community organizations. These sessions will allow for the communication of the Prestige Academy mission and key program components. Parents will have the opportunity to meet staff, board members and have questions or concerns answered.
March 2007 until January 2008	The Prestige Academy website will include general information for parents and students. Families will be able to print out and complete an enrollment form.
March 2007 until January 2008	Radio Advertisements will be utilized to help market the school to families. We will research and employ the most cost effective options and strategies in order to best market the school using this media outlet.
March 2007 until January 2008	Public Access Television will be utilized in order to market the school to families in the viewing audience.
March 2007 until January 2008	Flyers and Pamphlets will be distributed and posted at strategic locations. Community organizations, churches, shopping malls and supermarkets will serve as some of these locations. Among the organizations we have contacted are The Urban League, Kingswood Community Center, Neighborhood House, Canaan Baptist Church and New Calvary Baptist Church.
March 2007 until January 2008	Posters for the purposes of marketing Prestige Academy and providing relevant information will be placed at local businesses and organizations. These posters will be placed in and around grocery stores, banks, local carry-outs, barber shops, beauty salons and Laundromats.

In order to determine strategy to best reach our target population, we have taken the following steps to prepare a thorough marketing plan:

1. Develop a strong mission and vision that is responsive to our target population

Please see Mission and Vision on pages 14-23 of this application.

2. Define marketing goals

In the fall of 2008, we will enroll 108 boys into our inaugural 5th grade class. Based upon an analysis of strong recruitment practices of similar schools, we have set our goals at recruiting at least two to three times that number of students so that we can account for families who may in the end choose another school and also to create a secure waiting list. Our target recruitment number, therefore, is 216-324 students. While our primary target group will be 5th grade boys and their families, we will also start to build relationships with students and families in lower grades.

3. Identify our challenges

Challenge	Action
<p>New School</p>	<p>We have begun developing relationships with The Charter School of Wilmington and plan to build relationships with other high performing schools, community organizations, and leaders who will vouch for our credibility based on the strengths of our business plan, unique educational model, leadership team and Founding Board.³³</p>
<p>Need</p>	<p>Our program's unique characteristics (listed below) will ensure the increased academic performance of our students and establish our school's marketing brand.</p> <p>We have conducted preliminary research in Red Clay and the surrounding community and schools that inform our knowledge and understanding of the need. Such information includes:</p> <ul style="list-style-type: none"> • Identifying information (name, address, contacts of all surrounding schools) • Names and roles of key community leaders • Outline of their student enrollment (where are they from, etc) • Employees (level of education, pay, experience, etc) • General school history • Program overview • School environment and culture <p>While we will have some competition for students, we also believe that the need for quality school options is far from being met in Red Clay, and that families will be drawn to us because we will provide an excellent educational option for their children.</p>

³³Please see Appendix H - Letters of Support.

**Mission Fit
with
Prestige Academy**

Prestige Academy will have high academic and behavioral expectations for our students. Though challenging, we will support students and families during the transition upon enrollment, and over time throughout their enrollment in the school. However, we will not compromise on our high expectations for students or families.

4. Unique selling points

Prestige Academy's program will be unlike other schools in Red Clay in several ways. Through individual meetings, independent research, and interactions with the community, we have identified the list of our school's most unique and appealing characteristics. These characteristics are outlined in the following chart.

Unique Characteristics	Benefits
<p>All-male environment</p>	<p>Boys will be allowed to focus on academics without distractions from their female counterparts.</p> <p>Boys and girls often develop different interests, perceptions of the world, and gender cues and behaviors from the media and local environments.</p> <p>Research has proven that low income and minority boys benefit highly from single sex environments.</p> <p>We will take advantage of our all male environment as we develop boys into productive and successful Prestige Men.</p>
<p>Longer School Day and Year</p>	<p>Students will have significantly more time to address academic weaknesses and to make further academic gains than their peers through longer class hours, an extended day and year, and more access to teachers, tutoring, and homework support.</p> <p>Parents who work full time, or lack the resources to involve their children in productive activities after school, do not have to worry about their child's whereabouts between 3:00 and 5:00 p.m., hours considered most dangerous for middle school students.</p> <p>Students able to access enrichment that they would not otherwise have.</p>
<p>Character Development</p>	<p>We will reinforce behaviors that parents would like to see at home.</p> <p>We will support the moral and ethical growth of each student through a taught ethics curriculum and opportunities to give back to the community through leadership and service.</p>
<p>Preparation for College</p>	<p>We will inspire and prepare students to be, in many cases, the first family member to graduate from a four-year college or university.</p>
<p>Small School Size</p>	<p>Small school size will support a students' ability to form strong relationships with staff and teachers, which will lead to positive academic experiences.</p>

Ensuring preference for Red Clay students and doing strong outreach within Red Clay's neediest communities, we will also bring our recruitment efforts to the following neighborhoods: West Side, Hilltop, Eastside, Riverside and South Wilmington. The majority of Wilmington's most underserved children reside in these neighborhoods - the five poorest census tracts in the city. The leadership team will work to ensure that

families in Red Clay as well as those in these other neighborhoods are aware of the unique educational option that Prestige Academy will provide.

We see the relationship between school and the home as essential to the learning process at Prestige Academy. As part of the recruitment process, the Executive Director will visit every newly enrolled student's home in order to establish this relationship. This intimate meeting will allow parents and school leaders to talk specifically about their children's needs as well as school expectations. We anticipate that many families will be arriving with the perspective that schools can be intimidating places for them, and we will work to eliminate this by building a solid foundation of family involvement for each student. These visits will be the first of many outreach efforts to build strong relationships between the family and the school.

- c. *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.*

Prestige Academy will admit 108 5th grade boys in Year 1. In all subsequent years we will admit a new cohort of 5th grade boys and sixth grade boys on a seat available basis. Based upon the rigors of our academic program, we do not anticipate enrolling students after 6th grade. Prestige Academy will comply with the admission preferences set forth in 14 Delaware Code, Section 506 and will employ admission preferences in the order listed below.

1. Students who have a specific interest in the school's focus on educating boys.
2. Students who reside in the Red Clay Consolidated School District.
3. Siblings³⁴ of students already enrolled in the school, provided that any siblings seeking priority meet the requirements for the school.³⁵
4. Children of the school's founder and founding Board of Directors and current staff, so long as they constitute no more than 5% of the school's total student population. The list of the Founding Board of Directors will be maintained by the Board, and preferences otherwise shall be determined by the founding Board of Directors subject to Department of Education regulations.

As part of the application process, Prestige Academy will request that parents/guardians of new students complete a school application for enrollment. In addition, Prestige Academy requests that parents/guardians participate in at least one information session with the Executive Director or his/her designee to discuss the mission, vision, school design and philosophy, and expectations of students, parents, and staff. This session will allow parents to make an informed choice for their child regarding attendance at the school. After the parent has decided that Prestige Academy is a good fit for their child, they will attend additional information sessions as part of the enrollment process to further clarify and explain school's expectations, policies and procedures.

- d. *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.*

The Founding Board of Directors shall determine the founders of the school by September 2007 with a ¾ majority vote of the Board of Directors. Consideration of this title shall be based on participation in the

³⁴ Sibling shall be defined as biological or adoptive and stepsiblings residing in the same household of the custodial parent, foster children residing within the same household of the custodial parent. Stepsiblings living in different households are not considered for a sibling preference. Same grade siblings will be treated as two separate students applying, rather than as a single unit. Enrolled students are guaranteed admission the following year provided appropriate grade is available.

³⁵ Such criteria shall include the authority of Prestige Academy to reject an application based upon the requirements of any applicable existing individualized education plan relating to an applicant who has special needs.

establishment of the school. Their participation may include assistance with curriculum and instructional strategies of the proposed educational program, business management, including but not limited to accounting and finance, personnel policy and management, diversity issues, including but not limited to outreach, student recruitment, and instruction, and school operations, including but not limited to facilities management.

- e. *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.*

Lottery and Waitlist

Applications will be accepted throughout the enrollment period as detailed below and all information will be collected in a central database. Our application deadline is January 2, 2008. Date of receipt will be tracked and all parents will be notified of the application receipt. If we are under-subscribed on this date, we will enroll all students and continue to enroll students on a rolling basis until we reach our target goal. If the school receives more applications for enrollment than seats are available, Prestige Academy will conduct a public lottery in order to identify admitted students and prioritize the waiting list.³⁶ The pool of applications will be sorted according to admissions preferences referenced in statute and listed above. Families will be informed at the time they complete the application that on January 9, 2008, Prestige Academy will invite a member of the community to select names out of the lottery should a lottery be warranted. All families will be notified on January 10 of their child's status, either earning a seat or their placement on the waitlist. All families will be required to accept enrollment by January 24, 2008. The Executive Director or his/her designee will carefully maintain the waitlist. Students will be contacted from the top of the waitlist and contacted using allowable preferences as seats become available. The wait list will be carried over to the next year and families will be contacted provided the child is eligible for admission to grades currently enrolling. A schedule of recruitment activity is included in the chart on the following page:

³⁶ Please see Appendix I - Prestige Application Form

MONTH	RECRUITMENT ACTIVITY
December 2006 - March 2007	Develop student application, develop or secure relevant forms
March - October 2007	Face-to-face contact with prospective families, community group outreach, information sessions, church sessions, media outlets, and advertising.
October 1, 2007 - January 2, 2008	Distribute applications. Continue face-to-face contact with families, community group outreach, information sessions, church sessions, media outlets, and advertising.
January 2, 2008	Application Deadline. <i>Within 10 working days of receiving an application, Prestige Academy shall transmit a notice to the district of residence that it has received the application and within 45 days or last day of Feb. notify parent and district of approval or disapproval.</i>
January 9, 2008	Lottery held (if necessary) Letter of Intent mailed/handed to families selected by lottery.
January 10, 2008	Notifications mailed to families acceptance or place on the waiting list.
January 24, 2008	Intent to enroll forms due from families. All student forms received. (Delaware residency, health, etc.)
March and July 2008	Two mandatory family orientation sessions (post-enrollment and pre-start of school year) conducted. School expectations reviewed.
August 25, 2008	First day of school for students

- f. 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.

The mission and vision of Prestige Academy will drive the entire school design. As the Founding Board members transition into the role of the Board of Directors, they will assume a full governance role. The Academic Achievement Committee will be created to ensure that the school is meeting its stated educational mission and objectives. As outlined in the By-laws, the duties of the Academic Achievement Committee shall be to: (a) work with the Executive Director to review the school's academic results; (b) monitor progress toward goals set by the Board; (c) and present, with the Executive Director, periodic reports informing the entire Board of progress toward these goals.

In order to ensure accountability towards established goals, the Board of Directors will be provided current and detailed information regarding the status of the school. The information provided to the Board on a monthly basis will include but not be limited to: financial reports, six-week internal and annual assessment results, all standardized test results, human resource updates (including hiring/terminations and position postings) and other relevant information. The Executive Director will be responsible for providing this information to the Board of Directors and will ask for the input and presence of other staff members at Board meetings as necessary.

- g. *Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment.*

Per compliance with the requirements of 14 Delaware Code, Section 506, the admission documents include a form for parents to sign entitled "Certification of Intent to Enroll."³⁷ This form shall be signed prior to the student's initial year of attendance at the charter school, shall be kept on file at the school and made available for inspection to Department of Education officials or representatives from the public school district in which the student resides. After a student's initial year of enrollment, it shall be presumed for school district planning purposes only that the student will continue to attend the charter school until completion of the school's highest grade level and no further written confirmation need be obtained by the charter school.

- h. *Describe how the school will ensure that by April 1 each year, it 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.*

The sequence of recruitment activities presented in Section 3(b) of this document will be conducted annually to ensure that a large pool of applicants is available. By April 1 of each year, we will provide in writing to the Department of Education and each participating school district, an updated roster of students who are enrolled at the Prestige Academy, together with students' home addresses and districts of residence.

- i. *Describe how the school will ensure that parents sign statements that meet the requirements of 14 Delaware Code, Section 506(c).*

A student will not be fully accepted to Prestige Academy unless a parent/guardian has completed the "Certificate of Enrollment" form by January 24, 2008. The form will include the language: "I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least 1 school year." Families will be notified in writing of acceptance on January 10, 2008, and will be required to sign and submit a "Certification of Intent to Enroll" by the January 24, 2008 deadline.

- j. *Describe how the school will 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.*

Prestige Academy has provided a draft of the proposed application for new students. Parents/guardians are required to provide home address, district of residence, and other pertinent information. On or before April 1, Prestige Academy will submit its preliminary roster for the subsequent year to all participating school districts.

- k. *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.*

In accordance with 14 Delaware Code, Chapter 4, for the public school choice program, Prestige Academy will plan the school lottery to directly correspond with the second Wednesday in January deadline for application to the school.³⁸

³⁷ Please see Appendix J - Certification of Intent to Enroll Form.

³⁸ Please see the Recruitment Activity chart on page 30 Section (e) of this application.

4. Goals for Student Performance

- a. *List the specific student performance goals for students 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.*

Accountability

Charter Schools represent a critical trade-off in education: by obtaining more autonomy for their hiring, budgeting, and academic program, charter schools accept greater accountability by being held to high standards of achievement and financial management. Prestige Academy will ensure the academic success of our students through compliance with the student performance goals outlined in the proposed Accountability Plan.

In many cases, these goals represent annual goals, though in some cases they describe goals to be obtained over the term of the charter, such as the 75% proficiency goals by the 8th grade, a goal that will take three years to attain. All goals are established to ensure that Prestige Academy students make Adequate Yearly Progress (AYP) and as outlined in No Child Left Behind (NCLB) legislation, and that the school reaches goals of academic proficiency for all students by 2014.

The school will conduct a baseline assessment of all students at the beginning of the first year of a student's enrollment, using the Stanford 10 norm-referenced assessments. For all students who enter the school during the summer or in the fall, this test will be conducted at the beginning of the school year. Students will be tested each spring thereafter. Test data from the initial testing will provide a baseline against which all future growth can be measured, and each spring's results will provide an annual growth measure. This will also provide a critical comparison with a national cohort, allowing us to fully consider our students' college readiness in comparison to such group.

For additional data performance indicators, we will implement the NWEA twice per year. As a formative and adaptive assessment, NWEA is not a point of measure in the Accountability Plan, however, we will share all NWEA results with the authorizer in our Annual Report, review them as part of the work of the Academic Achievement Committee on the Board of Directors, and will use these results internally to continuously ensure our educational program's success. NWEA will also allow for a quantitative point of comparison with local schools as such data becomes available.

All goals are aligned to Delaware Department of Education Standards.³⁹ By using the Delaware Public Schools standards as the baseline for academic standards, and by including clear academic measures as provided by the Delaware Student Testing Program (DSTP), Prestige Academy ensures alignment to Delaware model content standards.

This plan will be revised and evaluated annually by the Academic Achievement Committee of the Board of Directors and the full Board as appropriate, in consultation with the Executive Director and the administrative team of the school. While the Board of Directors reserves the right to make changes to the Accountability Plan in consultation with the district, the founders wish to emphasize the importance of reaching and exceeding the goals as written here. The Founding Board believes that setting out such ambitious goals prior to the school's opening will help prevent any lowering of standards that is inevitably considered when faced with the daunting task of educating all students at the highest levels. The Founding Board expects that the school district will hold the school accountable to these goals as written here, and they intend to hold the Executive Director accountable for achieving such results.

³⁹ School Accountability in Delaware, Department of Education 2006.
<http://www.doe.k12.de.us/aab/Accountability%202006%20ppt%20summary%20updated%20083106.pdf>

The student population we intend to serve is, on average, currently performing below proficient levels and far below the average at which the average Delaware student is performing. Most recent data indicates that 57% of students are proficient in math, 71% are proficient in reading and 28 % are proficient in writing respectively.

We cannot know at what exact level of performance students are achieving until they enroll in the school and we have established our benchmark scores with the first year's assessment results. We do expect that most students will initially perform below grade and proficiency levels, and thus have established initial annual targets on such predictions. As we receive our first set of benchmark scores, we look forward to working closely with the authorizer to ensure that we are updating any of our academic goals as needed to ensure that we do reach AYP for all subgroups.

1. **Goal: Students will be proficient and improved readers of the English Language.**
(Alignment: ELA State Content Standards 1-4)

Measure: 75% of Prestige Academy 8th grade, 60% of 7th grade, and 50% of 6th grade students who have attended the school for two or more years will score in the Meets Proficiency or Exceeds Proficiency category on the DSTP Reading test.

Measure: The percentage of Prestige Academy students who have attended the school for two or more years who attain a DSTP Reading score of Meets Proficiency or Exceeds Proficiency in the 6th, 7th and 8th grade will meet or exceed the state and district average.

Measure: Students earning promotion to the next grade will score 70% or above on the Comprehensive Year-End Exam.

Measure: In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Prestige Academy students on the Stanford 10 Reading Test will average 5 percentiles per year until the average percentile score reaches the 75th percentile.⁴⁰

2. **Goal: Students will be proficient and improved writers of the English Language.**
(Alignment: ELA State Content Standards 1-4)

Measure: 75% of Prestige Academy 8th grade, 60% of 7th grade, and 50% of 6th grade students who have attended the school for two or more years will score in the Meets Proficiency or Exceeds Proficiency category on the DSTP Writing test.

Measure: The percentage of Prestige Academy students who have attended the school for two or more years who attain a DSTP Writing score of Meets Proficiency or Exceeds Proficiency in the 6th, 7th and 8th grade will meet or exceed the state and district average.

Measure: Students earning promotion to the next grade will score 70% or above on the Comprehensive Year-End Exam.

⁴⁰ The following has been informed by practices studied at high performing urban charter schools and Doug Lemov, President of School Performance, New York. Scores will be based on same-student grade-level cohorts evaluated in June of each year, except when it is necessary to evaluate new students in September upon entering the school. Percentile scores will be converted into NCEs, averaged, and then returned to percentile scores to ensure statistical accuracy. Scores will be available for reporting to the state authorizer and other interested parties in both NCEs and Percentile scores. These procedures apply to Stanford 10 goals in Reading, Writing, and Math.

Measure: In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Prestige Academy students on the Stanford 10 Writing Test will average 5 percentiles per year until the average percentile score reaches the 75th percentile.

3. Goal: Students will demonstrate proficiency and improvement of skills and content knowledge in mathematics.

(Alignment: Math State Content & Process Standards 1-8)

Measure: 75% of Prestige Academy 8th grade, 60% of 7th grade, and 50% of 6th grade students who have attended the school for two or more years will score in the Meets Proficiency or Exceeds Proficiency category on the DSTP Math test.

Measure: The percentage of Prestige Academy students who have attended the school for two or more years who attain a DSTP Math score of Meets Proficiency or Exceeds Proficiency in the 6th, 7th and 8th grade will meet or exceed the state and district average.

Measure: Students earning promotion to the next grade will score 70% or above on the Comprehensive Year-End Exam.

Measure: In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Prestige Academy students on the Stanford 10 Math Test will average 5 percentiles per year until the average percentile score reaches the 75th percentile.

4. Goal: Students will demonstrate proficiency and improvement of skills and content knowledge in science.

(Alignment: Science State Content Standards 1-8)

Measure: Student DSTP Science Scores in grades 6 and 8 who have attended the school for two or more years will meet or exceed the State average.

Measure: 75% of Prestige Academy students who have attended the school for two or more years will score in the Meets Proficiency or Exceeds Proficiency category on the DSTP Science test in 8th grade.

Measure: The percentage of Prestige Academy students who have attended the school for two or more years who attain a DSTP Science score of Meets Proficiency or Exceeds Proficiency in the 8th grade will meet or exceed the state and district average.

Measure: Students earning promotion to the next grade will score 70% or above on the Comprehensive Year-End Exam.

Measure: 8th Grade students will design, conduct, and report on an independent science experiment. Students will present this experiment to a panel of at least 3 expert evaluators, 90% of students will demonstrate competence (required for graduation), and 50% of students will demonstrate advanced work.

5. Goal: Students will demonstrate proficiency of skills and content knowledge in social studies.
(Alignment: State Content Standards 1-4, in Civics, Economics, Geography, and History 1-4)

Measure: Student DSTP Social Studies Scores in grades 6 and 8 who have attended the school for two or more years will meet or exceed the State average.

Measure: 75% of Prestige Academy students who have attended the school for two or more years will score in the Meets Proficiency or Exceeds Proficiency category on the DSTP Social Studies test in 8th grade.

Measure: The percentage of Prestige Academy students who have attended the school for two or more years who attain a DSTP Social Studies score of Proficient or Advanced in the 8th grade will meet or exceed the state and district average.

Measure: Students earning promotion to the next grade will score 70% or above on the Comprehensive Year-End Exam.

Measure: 8th Grade students will research, write, and orally present a thesis paper that will be evaluated by a panel of at least three expert evaluators. 90% of students will demonstrate competence (required for graduation) and 50% of students will demonstrate advanced work.

6. **Goal:** *Students will demonstrate commitment to their academic success through attendance and homework completion.*

Measure: The school will maintain an average daily attendance of at least 95%.

Measure: Students at each grade level will maintain an average homework completion level of at least 85%.

7. **Goal:** *Students will articulate the meaning of each REAL value (Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership through Service) and will demonstrate an understanding of their meaning and real world application through action.*

Measure: 80% or more of students will effectively articulate the meaning of one or more of the school's REAL values, as evidenced by visitor surveys.

Measure: 8th Grade students will compose and orally present a thesis paper that will be evaluated by a panel of at least three expert evaluators. 90% of students will demonstrate competence (required for graduation) and 50% of students will demonstrate advanced work.

Measure: All students will complete 70 hours of community service prior to graduation.

In addition to the Academic Goals outlined above, we have also articulated Organizational Viability Goals as well, which can be found in Administrative and Financial Operations section 9 (b).

- b. *Describe how each of the student performance goals relates to the State's content standards.*

Performance Goals 1-5 correlate with the State's content standard in the areas of Writing, Reading, Math, Science and Social Studies. Comprehensive year-end assessments will help to ensure students meet the State content standards in the core areas. Goals 6 and 7 will support the overall educational mission by establishing a high level of student attendance, behavior, leadership and service.

- c. *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.*

Please see Goals for Student Performance 4(a) and 4(b) above.

- d. *List the assessment tools that will be used including the DSTP, standardized, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used.*

The primary assessment tool used to measure academic performance for Prestige Academy students will be the DSTP. The DSTP will be administered annually as required by the State. We will also employ other assessment tools identified below in combination or individually. Finally, we will use student attendance data, enrollment data, grades on weekly tests/quizzes/homework/projects, and disciplinary data to continuously inform the Prestige Academy educational program.

Assessment Tool	Administration Dates	Subject Areas	Purpose
Delaware Student Testing Program (DSTP)	Fall/Spring	ELA/Math/Science/Social Studies	Mandatory criterion referenced test that will allow us to measure student progress toward the Delaware Content Standards.
Stanford 10	Upon Enrollment and each Spring thereafter.	ELA/Math/Science/Social Studies	Nationally-normed test that will allow us to longitudinally measure individual and cohort growth. It will also allow comparison with other local, state, and national students.
Northwest Evaluation Association, Measures of Academic Progress (NWEA MAP)	Fall /Spring	ELA/Math/Science	State-aligned computerized adaptive test that provides assessment of students' current academic level and growth overtime.
Comprehensive Six-Week Interim Assessments	Each Trimester	ELA, Math, Science, Social Studies	Internal criterion-referenced assessments that will monitor student growth and allow teachers to respond to student needs in a timely fashion.
Secondary School Admission Test (SSAT)	Fall 8 th grade	ELA/Math	Admission test for College Preparatory High Schools that will allow us to measure our students' preparedness. Content will be integrated into our curriculum and comprehensive assessments.
Independent School Entrance Examination (ISEE)	Fall 8 th Grade	ELA/Math	Admission test for college preparatory high schools that will allow us to measure our students' preparedness.

This comprehensive list of assessment tools will allow Prestige Academy staff to evaluate student performance in a manner that will allow us to immediately respond to student need. Through this data we will ensure compliance with our charter and be best positioned to positively increase student academic performance. The Prestige Academy philosophy for student evaluation and performance is explained in Section 5 of the charter application below.

5. Evaluating Student Performance

- a. *Describe how student evaluation information will be used to improve student performance.*

Data Management

Student academic achievement will drive everything we do at Prestige Academy. Each summer during staff orientation we will examine, develop and review the State's content standards, and content from the Independent School Entrance Examination (ISSE), Stanford 10, Northwest Evaluation Association (NWEA), and Secondary School Admission Test (SSAT) in order to create our comprehensive and standard based assessments for the year and curriculum units, and to inform the ongoing development of daily lesson plans. This material will be divided into six-week units assessed through cumulative, comprehensive assessments.

All curriculum planning will begin with the question: What do our students need to know by the end of 8th grade in order to go on to the best college preparatory high schools in Delaware? We will work backwards from this question in order to create clear and measurable standards for each grade level and each subject, and assessments that align with state content. Teachers will develop quizzes, homework and tests to assess ongoing student progress on skill and content taught during each trimester. Tests will be uniform among teachers who teach the same subject area and grade level. Working backwards from the State's content standards as well as the integration of other assessment tools detailed in section 4(d) will support the rigor of our internally developed tests and student preparedness for the DSTP. The process of development and curricular alignment of these assessments will be closely monitored by the Executive Director and guided by the Director of Curriculum and Instruction.

During staff meetings, student results on assessments will be reviewed by the Director of Curriculum and Instruction and teachers. Both will examine content mastery by the majority of students for information to guide general instruction, and content mastery by individual students to guide individual instruction and tutoring for students who are not meeting expectations. Teachers will re-teach standards that were not met by a majority of students in the following six-week period, using different instructional methods to ensure greater mastery. Further, teachers will analyze which standards were taught most effectively for the purposes of improving their instructional practice (i.e., using methods that generated the best results more frequently in the following six weeks).⁴¹ When the majority of students have mastered specific skills, teachers will provide tutoring to those students who continue to struggle in that specific area.

During the course of the year, if a student earns a score of lower than 70% on any Interim Assessment, he will participate in mandatory tutoring during the afternoon enrichment period and/or Scholarship Saturdays for the subsequent six weeks to review and reinforce class material and prepare for the next assessment. In addition to Interim Assessments, students will take a comprehensive end-of-year exam in each core subject. Students must earn at least a 70% average grade for the year in each core subject to earn promotion to the next grade. If a student earns a 69% or lower in one or two core subjects, he will participate in a two-week Summer School period with intensive instruction in each subject area needed. Students must demonstrate proficiency in the areas they failed by earning a 70% or better in a minimum competency test administered at the end of the Summer School period. If a student still does not earn a passing score of 70% or above on this exam, that student will be retained in that grade for the subsequent year.

⁴¹ This curriculum development and assessment system is adapted from successful systems at North Star Academy in Newark, New Jersey, and the program at Roxbury Prep in Boston, Massachusetts. However, the review of high-performing urban charter schools in the Building Excellent Schools Fellowship found that many high-performing schools use a variety of testing and assessment measures to make data-driven decisions and evaluate staff performance.

This system of data-driven decision-making will ensure that we remain focused on measurable student academic achievement. Prestige Academy remains accountable to students and parents through this process by assessing, responding to and communicating to parents what students have learned in each subject area.

Internal Data Management

Following administration of each six week Interim Assessment there will be detailed analysis of its results by staff during that week's professional development meetings. Evaluation of the data produced by Interim Assessments will be lead by the Director of Curriculum and Instruction (DCI). The DCI will provide teachers with a Content Mastery Excel Spreadsheet (CMES) that includes individual test questions, questions grouped by content, and each student in the class.⁴² Then, as the teacher scores the test, s/he will enter the results into the spreadsheet. The DCI will lead the teacher through an item analysis of the test, examining which students have mastered the content, which are in need of further support and which items are in need of full-class review.

Following review and analysis of the data on the CMES worksheet, individual feedback will be given to teachers about a results-driven action plan to further support student achievement. During these individual conferences with the DCI and Executive Director, teachers receive clear feedback on their instructional practice based directly on the CMES data. If appropriate, an action plan will be developed with a teacher to improve instructional practice in specific areas. The DCI will use the results of these assessments and the individual conferences to design professional development to be implemented at the Wednesday staff meetings to address student performance needs, as well as to inform all decisions regarding student supports and instructional strategies in the classroom.

External Data Management

Assessment data based on student academic achievement will drive leadership decisions at Prestige Academy. In collaboration with the DCI, the Executive Director will be responsible for managing assessment data from the DSTP and Stanford 10 tests, and reporting this data to the Board of Directors, district and school community through an annual report. This data will be provided to parents through regular contact with teachers and through informal newsletters and the school's website. Excel spreadsheets and other useful data management tools will be used, as appropriate, to organize and demonstrate this data. In the case of the DSTP, a criterion-referenced test, proficiency levels and cohort improvements or declines of proficiency will be demonstrated. In the case of Stanford 10, a norm-referenced test, longitudinal growth of students will be tracked through cohort analysis.

- b. *Describe the corrective action that will be taken when students do not meet performance expectations.*

Achievement-Oriented School Culture

In order for Prestige Academy's mission to prepare our young men for admission to and success in demanding college preparatory high schools to be realized, there must be supportive measures in place. Students will not gain access to the college preparatory high schools and colleges of their choice without the academic mastery of the content knowledge and skills provided them at Prestige Academy. In order to fulfill our commitment to students and families, we have intentionally structured supports into our academic program to help students succeed and enable teachers to take corrective action immediately when a student does not meet performance expectations.

⁴² Please see Appendix K - Sample Content Mastery Excel Spreadsheet (CMES). The staff at North Star Academy in Newark, New Jersey has shared this form with us. This form is an integral part of their internal data management process.

- **School Calendar and Daily Schedule**

We ensure the academic foundation students need before they move forward by providing: an extended school year of 194 days; double periods of reading and math (a total of 120 minutes each day in each core subject); and 18 Scholarship Saturdays for students who need even more academic support.

- **Flexible Ability Groupings**

Outstanding educators continuously work to meet the needs of individual students of all backgrounds. Students will initially be placed in the flexible ability groups based on scores on placements tests and will be moved as needed throughout the year. Flexible ability grouping will allow for more focused instruction at the appropriate skill level. For example, students who are struggling to grasp a concept or skill may need several additional examples led by the teacher as well as more time in class to work in small groups with the teacher's guidance. Such students would then have access to tutoring as part of the extended day program to have individual supports. Students in another flexible ability grouping who grasp that same concept or skill more quickly will be able to move more quickly from teacher instruction into individual practice and mastery. Both examples illustrate that students will be grouped by ability to ensure that the class moves at a pace respective to their academic strengths. Students will move from grouping to grouping as their skill level may indicate, and all students will be held to the same academic outcomes and assessment measures. Flexible ability groupings will allow the teacher to effectively differentiate instruction, devise classroom activities and control pacing of instruction to ensure all students master the content of the class, and never as a way of expecting less from students.

- **Study Skills And Habits**

Prestige Academy believes that many students are ill prepared for academic success due to a lack of good study skills and habits. We will explicitly teach such skills as part of our core curriculum and students will be provided with school binders, daily planners, and other tools to help with organization. Staff will ensure that students know how to effectively take notes, store and organize handouts and plan for assignments through teacher-led instruction, modeling and monitoring. Our rigorous academic environment and regular use of interim assessments will require our students to be organized and prepared for best performance.

- **Homework Support**

We believe that homework should be review of material already taught, and should provide multiple opportunities for students to master the skills and content learned in school. We also realize that this expectation may be challenging for students, and thus we have a responsibility as a school, not to diminish the need for homework but rather to strategically support its completion for every student – especially since lack of successful homework completion is often the first step in student underachievement. Therefore, as part of professional development, staff will be explicitly trained in the appropriate role of homework (to review that already taught), the development of good homework assignments, and the sharing of all homework expectations with families.⁴³ We have also built into the school design the ability to closely monitor student homework completion each day. Homework will be collected in the morning as students arrive, and immediately checked for completion. Those students who do not complete their assignments appropriately will be required to attend Homework Detention during the enrichment period t.at day, and all families will be informed of their student's homework completion rates. Students who need tutoring will receive it, and those who simply need a quiet, structured place in which to complete homework will have that as well. We will also implement a Homework Hotline, a telephone system that has all nightly assignments recorded per grade and subject, thus enabling students and families to call in for the assignment of the day as well as reach support if needed.

⁴³ Please see Appendix L for a sample of a Weekly Syllabus to be sent home with each student's weekly, on which daily homework assignments are specified. This syllabus is inspired by and modeled after the work of Roxbury Preparatory Charter School, the highest performing public middle school in Boston and one of the highest performing middle schools in the state. Roxbury Prep serves a 100% minority population and a high percentage of low income students. For more information, please see section 6.f and www.roxburyprep.org.

- **Daily Tutoring**

A key element of Prestige Academy's corrective action plan is daily tutoring in Scholarship Academy. The use of such names as Scholarship Academy is key – all students are expected to achieve on a high level, and our responsibility is to give them the supports and maintain the requirements that they will. There will be no stigma to such support, but rather we will work to ensure that this is seen as part of the path to college. Mandatory tutoring will take place during the enrichment period four days per week. Student will also be able to access additional tutoring with teachers before school and/or during lunch. Students who demonstrate weakness in a core content area will be mandated to tutoring over a six week period, until the student demonstrates on an interim assessment that they are now successfully mastering the class material. During the six-week tutoring sessions teachers will review the content areas from the previous six weeks. At the end of the six-week tutoring session, students will be re-tested on the interim or comprehensive assessment. If the student again scores 69 or below, he/she will be required to attend tutoring for another six weeks.

- **Scholarship Saturday**

Another key element of Prestige Academy's corrective action plan is Scholarship Saturday, held on 18 select Saturdays throughout the school year. Scholarship Saturday will be required for students scoring one or more grade levels below average on the Stanford 10 (given in August), and for students who score 69% or below and do not show sufficient improvement on class quizzes and exams. Scholarship Saturday will be held two times per month for four hours, during which students will receive intensive individualized instruction. If daily tutoring in Scholarship Academy and Scholarship Saturday do not improve a student's academic performance, the student's teacher(s) will develop an individualized learning plan to address the student's needs. The individualized learning plan will detail steps for the student to improve his academic performance. The individualized learning plan will be discussed with the student's parents and regular communication will be maintained between the teacher(s) and the parents.

- **Summer School**

The final element of Prestige Academy's corrective action plan is Summer School. In addition to Delaware's provisions regarding DSTP performance and mandatory summer school, Prestige students scoring 69% or below in one or two classes at the end of the year will be required to attend Summer Scholarship Academy. Intensive review of the subject area in which a student has not mastered the material will be re-taught and reviewed. At the end of the Summer Scholarship Academy, students will be re-tested on the comprehensive assessment(s) in the appropriate subject area(s). If a student scores 69% or below on one or more assessments, he will not be promoted to the next grade. If a student scores 70% or above on all assessments taken, he will be promoted to the next grade.

- f. *If the proposed school will be using an enrollment preference for students at risk of academic failure, describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four-year charter period.*

Prestige will not be using an enrollment preference for students at risk of academic failure

6. Educational Program

- a. *Provide the scope and sequence of the school's curriculum, including the major units of instruction that will be covered in each content area in each grade in which the school will provide instruction. The educational program must include provisions for extra instructional time for at risk students, summer school and other services pursuant to 14 Delaware Code, Section 153.*

Overview

Prestige Academy's educational program is designed to ensure students' core subject knowledge and skill mastery in all academic areas, thus preparing our young men as they apply to the competitive high schools and colleges of their choice.

Prestige Academy will implement instructional methods and materials that have demonstrated success with similar populations of students. We will utilize various methods of instruction to deliver content and material, including those proven most effective with boys. Our curriculum will be standards-driven, in that we will ensure that all students meet specific school, state, and national standards required before matriculating into higher grades. The Founding Board embraces standards because we believe that they provide a clear and useful framework by which to measure real student progress and hold teachers and school leadership accountable for student performance.

Academic Standards

To achieve our school's mission to prepare our students for demanding college preparatory high schools, we will adopt the Delaware State Content Standards as required. We will also review national and other state standards to ensure rigorous academic preparation for our students and incorporate those standards with the Delaware standards. The national standards we will review include the National Council of Teachers of Mathematics, National Council of Teachers of English, National Council of Social Studies, and National Science Education Standards. The state standards we will review include California and Massachusetts standards, two regarded as the most rigorous in the country. Like many of the high performing urban charter schools we have studied and upon which much of Prestige Academy's model is built, we believe that with appropriate foundational academic skill mastery, a rigorous and highly disciplined school culture, and extraordinary expectations for academic success, our students will achieve this high bar.

Nonacademic Standards

Prestige Academy students will develop not only a strong academic foundation in the core subjects, but the REAL values necessary for success: Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership through Service.

Students will wear uniforms, participate in community service, and benefit from a strong, no-excuses character education through which they are taught how to be Prestige Men. We believe that our students will achieve far greater levels of learning in an environment of behavioral excellence where students demonstrate and are held accountable for the school's core values.

- **R**espect means treating others with care and courtesy and representing yourself, family and school in a way in which they would be proud. **R**esponsibility means always being prepared for school, life and circumstances that come your way. It also means following through and giving your best effort in all that you do.
- **E**xcellence in behavior means doing what is right without reward - even when you are not told to and even when no one is watching.
- **A**cademic mastery is coming to school prepared to work hard. It means completing homework every night, allowing the teacher to teach so you can learn, and preparing well for exams.

- Leadership through service is helping your fellow man and doing whatever you can to better your local and global community. We will create opportunities for students to contribute to the community through various academic and service activities, ensuring our boys develop or refine positive habits, values, and virtuous character in order to become productive responsible men.

Inspired by the successful use of the REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work) at Amistad Academy and other Achievement First schools including Crown Heights, we will use Prestige Academy's REAL values as a motivational and instructional tool on a class wide basis, as students will earn scores each class period representing the degree to which the class has upheld the school's REAL values. Students will also earn individual scores based upon the REAL values weekly, and these scores will be tabulated and distributed to students at the end of every week.⁴⁴ Families will sign the weekly REAL rubric, and scores can allow students to earn Prestige Dollars, which can be redeemed at the school's store and out of school trips and events. These standards of personal excellence are supported at Prestige Academy through two different vehicles: Our Code of Conduct, and an Ethics Curriculum which supports learning the Code of Conduct in practical ways to ensure our students distinguish and apply positive habits of conduct (to be developed in our third year). We believe our nonacademic standards address our fundamental responsibility to develop young men who are prepared to become active citizens in their communities.

Scope and Sequence

The table below illustrates the major units of study in each core subject.

Grade 5	
English	Reports, Summaries, and Letters; Descriptive and Persuasive Essays; Short Research Projects; Oral Presentations - Individual and Group; Complete Sentences and Grammar Rules; Spelling - syllabication, decoding and dictionary; Vocabulary - prefixes, suffixes, common sayings, synonyms, antonyms, homonyms, homographs; Poetry; Fiction - stories, myths and legends; Non-Fiction; Drama; Literary Terms; Reading Comprehension
Math	Numbers and Numbers Sense; Ratio and percent; Fractions; Decimals; Computation - addition and subtraction, multiplication, division; Measurement Geometry; Probability and Statistics; Pre-Algebra
Science	Units to be developed from the DE Science Consortium Curriculum
Social Studies	World History - Geography, Meso-American Civilizations, European History; Renaissance and Reformation; English History; Russia; Feudal Japan; American History - Westward Expansion, the Civil War, Native Americans, U.S. Geography; Civics - Constitution, current events; Economics - supply and demand, international trade; Delaware History - history of transportation, DE place in U.S. history
Character Education	REAL VALUES: Respect and Responsibility; Excellence in Behavior; Academic Mastery; Leadership.
Grade 6	
English	Writing and Research - Reports, summaries, letters; Persuasive essays; Research essay/project; Public Speaking - interviews, technology, verbal and non-verbal messages; Grammar - complete sentence and grammar rules, sentence types, punctuation, active and passive verbs, commonly confused words; Spelling - spelling rules for "ie" and "ei," commonly misspelled words, dictionary work; Vocabulary and Reading - Latin and Greek roots, expanding vocabulary, common sayings, strategies for identifying correct meanings; Poetry - core poems, elements of poetry, Fiction - stories, classical mythology; Drama; Literary Terms; Reading Comprehension
Math	Numbers and Numbers Sense; Ration, Percent, fractions - ration and proportion, percent, fractions; Patterns and Relationships; Computation - addition and subtraction, multiplication, division, solving problems and equations; Measurement; Geometry; Probability and Statistics

⁴⁴ Please see Appendix M - REAL Rubric, modeled after Amistad Academy's REACH rubric.

Science	Units to be developed from the DE Science Consortium Curriculum
Social Studies	World History - geography, lasting ideas from Ancient Civilizations, The Enlightenment, the French Revolution, Romanticism, Industrialism, Capitalism, Socialism, Latin America; American History - Immigration, industrialization and urbanization, reform; Civics - rights, elected officials; Economics - taxes, trade
Character Education	REAL Values: Respect and Responsibility; Excellence in Behavior; Academic Mastery; Leadership.
Grade 7	
English	Writing and Research - expository paragraphs, descriptive/ narrative/ persuasive/ comparative essays, research essays/projects; Public speaking; Grammar - parts of sentences, clauses; Spelling - standard spelling, commonly misspelled words, dictionaries and technology; Poetry - core poems, elements of poetry; Fiction - short stories, novels, elements of fiction; Non-fiction - essays and speeches, autobiography; Drama - Core drama, elements of drama; Literary Terms; Reading Comprehension
Math	Pre-algebra - properties of real numbers, linear application and proportionality, polynomial arithmetic, equivalent equations and inequalities, integer exponents; Geometry - three-dimensional objects, angle parts, triangles, measurement; Probability and Statistics; Mathematical Processes and Computations
Science	Units to be developed from the DE Science Consortium Curriculum
Social Studies	Geography - western and central Europe, Russia, United States; History - review of world history to 1,500 AD, America becomes a world power, World War I, Russian Revolution, America between the Wars, World War II; Civics - forms and powers of government, rule of law, politics; Economics - use of graphing, goods and services, international trade

- b. *Provide a detailed chart demonstrating the alignment between the school's educational program with the Delaware Content Standards and state program requirements, and in the case of a high school, the state graduation requirements.*

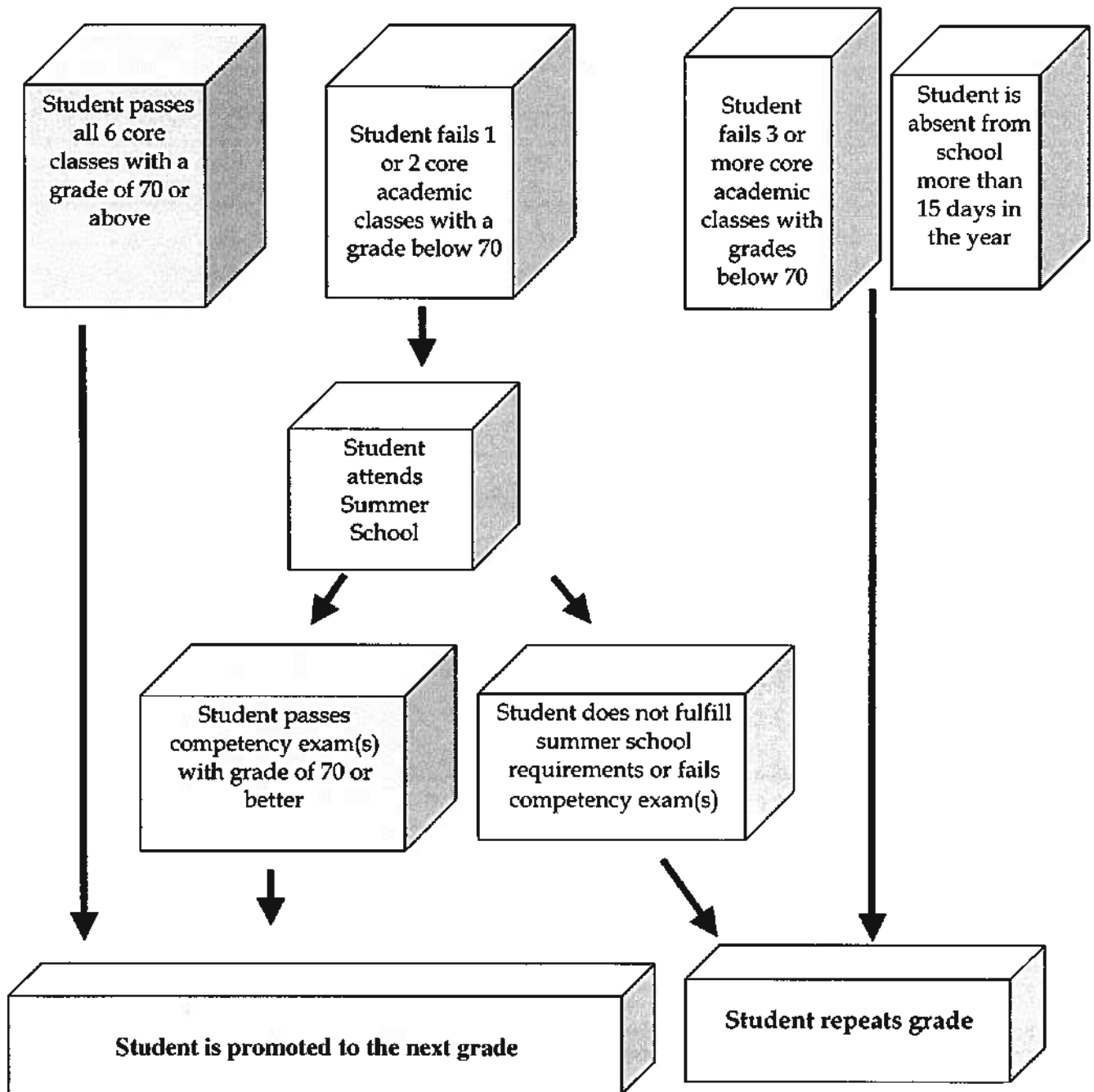
We have included in the Appendix a chart demonstrating the school's educational program alignment with the Delaware Content Standards.⁴⁵

As a middle school, all state graduation requirements are non-applicable, however, we have developed explicit grade-level promotion criteria. We believe that students must demonstrate proficiency or mastery in the core subjects in order to earn promotion to the next grade. We have built in several tiers of student supports as outlined in section 5(b) to maximize student achievement. Our promotion policy below outlines what is necessary for students to earn promotion to the next grade.⁴⁶

⁴⁵ Please see Appendix N - Educational Program Alignment with Delaware State Content Standards.

⁴⁶ This promotion policy is adapted from that of Boston Collegiate Charter School. For more information, please see www.bostoncollegiate.org.

Promotion Policy



- c. Describe how the instructional strategies are aligned with the school's curriculum and the assessment strategies that will be used. Describe how this alignment will enhance student learning.

The academic program and instructional strategies we will provide ensure that we are prepared to support the learning of every student and fully execute our mission of rigorous high school and college preparation for every young man enrolled in the school. Teachers will use instructional strategies that support the expectations of Delaware Content Standards – first by ensuring that students can read with fluency, comprehension, and depth, can write with clarity, detail, and style, and can compute with accuracy. With foundational skills in place, students will be required to analyze, synthesize, and apply their learning to real world contexts, evaluate written and oral texts, and express their learning in multiple ways. The specific instructional practices that will enhance student learning include:

- Highly structured, disciplined, and respectful school culture
- Double blocks of literacy and math instruction daily
- Extended day and extended year
- Flexible Ability Groupings to reach the learning styles of every student
- Engaging and active learning that follows an “I do,” “we do,” “you do” approach, with the teacher leading direct instruction, students practicing with the teacher in small groups, and students independently practicing the material for mastery
- Daily homework support, tutoring and Saturday Support
- Six week interim assessments and data analysis of results to strengthen whole class instruction,
- Nurturing relationships that inform student supports outside of the classroom
- Standards-driven internal assessments that include comprehensive year-end exams in all core subjects
- Parent involvement through the Family Covenant and frequent communication between home and school

We understand that high quality instruction delivered by teachers well versed in the needs of boys will ensure academic performance of our students. A nationwide study by Marcia Gentry and her associates, published in 2002 in the *Journal of Educational Psychology*, confirmed what many earlier studies had suggested: at every age, boys in coed schools are less enthusiastic about school than girls are.⁴⁷ We will balance the rigorous delivery of academics with physical activity on a daily basis. Boys become critical thinkers when provided with a curriculum and pedagogical focus that balances skill mastery with skill application. Research on boys' learning styles, academic motivation, and knowledge acquisition requires hands-on, kinesthetic learning opportunities. Therefore, we will provide our boys with opportunities to demonstrate their learning in a hands-on manner, affording our students the chance to apply and master skills. This application-based learning, applying skills to solving real world problems, is a fundamental element in boys' education. Our academic design does not solely depend on the type of curriculum chosen, but on the ability of the entire faculty to come together through planning, practice and delivery of dynamic lessons to ensure skill mastery and skill application.

⁴⁷ Marcia Gentry, Robert Gable, and Mary Rizza, "Students' perceptions of classroom activities: are there grade-level and gender differences?" *Journal of Educational Psychology*, volume 94, number 3 (September 2002), pages 539-544.

Boys Educational Needs – Desired Curriculum Components⁴⁸

Domain	Teacher Initiated	Curriculum Component
Academic Focus	<ul style="list-style-type: none"> • Real world application • Problem solving • Opportunities for individual and collective work. • Rigor, high expectations for excellence. 	<ul style="list-style-type: none"> • Challenging content. • Literature (nonfiction, autobiography, biography – real people, real situations) • Opportunities for individual and collective work.
Action/Movement	<ul style="list-style-type: none"> • Physical activity • Hands on/manipulative 	<ul style="list-style-type: none"> • Hands on/manipulative
Structure	<ul style="list-style-type: none"> • Structured sessions • Structured activities with reflection at the end • Modeling by teachers • Explicit teaching of organizational skills (graphic organizers etc.) • Direct, clear instructions (oral) 	<ul style="list-style-type: none"> • Explicit and systematic skill development (literacy) • Explicit teaching of organizational skills (graphic organizers etc.) • Direct, clear instructions (written)
Time	<ul style="list-style-type: none"> • Limited teacher directed instruction (more facilitation) • Dynamic, fast-paced instruction. 	<ul style="list-style-type: none"> • Closed, shorter tasks move to longer, more open-ended tasks. • Short, challenging activities, hands on teacher directed classroom activities
Cognitive Skill	<ul style="list-style-type: none"> • Modeling problem solving • Thinking skills applied to problems 	<ul style="list-style-type: none"> • Problem solving skills applied
Real World Application	<ul style="list-style-type: none"> • Multiple ways work can be presented 	<ul style="list-style-type: none"> • Real world connection/application • Multimedia instruction
Challenge	<ul style="list-style-type: none"> • Challenge and rigor 	<ul style="list-style-type: none"> • Rigorous and challenging content
Leadership	<ul style="list-style-type: none"> • Boys with leadership and opportunities for responsibility. 	<ul style="list-style-type: none"> • Will be delivered one-two times per week, Preferably by male staff.
Relationship	<ul style="list-style-type: none"> • Independent/Collective work • High quality relationship between teacher and student. • Positive communication. 	<ul style="list-style-type: none"> • Independent/Collective work

d. *Provide evidence to demonstrate that the school's educational program will improve student performance by identifying:*

⁴⁸ These approaches have been informed by the work of other single gender schools, most specifically that of Septima Clark Public Charter School in Washington, D.C. The chart represents a review of multiple sources including *Boys, Literacy, and Schooling: Expanding Repertoires of Practice* Alloway, N and Peter Freebody, Pam Gilbert, Sand Muspratt Commonwealth Department of Education, Science, and Training, Curriculum Corporation: Commonwealth of Australia (2002) accessed online www.curriculum.edu July 3, 2005; *Me Read? No Way! A Practice Guide to Improving Boys' Literacy Skills* Ontario Ministry of Education accessed online <http://www.edu.gov.on.ca/eng/document/brochure/merread/merread.pdf> July 3, 2005.

- (1) Any academically independent peer reviewed studies of the proposed educational program conducted by persons or entities without a financial interest in the educational program or in the proposed charter school, or;
- (2) Evidence of prior successful implementation of the proposed educational program, or;
- (3) Adherence to professionally accepted models of student development.

The Prestige Academy's educational program is built upon the successes of strong urban charter schools that have implemented a similar educational approach and have demonstrated strong student achievement year after year. Schools that have embraced a standards-driven educational program, draw from research proven curricula as appropriate and supplement this curricula with internally developed materials including frequent standards-driven assessments, and have worked strategically to ensure that all curriculum and assessments are thoroughly aligned with state standards include:

- **North Star Academy (Newark, NJ)**
Serving a poor, minority population in the middle and high school grades, North Star consistently performs the same or better than schools with very low levels of student poverty. North Star has closed the achievement gap between poor and middle-class schools and is considered to be the public school throughout New Jersey that provides the highest added educational value to students.
- **Roxbury Preparatory Charter School (Boston, MA)**
Serving a 100% minority population and a majority of poor students, Roxbury Prep is the highest performing middle school in the city of Boston and one of the highest performing middle schools in the state. Its mission "is to prepare low-income, urban students for higher education, students, for example, who enroll with below-grade-level skills and aspire to be the first members of their families to attend college. Such a mission led Roxbury Prep to structure the school day so that every student takes two periods of reading and two periods of math."⁴⁹
- **Amistad Academy (New Haven, CT)**
Amistad Academy continues to demonstrate some of the strongest academic performance in Connecticut. Despite accepting all students by lottery and serving students who are more than 80% poor, more than 80% of their students are achieving proficiency on the English Language Arts State exam. Amistad Academy is the inaugural school of Achievement First, which has gone on to found several schools in NY, including Achievement First Crown Heights which has already posted outstanding student results.

e. Describe the school calendar and hours of operation. Provide the calendar for the first year of school operation.

We have included the Prestige Academy school calendar in the Appendix and the student daily schedule below.⁵⁰

The school calendar includes:

- 194 school days
- 18 Scholarship Saturdays
- 10 Summer School days
- 25 Professional Development days

The hours of operation are 7:30am to 5:00pm. The student schedule includes:

- 2 hours of English instruction daily
- 2 hours of Math instruction daily
- 1 hour of Science instruction daily
- 1 hour of Social Studies instruction daily

⁴⁹ U.S. Department of Education, Office of Innovation and Improvement, *Innovations in Education: Successful Charter Schools*. Washington, D.C., 2004. p. 6.

⁵⁰ Please see Appendix O – Prestige Academy School Calendar.

- 15 minutes of independent reading time per day
- 80 minutes of character education per week
- 4 hours of tutoring and homework support per week
- 160 minutes of enrichment activities 4 days per week⁵¹
- 4 hours of Saturday support on 18 selective Saturdays throughout the year

⁵¹ Art, computer technology, and physical education opportunities such as martial arts will be offered daily, and students will rotate through these on a trimester basis. These will be mandatory for all students each year. We support the importance of these areas, and have made them a part of our daily schedule. Given our strong focus on literacy and on closing the achievement gap for all students in the pivotal middle school years, however, we want to use the flexibility afforded to charter schools to make decision in these areas to fully support the academic growth of all students, and thus will respectfully request a waiver of time and participation requirements for art and physical education.

Prestige Academy Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:30 - 7:50	Breakfast Brain Work Homework Hand In	Breakfast Brain Work Homework Hand In	Breakfast Brain Work Homework Hand In	Breakfast Brain Work Homework Hand In	Breakfast Brain Work Homework Hand In	
7:50-8:00	Community Meeting	Community Meeting	Reading 8:00-8:40	Community Meeting	Community Meeting	
8:00 - 9:00	Reading	Reading	Writing 8:40-9:20	Reading	Reading	
9:00-10:00	Writing	Writing	Math 1 9:20-10:00	Writing	Writing	
10:00-10:10	Snack / Break	Snack / Break	Math 2 10:00-10:10	Snack / Break	Snack / Break	
10:10-11:10	Math 1	Math 1	Science 10:10-10:20	Math 1	Math 2	
11:10-12:10	Math 2	Math 2	Math 1 11:20-12:00	Math 2	Math 2	
12:10-12:30	Lunch	Lunch	Math 2 12:00-12:30	Lunch	Lunch	
12:30-12:45	Physical Activity	Physical Activity	Dismissal 1:00	Physical Activity	Physical Activity	
12:45-1:00	DEAR	DEAR		DEAR	DEAR	
1:00-2:00	Science	Science		Science	Science	
2:00-3:00	Social Studies	Social Studies		Social Studies	Social Studies	
3:00-3:40	Character Education	Homework / Scholar Support		Character Education	Homework / Scholar Support	
3:40-4:20	Homework / Scholar Support	Homework / Scholar Support		Homework / Scholar Support	Homework / Scholar Support	
4:20-5:00	Enrichment / Detention	Enrichment / Detention		Enrichment / Detention	Enrichment / Detention	

- f. *Describe any other features of the school's educational plan (including special materials or focus on technology) that will aid the reviewers in understanding the unique nature of the school.*

The features of the school's educational plan that best evidence the unique nature of the school have been highlighted in several previous sections of the application. These include:

- A single gender educational model
- An extended school day and year
- Double blocks of literacy and math daily
- Daily students supports in homework and tutoring
- Extended day enrichment
- Extended week supports in Scholarship Saturday program
- College prep focus for all students
- Highly structured and disciplined environment
- Strong character education

- g. *Describe the teacher/student ratio of the school.*

The school will have a 1 to 14 student teacher ratio and an average classroom size of 25 students.

- h. *Describe the professional development activities/opportunities that will be made available to teachers and other staff.*

Our professional development activities/opportunities include four distinct areas, all of which are designed to strategically support our school's mission and unique school design.

Summer Staff Orientation

For three weeks prior to students' arrival, staff will receive and participate in training on schoolwide procedures, the effective development standards-based curriculum and assessments. In this way, we will ensure that all staff are prepared to deliver a culture of achievement and high expectations. Staff will review school scenarios and participate in role plays, have common readings that they discuss and relate to the school's mission and educational program, articulate grade level and department level expectations, and articulate school-wide measures of success.

Weekly Staff Support

Each Wednesday staff will meet to review student achievement, share classroom practices that have led to success, and share lesson plans and assessments. Under the leadership of the Executive Director and Director of Curriculum and Instruction, the staff will continue calibrating expectations around behavior and academic performance and review individual student progress to ensure that all necessary supports are actively and effectively in place and that all families have been communicated with regarding their student's ongoing academic and behavioral progress.

Frequent Professional Development Days in the School Calendar

During dedicated days throughout the calendar year, staff will visit the high performing charter schools that have informed Prestige Academy's school design, and will continuously look to improve on the delivery of the highest quality education for our students. Staff will also analyze teaching videos, share peer observations, and work to continuously improve specific details of the school's educational program.

Continuous Feedback on Instruction and Assessment

The Director of Curriculum and Instruction will visit classrooms daily, and provide ongoing support and guidance to teachers in the development of their craft. He/she will also lead data analysis for all interim assessments, and support teachers in the creation of action plans to support effective re-teaching, spiraled curriculum review, and individual tutoring as needed.

In addition, we will provide training in areas that have specific significance to the staff, such as single gender education and delivering a “no excuses” model of education for all students.

7. Students with Special Needs

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

- a. *Ensuring that 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.*

Our Philosophy

At Prestige Academy, we believe that all students can excel regardless of disability. Our goal is to provide an academic environment that prepares all boys for admission to and success in college-preparatory high schools and academically rigorous colleges and universities. Prestige Academy will comply with all applicable state and federal statutes, including Title II of the Americans With Disabilities Act (ADA) of 1990, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. Students who have been identified as having special needs will receive a Free and Appropriate Public Education (FAPE) in the least restrictive environment. Students with disabilities will be educated along with their peers in the general education environment to the extent appropriate and as informed by each student's Individual Education Plan (IEP). For students with a disability, their educational program will be provided in accordance with the DOE Administrative Manual for Services for Exceptional Students (AMSES). Prestige Academy will not discriminate in its admission or enrollment practices against students having or being suspected of having disabilities.⁵²

Our IEP Team

Within the boundaries of legal compliance, Prestige Academy's structured academic environment will aim to minimize the impact of disabilities on students' learning processes and maximize students' opportunity to learn at high levels. Based upon local demographic information, it is anticipated that approximately 12% of enrolled students will be students with a mild to moderate disability. We have incorporated supports for students with disabilities into our school plan, and our staffing and budgeting plans indicate that we will hire a full-time Special Education Teacher certified through the Delaware Department of Education in our first year of operation and employ certified special education teachers each year as needed.

The Special Education Teacher will be charged with overseeing learning interventions and supports for all students, including those with learning disabilities. Special Education personnel will work closely with the Director of Curriculum and Instruction and will coordinate with any outside resources (speech therapist, nurses, etc.) as required through IEP recommendations. For each student referred to as a child with a disability, Prestige Academy will appoint a team consisting of Special Education personnel, Director of Curriculum and Instruction, faculty member(s) who teach the student, and the child's parents/guardians.

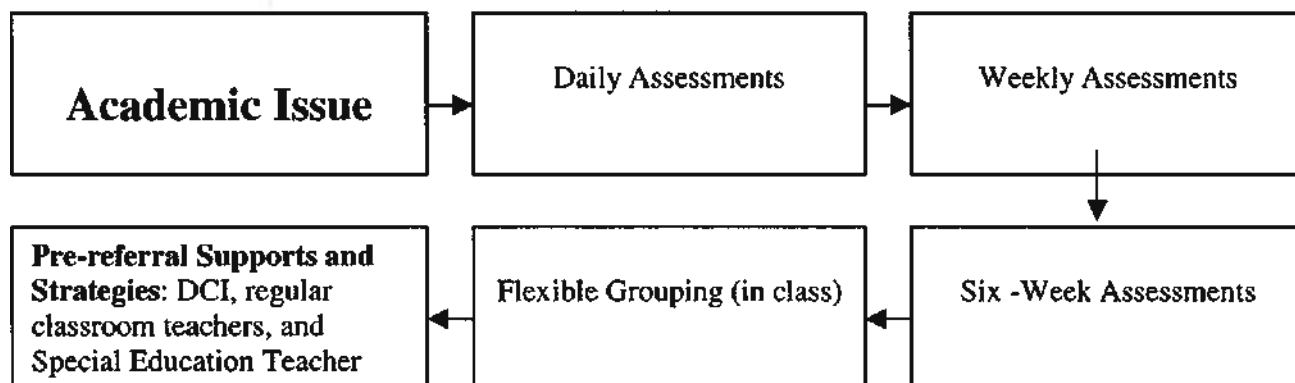
Identification of Students with Disabilities

In order to identify students with learning disabilities, Prestige Academy will look to existing IEPs and will also train teachers and administrators to carefully monitor individual student performance. For example, weekly staff meetings and frequent progress reports will allow teachers, administrators, and parents to monitor and discuss the academic and social progress of each student. If students demonstrate that they are not meeting the appropriate expectations of academic or social progress—this can be

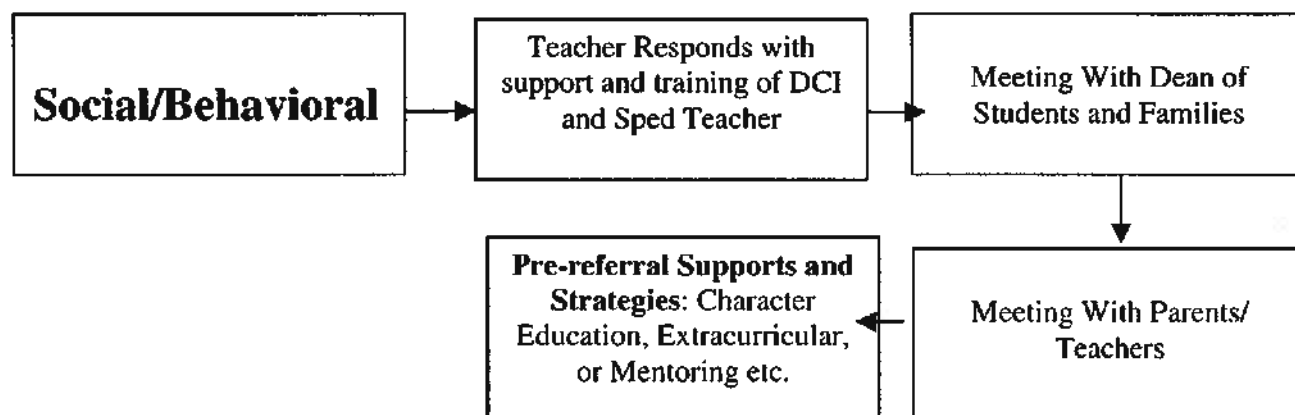
⁵² Please see Appendix P - Special Education Forms.

addressed in a timely fashion. Please see the response chart below for a general outline of how teachers and administrators will be trained to respond to different issue areas.

For all academic concerns, there are school-wide ongoing academic supports that include Homework Detention, daily tutoring and out Scholarship Saturday program.⁵³

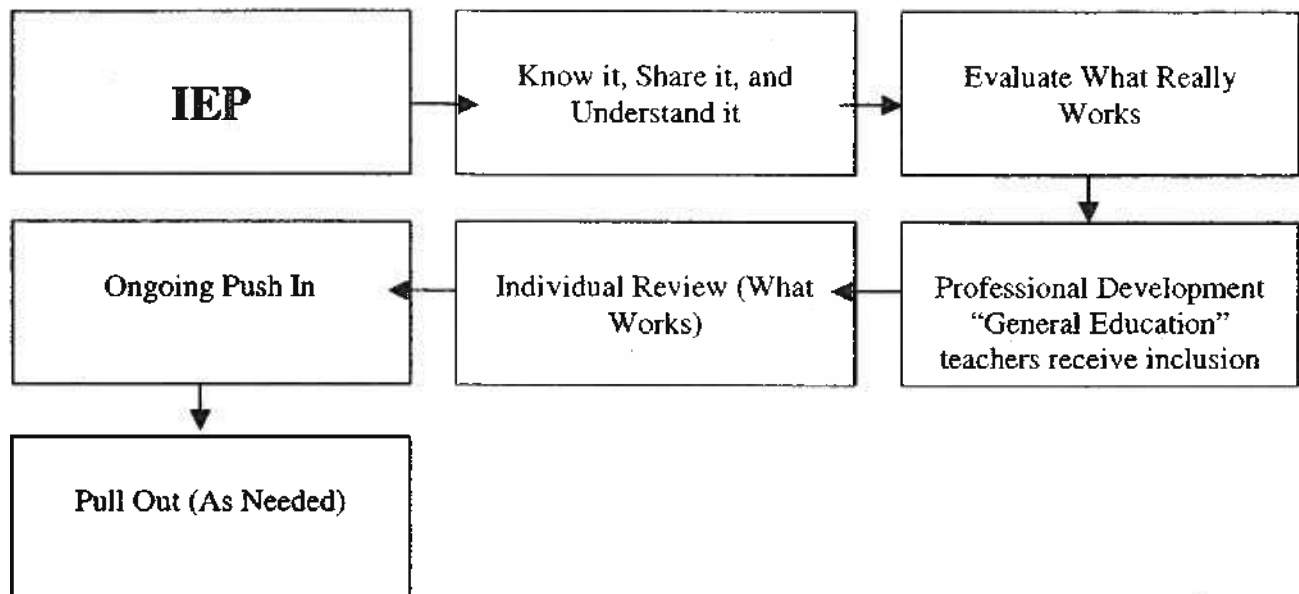


For all social/behavioral concerns, there are school-wide ongoing social/behavioral supports that include, community circles, and strong school-home communications.



If a student continues to struggle academically or behaviorally, even with the supports and strategies put in place through the pre-referral process, the school will request a family's permission for evaluative testing. In situations in which we have determined that an evaluation is necessary, Prestige Academy staff will issue a request for testing. This request will: (1) provide the reasons for the referral, including any applicable test results, reports, or records; (2) outline interventions taken prior to the referral under the Pre-Referral Process; and (3) describe the content of any parental involvement in the Pre-Referral Process. A copy of this request, along with the procedural safeguards notice, will be sent to the student's parents. If such testing should indicate the presences of a disability, and that student is identified as requiring special education services, we will with the IEP team write an IEP and follow the steps below to support that student's academic progress.

⁵³ We have modeled this flowchart after the work of Milwaukee Renaissance Academy Charter School.



Ongoing school-wide IEP supports will include learning techniques incorporated into every classroom to help all students achieve, regardless of disability, as well as training and professional development for *all* teachers on how to recognize and support children with learning disabilities without alienating them.

Implementation of IEPs

If a need for an IEP has been indicated by the IEP Team reviewer, Prestige Academy’s Special Education personnel and the school’s leadership team will oversee the implementation of the required services by our trained and certified staff or properly licensed consultants or contractors. All staff will receive annual and ongoing training and support in the implementation of modifications, accommodations, and other supports outlined in each of their students’ IEPs.

Review, Re-Evaluation, and Revision of IEPs

With parental consent and support, Prestige Academy will seek to re-evaluate students and consider revising an IEP if we do not believe that the current IEP allows the student free and appropriate public education in the least restrictive environment. Each IEP will be reviewed at least once in each school year and each student will be re-evaluated at least every three years. We plan to remain vigilant about student growth so that we are ensuring that our support is appropriate to meet the required needs.

Assessment of Students with Disabilities

Ongoing assessment of student progress is essential to our school design. Students with IEPs will take all state, national, and internal assessments except in cases in which the student’s IEP states that student cannot participate in such assessments. In these cases, alternative assessments will be administered as required by law. We will make every effort to ensure that any student with an IEP has a set of assessments as part of the IEP that will enable us to measure their academic progress and be responsive to their academic needs.

Reporting of Information Related to Special Education

Prestige Academy will provide an annual report as required, which includes: the number of students with disabilities we serve; the nature of each student’s disability; and each student’s placement and educational setting.

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

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

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

Prestige Academy will establish a non-discrimination policy that no person shall be subject to discrimination in educational programs, services or activities based on race-national origin, gender, age, or disability in accordance with state and federal laws. This policy will be contained in the Student Code of Conduct.

- d. *Complying with Title IX of the Education amendments of 1972.*

Prestige Academy will operate and comply with the Federal Amendment to Title IX legislation effective November 24, 2006 allowing the existence and establishment of single sex schools. Please see Appendix F for the Legal Opinion on Single gender schooling.

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

Prestige Academy will employ certified special education teachers to manage all facets of the student identification, evaluation, and placement process including writing and delivering of services per student IEPs.

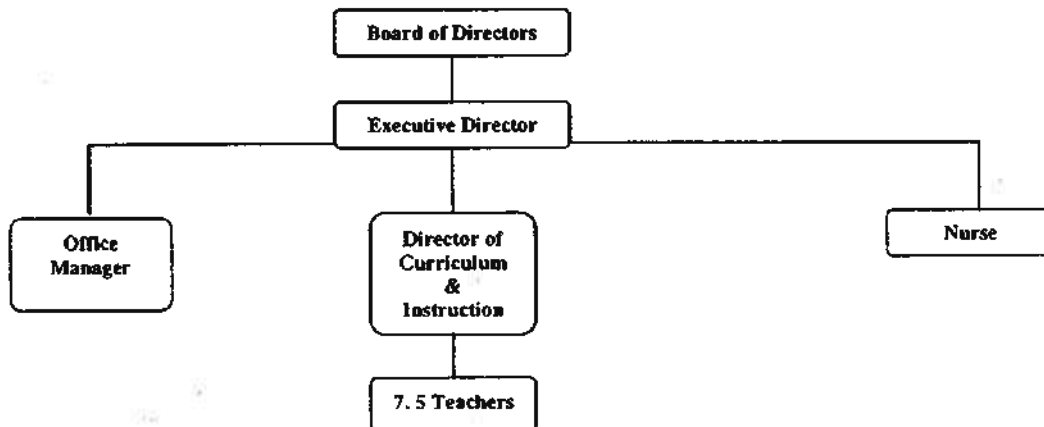
8. Economic Viability

- 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.*

Organizational Structure and Rationale

The Board of Directors will govern Prestige Academy and will ensure that the school executes its mission, is true to the terms of its charter, and remains financially viable. The Board of Directors will hire the Executive Director to whom they will delegate responsibility for all of the school's management. On a monthly basis, the Executive Director will report the progress and functioning of the school toward established goals and objectives outlined in the school's Accountability Plan. The Board of Directors will provide annual evaluation of the Executive Director, which will provide specific and critical feedback instrumental in progressing the Executive Director's successful implementation of the school mission. The Executive Director, supervised, supported and evaluated by the Board of Directors, will be the steward of the school mission and will hire and supervise all staff, including members of the administrative team. During the first operational year, in addition to the Executive Director the school staff will include a Director of Curriculum and Instruction⁵⁴. We will contract with the Innovative Schools Development Corporation (ISDC) for accounting, bookkeeping, payroll and other business management services. Prestige Academy has established a plan to develop our staffing structure as our student population and organizational needs grow. A list of staff positions along with full-time equivalence for each position for the first four years of school operation is included below.⁵⁵

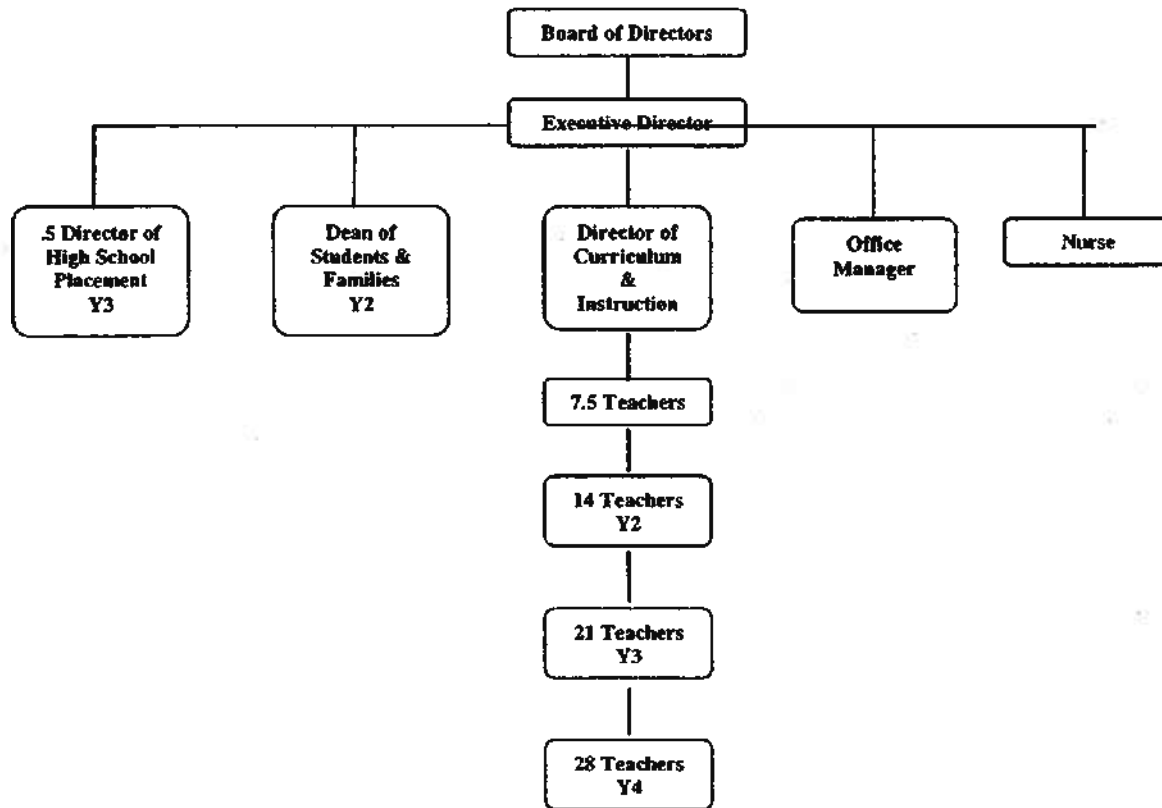
Operation Year 1 Staffing



⁵⁴ Conservative budgeting does not include the hiring of a Development Director or the revenue such position would generate, however it is our intention if at all possible to hire a Director of Development to reach our fundraising goals. This position will be half time in Year 1 and begin as full time in Year 2.

⁵⁵ Please see Appendix Q - Prestige Academy Job Descriptions.

Operation Year 4 Staffing (Full-Enrollment)



PRESTIGE ACADEMY STAFFING Y1 - Y4 by FTE

At full capacity, the school leadership team will include six (6) senior administrators – Executive Director, Director of Curriculum and Instruction, Dean of Students and Families, and Director of High School Placement. The school will open with two of these administrative roles in place full time, and will add the Dean of Students and Families in year 2 of operation⁵⁶. Brief descriptions of each role are found below, and complete job descriptions can be found in the Appendices.

Position	Year 1	Year 2	Year 3	Year 4
Executive Director	7.5	14	21	28
Director of Curriculum & Instruction	1	1	1	1
Dean of Students & Families	1	2	2.5	2.5
Director of High School Placement	1	1	1	1
Office Manager	1	1	1	1
Nurse	11.5	19	26.5	33.5

⁵⁶ Please see footnote 54 relating to our intention to hire a Development Director.

- **Executive Director.** The Executive Director will be directly accountable to the Board of Directors for the school's academic success, rigorous culture, mission advancement, financial stability and organizational viability. This person will be the Prestige Academy's leader with complete administrative oversight.
- **Director of Curriculum and Instruction.** The Director of Curriculum and Instruction will be primarily responsible for the articulation and implementation of the Prestige Academy curriculum, instructional, and assessment programs. The Director of Curriculum and Instruction will work with the Executive Director to recruit and develop an outstanding instructional staff. The Director of Curriculum and Instruction will be directly accountable to the Executive Director for student and teacher performance.
- **Dean of Students and Families (Hired Y2).** The Dean of Students and Families supports Prestige Academy's students and families through effective and constant communication, dissemination of information, and fair enforcement of school policies and procedures, particularly regarding discipline and behavior.
- **Director of High School Placement/Alumni Relations (Hired .5 time Y3).** The Director of High School Placement will be responsible for arranging high school tours, building relationships with strong high schools and their representatives, ensuring placement exam preparation and scheduling, identifying scholarship opportunities, delivering interview supports, completing middle school transcripts, and working closely with families on high school placements. The Director of High School Placement will communicate with Prestige alumni to provide support.
- **Office Manager.** Manage and implement all front/main office matters including, greeting of visitors, organization of student files, student attendance, and ensuring that the school lunch process operates smoothly.

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.*

After the charter is approved, the Board of Directors will hire an Executive Director responsible for hiring employees and contracting for services. Prestige Academy reserves the right to hire for services in the areas of custodial service, transportation, food services, and therapy/counseling services related services.

c. *Describe the plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter.*

Facility

Prestige Academy will serve students in the Red Clay School District who primarily live in the most underserved communities of Wilmington as well as other needy students within the city of Wilmington. We are, however, very familiar with the challenge of identifying facilities in the Red Clay Consolidated School District. The search for an appropriate facility that meets the needs of our prospective students is

ongoing through our community partners and Board membership. At this point, we are reviewing and evaluating several options available including church space, community organizations with excess space, and some vacant or abandoned facilities. The start up phase is a tremendously important time in the life of the school and critical to establishing school culture, investing our families in the success of their son's education, and grounding our faculty and staff in the excellence we demand. To that end, we will ensure that we have a semi-permanent space that will serve us at least for the first two years of school growth secured upon chartering. Prestige Academy is presently considering a contract with ISDC to assist with identifying such a facility location.

Facility Features

By the fourth year of operation, we anticipate 334-432 students at full capacity. We would therefore require a facility space of approximately 85 square feet per child or 38,000 sq. ft. If unable to secure a permanent facility prior to the August 2008 opening, we would consider a space that would accommodate our enrollment through year two of operation. This facility would be approximately 18,360 sq. ft. We plan to locate, purchase and renovate, or construct a new space thereafter.

- 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. 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.*

Location

Prestige Academy will ideally be located within the Red Clay Consolidated School District at a site conveniently accessible to underserved students. As mentioned above, we understand that attainment of space suitable for a school may be difficult within the Red Clay Consolidated School District borders. Therefore, if needed, we hope to have the Red Clay Consolidated School District's support in locating Prestige Academy outside of the Red Clay Consolidated School District if necessary, but within an area of Wilmington convenient to our target population.

Prestige Academy is considering contracting services with ISDC to locate a school site. ISDC services will include: financial analysis; assistance with financing options for leasehold improvements or purchase of property and/or mortgage, assist with lease negotiations and management of construction project if needed. Prestige Academy's decision to lease or purchase will be based on the most economically sound options available to us. We will identify a facility as soon as possible and within the terms permissible by Delaware charter law.

If viable space within the Red Clay School District is unavailable, it is our expressed written intent to be located within one of the three largest zip codes that make up the majority of the City of Wilmington - 19 01, 19802 and 19805. Specifically, the five poorest census tracts of children are in the following neighborhoods: West Side, Hilltop, Eastside, Riverside and South Wilmington.

Prestige Academy understands that the real estate market often shifts rapidly, and so while we are pursuing these current options we will also be exploring all options and monitoring the market in our community.

- 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.*

Prestige Academy is presently considering a contract with ISDC to assist with the identification of a facility. ISDC will facilitate work with a broker to either find a suitable space outright or work with a contractor to make any necessary renovations to bring the building up to code or to turn the space into suitable school space. Any space that Prestige Academy occupies will be in full compliance with all applicable building codes for public schools and be accessible to individuals with disabilities.

- f. *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.*

As a public charter school, public funds will serve as Prestige Academy's primary source of revenue to cover core operational expenses and recurring facilities expenses. It is anticipated that Prestige Academy shall be entitled to funding from the formula-based categorical funding programs as shown in the operating budget. Per the operating budget, we plan to locate and purchase and renovate a new space after the completion of year two.

- g. *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.*

Prestige Academy's decision to lease or purchase will be based on the most economically sound options available to us. Should we decide to lease, we will do so with the intent to buy the facility should it meet our needs. In the event that the school closes, the Board will look into options that include possibly selling the building outright to another school or organization with similar purposes to Prestige Academy. The school intends to enter into a contract that will stipulate that a Certificate of Occupancy be obtained by June 15, 2008.

- 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).*

We will contract for private transportation with possible assistance from ISDC. Prestige Academy will communicate with private transportation companies to explore financially reasonable options to provide transportation to students who meet eligibility criteria. We will comply with Red Clay Consolidated School District and Delaware State Code, Title 14 Ed., Chapter 5, Charter Schools 508 policies regarding transportation.

- i. *Describe how students who reside outside the district in which the school will be located will be transported to the school.*

For students who live outside of the district we will follow the process mentioned above within reasonable parameters and a final decision will be made when we receive student intent to enroll forms in January 2008.

- j. *Describe how special needs students will be transported if specialized transportation is required by the IEP.*

Special needs students will normally be transported in the same manner as regular education students. The IEP process will drive the possible need for specialized transportation.

- 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.*

With the anticipated assistance of ISDC, we will enter into a contract with a bus transportation provider and collaborate with the district to establish adequate routes. In the event the district cannot supply routing information, the school will work with ISDC and the bus company chosen, as part of its contact to establish the routes.

- 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.*

We intend to participate in the National School Lunch/Breakfast programs and the vendor has not yet been identified. We will comply with Regulation 275, Subsection 4.4.4 which requires a contract be in place by August 1st of the year in which the school proposes to open and by August 1st of each year thereafter. Prestige Academy will work with ISDC and the local school district regarding recommendations for vendors and services.

The school anticipates having the meals prepared off-site and delivered on a daily basis. We will provide a refrigerator for short-term milk and beverage storage. We will comply with and meet USDA nutrition requirements, including dietary guidelines, and recommended daily allowances. We have budgeted \$4.50 per student for 195 days.

- 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.*

Prestige Academy will comply with all requirements of the Federal Free and Reduced Lunch Program for eligible students. Prestige Academy will notify parents of the Federal Free and Reduced Lunch Program options and they will receive necessary paperwork as part of the Prestige Academy application materials.

- n. *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.*

There are many tasks to be undertaken between the approval of the charter and the school opening. Some of these tasks include recruiting and attracting students and families, building community support and name recognition of the school, and developing strategies to further enhance student learning and satisfaction of all stakeholders. A detailed list of tasks, how they will be accomplished, who will

accomplish them and the timetable by which they will be accomplished is outlined in the Prestige Academy Implementation Plan.⁵⁷

- o. *List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, 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.***

Contracts include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. Prestige Academy's contracts will include those for the school facility lease, bus transportation and food services. The lease will be finalized no later than June 15, 2008 and the transportation and food services will be finalized prior to August 1, 2008. We have attached the contract with ISDC for business management services.⁵⁸

- p. *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.*

Start-Up Costs

We have included a conservative budget for pre-operating expenses that includes monies received from the Federal Public Charter School Program start-up funds-\$125,000, and an anticipated \$230,000 from the Walton Family Foundation Charter School planning grant. Funds received during the pre-operation year will be used to cover expenses including those of the Executive Director, Director of Curriculum and Instruction and business and operational services from Innovative School Development Corporation (ISDC). We also plan to begin an aggressive fund raising campaign, but we have not included revenue from these sources in the pre-operational year budget. Should monies be raised from these additional sources they will go toward the purchase of items such as classroom furnishings, and technology needed for effective implementation of the school's operating systems. All additional funds will be used to cover non-operational expenses, such as taking the Founding Board and key leadership staff to visit other high-performing urban charter schools, paying for the services of Dr. Rosemary Salomone for legal services in preparation of the application, with operational costs being fully covered by the public per pupil and grant allocations.

- q. *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). 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.*

Other Sources of Revenue

⁵⁷ Please see Appendix R - Prestige Academy Implementation Plan.

⁵⁸ Please see Appendix S - ISDC Documents.

In addition to state and local funds, Prestige Academy plans to apply for the Federal Title Vb Public Charter Schools Program planning grant. We have budgeted an amount of \$525,000 total over three years, knowing that the final amount may be larger or smaller. Additionally, we will submit an application to the Walton Family Foundation to receive a charter school-planning grant, and anticipate a grant in the amount of \$230,000.⁵⁹ This will provide Prestige Academy with an estimated total of \$355,000 in grant funding for pre-operational expenses.

As a fully giving Board, and as one part of the Fund Development Committee's work, the Board will donate or raise \$5000 in Year 1 increasing this amount by \$2,500 each year thereafter.⁶⁰ Additionally, planning grant funds from the Walton Family Foundation in the amount of \$230,000 once secured, will be spent in preparation of the school's opening.

The Prestige Academy Founding Board will pursue additional monies for both pre-operational and operational expenditures from corporate and individual philanthropic sources as well as foundations including the Delaware Community Foundation, The Longwood Foundation and the Rodel Foundation. The long-term goal is to raise funds from additional non-public sources, including foundation grants and individual donations, to provide additional financial support for supplement programs that are essential to Prestige Academy's success. These include school enrichment programs that provide cultural enrichment for our students. Fundraising initiatives will also augment Prestige Academy's ability to recruit and build an exceptional team of teachers, executives and administrators who can implement Prestige's mission by providing resources for effective and aggressive marketing and recruitment campaigns.

Collection and Deposit Methods

Prestige Academy will ensure that all grants, gifts, and bequests are received and properly recorded, and that compliance with the terms of any related restrictions is adequately monitored. For example, the Office Manager will open all monetary grants gifts and bequests received by mail. The Office Manager will then deliver the check to the Executive Director to be recorded. Once recorded the check will be deposited into the school's state account if available, or another state approved bank or financial entity to ensure that all school funds are available for audit by the State Auditor's Office upon request. Receipt of grants, gift, and bequests will be monitored using specific software to track donations for the purposes of future fundraising.

- r. *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.*

Contingency

To remain financially conservative and to project for the lack of any fundraising monies, we have prepared a revised contingency budget. Our revised contingency budget shows a contingency of 8% of total revenue each operating Year. We have also included a Cash Flow for our first operating Year. An increase in our base student enrollment from 100 to 108 helps to address concerns regarding student attrition. Other measures taken include reexamining our staffing structure and other operating expenses.

In addition, Prestige Academy has prepared a contingency budget revenue and expenditure in the event that the school experiences 17% attrition in student enrollment each year. The first year we will accept

⁵⁹ This grant is contingent upon Prestige Academy receiving a Charter.

⁶⁰ The members of the Fund Development Committee of the Founding Group will transition to the Fund Development Committee of the Board of Directors should we be approved for the charter. Members have more than 20 years experience with fundraising and/or marketing both locally and nationally. The networks of Board members as well as defined fundraising strategy that is already being developed by the committee. We anticipate that the target of \$5000 and \$2500 additional each year thereafter is attainable.

enrollment of 108 students in 5th grade, and with attrition in year two we would expect enrollment of 198 students in grades 5 and 6, in year 3 an enrollment of 272 students and at full enrollment 334 students in grades 5-8. Without attrition we are prepared to serve our maximum capacity of 432 students.

Enrollment with 17% Attrition

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Grade 5	Planning Year	108	108	108	108
Grade 6		-	90	90	90
Grade 7		-	-	74	74
Grade 8		-	-	-	62
TOTAL		0	108	198	272

In preparation for under enrollment, Prestige Academy plans to maintain flexibility regarding the timing of long-term capital and staffing commitments, and the timing of the rollout and growth of enrichment programs. This will allow staff to step into a number of roles that Prestige Academy expects to address with additional full-time staff as the school grows. If school enrollment lags behind expectations, Prestige Academy may consider a delay in hiring additional administrative staff. The school would also delay making capital improvements and securing capital equipment in the case of severe under-enrollment. In addition, the school will seek to contain costs by seeking pro bono services or reduced rate services (enrichment, consultants, faculty computers, and legal services).

- s. *Describe the school's intent concerning contracting with a management company or becoming a party to a "partnership agreement". If the school intends to enter such a contract or partnership agreement, provide details of the terms of the contract and/or partnership agreement to include management and or partnership fees and other ancillary services.*

Prestige Academy does not intend to enter into contract or a "partnership agreement" with any management company.

- t. *Describe the source and disposition of remaining funds at each year's end.*

Prestige Academy will be diligent in ensuring that any Federal, state, and local public funds will be spent prior to year's end. If any public funds remain they will be handled per Federal, state and local compliance policy. If any private funds remain, surplus funds will be carried over into the next fiscal year or set aside in a fund to help defray some of the costs of purchasing a building at a later date.

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: www.state.de.us/budget/accounting-manual/account-manual.shtml*

Prestige Academy intends to contract with the Innovative Schools Development Corporation (ISDC) to manage financial operations. Prestige Academy intends to utilize the Delaware Financial Management System (DFMS) and intends to process and account for its payroll, purchasing, compensation, retirement, and benefits management utilizing the PHRST system. The ISDC will assist Prestige Academy staff in understanding the policies and procedures of the Delaware State Accounting Office and the Budget Office. ISDC will assist Prestige Academy by processing transactions for the school and facilitating training of school staff in both DFMS and PHRST. The use of DFMS will help to ensure fiscal accountability through recording of: cash receipts, purchase orders, and expenditures and spending controls to ensure that no amount of funds is obligated or spent in excess of the funds available to Prestige Academy.

The Executive Director will work closely with ISDC to ensure the financial viability of Prestige Academy. Due to the finance operations services offered by ISDC, Prestige Academy does not intend to hire a Chief Financial Officer, however, the Treasurer of the Prestige Academy Board of Directors will work with the Executive Director or his designee to review financial matters and participate in necessary training to optimize financial viability, i.e. training in use of the DFMS. The Treasurer of the Board will meet monthly with the Executive Director and review all financial aspects of the school as needed. The treasurer will also chair the finance committee. The proposed individual for this role will have sufficient professional experience in finance and business operations.

- b. *Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school.*

The Founding Board has worked diligently to produce the most comprehensive school design for Prestige Academy and fully supports the college preparatory and academically rigorous school plan detailed in this application. Their term will extend until the charter is awarded, at which time the Founding Board shall transition into a governing Board of Directors and the Board term will become staggered per Prestige Academy By-laws.⁶¹

The Founding Board currently consists of nine (9) dedicated Board members. It will not exceed 13 members and will maintain an odd number for voting purposes. Any additional members who join the Board of Directors will supplement skills or expertise already represented and will demonstrate a strong commitment to providing the highest quality education to Prestige Academy students. The Board of Directors will have four (4) officers – Chair, Vice Chair, Secretary and Treasurer. It will include a minimum of four (4) standing committees: Academic Achievement, Governance, Finance, and Fund Development. The Board will delegate management of the school to the Executive Director, who will report directly to the Board and be responsible for the daily operation of the school.

⁶¹ Our By-laws state specifically in Section 4. Election and Term: 1. Election; The Incorporator pursuant to a written action shall select the initial Founding Board of Directors of the Corporation. At the first Board Meeting immediately following issuance of the charter, the Founding Board of Directors will become the governing Board of Directors and will be elected to staggered-length terms of one, two, and three years.

The Prestige Academy Board of Directors will conduct school business in a public forum in meetings held monthly. All financial and other data will be available for public review. The school's Board will be responsible for the following:

- Hiring, setting compensation for, and evaluating the Executive Director
- Approval of the operating budget
- Review of financial reports
- Compliance with all state and federal regulations
- Establishment of school performance indicators and measurement of school performance

Prestige Academy will also contract with Building Excellent Schools to review, audit, and evaluate the school during the Start-up and first year of operation to ensure effectiveness of our educational program, culture and mission. Building Excellent School's staff will conduct a comprehensive review of all facets of school operation including instruction, school culture, governance and adherence to the Prestige Academy mission to prepare young men for admission to and success in demanding college preparatory high schools. This review will give our school an objective view of areas of strength and areas in need of improvement, ensuring that we are delivering the best educational option possible to our students.

In addition to the seven (7) academic goals with measures outlined in our Accountability Plan in section 4(a), we include below an additional accountability goal with measures to which the Board will hold school leadership accountable. This eighth accountability goal addresses the fiscal and organizational health of the organization, and in tandem with the seven (7) educational goals outlined in section 4(a) will allow the Board to maintain strong oversight and governance responsibilities.

8. Goal: Prestige Academy will maintain organizational strength by demonstrating fiduciary and financial responsibility.

Measure: Budgets for each school year demonstrate effective allocation of financial resources to ensure effective delivery of the school mission as measured by yearly balanced budget submitted to the Red Clay Public Schools District.⁶² This budget will be reviewed monthly by the Finance Committee of the Board of Directors.

Measure: External, annual audit reports demonstrate that Prestige Academy meets or exceeds professional accounting standards.

- c. *Describe how new board members will be recruited and prepared to fulfill their responsibilities.*

As stated in the proposed Bylaws, once chartered, the Board of Directors will establish and maintain a Governance Committee that will be responsible for selecting new members. The Governance Committee will present nominees to the Board for selection and will orient elected members to the systems and procedures of the Board and Prestige Academy. The Governance Committee will recruit new members based on mission and vision alignment, commitment to a single gender, college preparatory education, and relevant professional expertise. Members will be added to the Board strategically, and will be provided full orientation to the Board through members of the Governance Committee. Staggered terms will be used to encourage moderate turnover in a given year. New Board members will undergo training

⁶² This budget will include a yearly balance sheet that demonstrates sufficient cash flow, a retrospective budget to demonstrate appropriate management, and a prospective budget to demonstrate appropriate planning for the organization's financial future, which meets all statutory requirements.

facilitated by members of the Governance Committee and/or a reputable consultant as needed. This training will include Prestige Academy's

- Mission and Vision
- Education Program
- School Culture
- Board Roles and Responsibilities
- Committee Responsibilities
- Financial and Fiduciary Responsibilities
- Individual Commitments of Board Service

The Board seeks to recruit and retain individuals who are committed to the mission and vision of Prestige Academy. In addition, we seek individuals with various backgrounds, skill sets, and expertise. Board members are selected primarily because of their alignment with and deep commitment to the mission and vision of the school. The Board will include a Governance Committee to initialize and maintain an effective process for developing the Board. As outlined in the By-laws, the duties of the Governance Committee shall be to: (a) study the qualifications of Director candidates and present qualified nominees to the Board; (b) present nominees for Officers to the Board; (c) recommend candidates to the Board to fill vacancies that arise outside of the regular nominating process; (d) provide ongoing orientation to Directors; and, (e) oversee a Director assessment process to ensure optimum performance.

In order to successfully complete their first charge, to study the qualification of the candidates and present a slate of the best-qualified nominees for the vacant Director positions on the Board, the Governance Committee will take the following steps. First, the Committee will take a survey of the backgrounds, skill sets, and expertise currently represented on the Board. Then as a group, they will determine where the Board could be further strengthened. This approach will allow us to focus our attention on individuals that will bring great value to our team instead of duplicating talents and skills that are already thoroughly represented. It also will require the Board to be reflective and proactive about its growth.

Second, the committee will brainstorm personal and professional connections to individuals who may be able to direct us to those we seek or individuals who are potential Board candidates. Then, the Governance Committee will set out a strategic plan to meet with those individuals by a pre-determined due date. During these initial conversations Board members will share our mission and vision and allow potential candidates to express their own ideas about education in Red Clay. If there is mission alignment, then the Committee members will begin a more formal recruitment of the potential candidate.

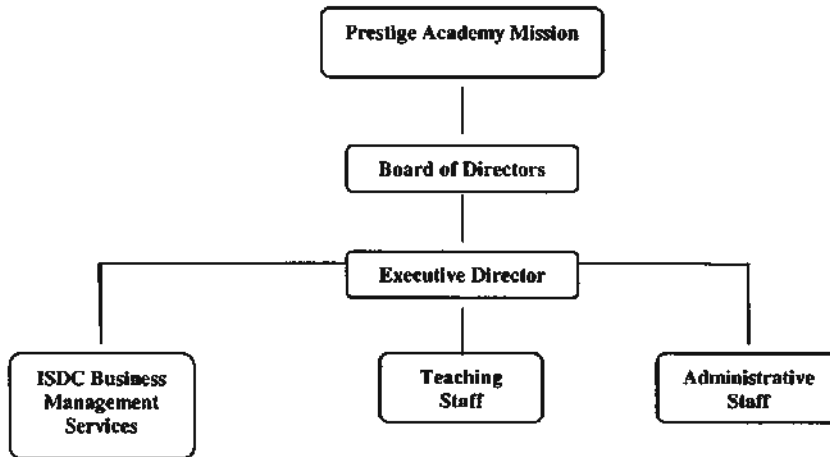
Final recruitment will include conversations with other Board members, meetings with the Founding Leader, sharing current work and asking for feedback, and visiting high performing schools or attend Board meetings. If the Governance Committee decides to make a nomination, a 2/3 vote by the Board of Directors will confirm the potential candidate. Finally, in order to become full Board members, each candidate will be required to sign Performance Expectations outlining their full Board responsibilities, complete a Board of Directors Training and consent to a background check as outlined in Appendix C.

- d. 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.*

The Prestige Academy mission to prepare young men for admission to and success in demanding college preparatory high schools will inform all school decisions. Prestige Academy intends to contract with the

ISDC to assist with financial operations, however we do not intend to contract with an outside group to manage the educational or administrative operations of the school. The chart below illustrates the internal form of management.

PRESTIGE ACADEMY FORM OF MANAGEMENT



e. *Describe how teachers and parents will be involved in decision-making at the school.*

Delaware State Law requires that the Prestige Academy Board of Directors contain at least one parent of an enrolled student and one certified teacher employed at the school. In addition to complying with charter school law, we intend to form a Parent-Teacher Organization (PTO), a school council comprised of teachers and parents. The council will encourage parent involvement in the life of the school and the furtherance of the school mission. Each family will sign the school covenant outlining the responsibilities and role of the staff, parents and students of Prestige Academy.

f. *List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff.*

At Prestige Academy, we will recruit, train, and support the highest quality faculty and staff. We will begin the process of identifying the faculty and staff needed to carry out our mission by casting a wide net into the current applicant pool as soon as a chartering decision is made.

We will take a local and national approach for recruiting teachers. Nationally, we will tap the alumni networks of colleges and universities and Teach for America alumni, post openings in local papers, on our web site and in education journals, possibly on www.idealists.org and www.monster.com, and potentially secure the services of a national search firm such as Carney, Sandoe, & Associates. Locally, we will recruit at all of the colleges and universities within the state including the University of Delaware, Delaware State University, and Wilmington College. Board members will also distribute job openings to educators and leaders within their networks to help identify potential faculty and staff.

The Executive Director and Director of Curriculum and Instruction will share the responsibility of reviewing applications, interviewing, and making offers to potential candidates. All final decisions for hiring will be made by the Executive Director. The Office Manager will schedule interviews and mail all

follow-up materials. The school will ensure the quality of the staff through the use of the following five-step process for selecting and hiring the most qualified candidate. Throughout the process, teachers will be evaluated on planning, experience, content knowledge, critical thinking, respect and humility, communication, professionalism, motivation, ability to motivate others and responsibility. (Please see page 71 for a graphical representation of the process outlined below.)

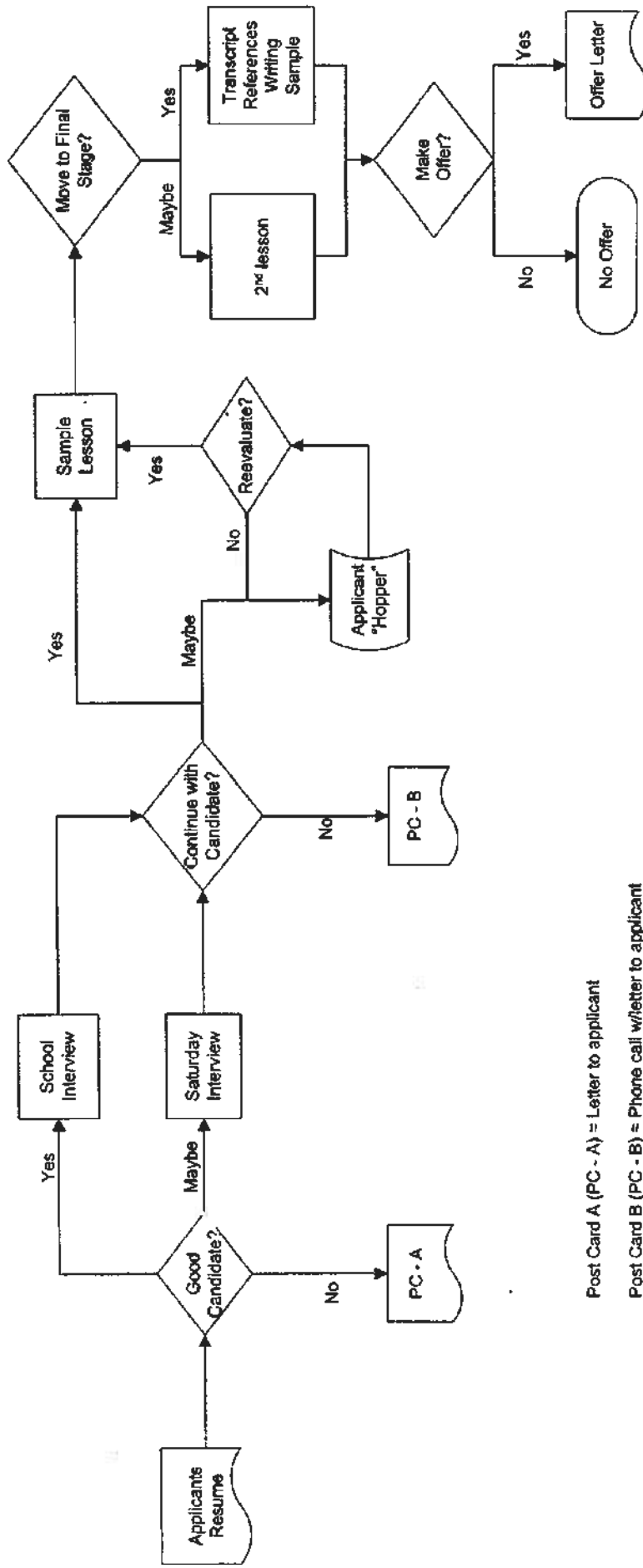
- **Step I:** Candidate submits an application, resume, and cover letter.
- **Step II:** Executive Director and Director of Curriculum and Instruction separate candidates into three categories: (1) very strong; (2) good; and (3) weak. Very strong candidates receive an in-person interview. Good candidates are scheduled for a 15-minute phone interview. Weak candidates are sent a postcard acknowledgment.
- **Step III:** If a candidate does well in either the phone or in-person interview, we will then ask teacher candidates for a sample lesson plan and, if feasible, set up a time to view teacher candidates in their classrooms.⁶³ For administrative positions, we may ask for additional documentation pertinent to their application. If the candidate has potential but would not be an appropriate hire at the time, we will put them in the “applicant hopper,” an internal database of individuals who, after more experience teaching or with additional training, may be a possible hire in the future.
- **Step IV:** If the lesson plan or supplemental material demonstrates that the candidate is strong, we will then request references, transcripts, and writing samples. If we are still unsure about the candidate’s potential for success at Prestige Academy, we may ask for additional material such as another lesson plan or a follow-up interview or put them into the “applicant hopper.”
- **Step V:** If candidates have gone through the entire process successfully, we will make them an offer of employment. This offer will be contingent upon a background check⁶⁴, drug test, and reference check.

We will ensure the quality of the workforce through ongoing professional development and performance reviews. The Director of Curriculum and Instruction will regularly evaluate teachers. Each teacher will have three formal observations per year. Teachers will be evaluated on planning, execution, student achievement, reflection and professional growth.

In addition, Prestige Academy will collaborate with the Rodel Foundation and Vision 2015, a strategic plan that focuses on improving public education in Delaware. One of their fundamental tasks is developing leaders in education. We intend to partner with this effort to assist us in our teacher requirement strategies by helping us identify the best practices for: (1) finding high quality teachers, (2) recruiting diverse teachers, and (3) moving teachers towards full licensure.

⁶³ In the first year we will not have Academy students for the prospective teacher, but we will use our community ties to pull together mock classrooms.

⁶⁴ Background checks will consist of reviewing local (including any county where the potential hire has lived in the past five years), state, and national, a licensure check, receipt of college transcripts, and national sex offender registry.



Post Card A (PC - A) = Letter to applicant

Post Card B (PC - B) = Phone call w/letter to applicant

Five-Year Staffing Pattern

In order to maintain our rigorous schedule and provide the services our students need, we have developed a staffing pattern that will enable us to do both. Below, we have identified the conservative student growth over the next five years (with an anticipated 17% attrition rate)⁶⁵ and also the number of faculty and staff that must be employed to carry out the school design, allowing us to forecast staffing needs throughout the term of the charter. When considering applications, we will be able to track individuals who may not have an immediate role but who may be ideal for a future responsibility.

Prestige Academy Staffing Patterns 2007-2012					
	2007-08	2008-09	2009-10	2010-2011	2011-12
Student Enrollment Totals	0	108	205	292	370
Staff					
Faculty					
Math	0	2	4	6	8
Reading	0	1	2	3	4
Writing	0	1	2	3	4
Social Studies	0	1	2	3	4
Science	0	1	2	3	4
Physical Education	0	.25	.50	.75	1
Art	0	.25	.50	.75	1
SPELD Teacher	0	1	1	1.5	2
Total Faculty	0	7.5	14	21	28
Administrative Staff					
Executive Director	1	1	1	1	1
Director of Curriculum and Instruction	.5	1	1	1	1
Dean of Students and Families	0	0	1	1	1
Office Manager	0	1	1	1	1
Director of High School Placement	0	0	0	.5	.5
Nurse	0	1	1	1	1
Total Administrative Staff	1.5	4	5	5.5	5.5
Total	1.5	11.5	19	26.5	33.5

⁶⁵ Seventeen percent attrition represents a very conservative figure and informs budgetary projections. A less conservative rate of 10% has been experienced by similar schools serving similar populations. Should we experience a 10% attrition rate we will adjust our staffing and budgetary projection rates accordingly.

- g. *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.*

In addition to the recruitment and strategies and procedures outlined in Section 9.f., Prestige Academy will participate in job fairs and continue to seek to hire Delaware certified teachers or those who qualify for the State's Alternative Route to Certification Program. The Board of Directors, Executive Director and Director of Curriculum and Instruction will ensure that all information pertinent to certification is tracked in the DEEDS system. All information required to either confirm or obtain the status of teacher certification will be inputted into the DEEDS system in a timely manner.

- h. *Describe the human resource policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school.*

Teachers and staff will be hired based on qualifications for desired position and will be required to sign one-year, at-will contracts. Teachers will be paid a competitive salary based on current average salaries of teachers in the Red Clay Consolidated, Christina, Colonial and Brandywine School Districts. Salary will be based on experience and education. The Prestige Academy Employee Manual further outlines human resource policies.⁶⁶

- i. *Describe how the school will incorporate the Delaware Performance Appraisal System into its teachers and staff evaluations.*

The Executive Director and Director of Curriculum and Instruction will be responsible for the evaluation of all staff and will utilize procedures adopted by the Prestige Academy Board of Directors in compliance with the Delaware Performance Appraisal System. These procedures will be in place prior to the school's opening.

- j. *Describe how the school will be held accountable to the parents of children at the school.*

Prestige Academy will be held accountable to the parents of children at the school by involving parents as partners. While remaining steadfast to our mission to prepare young men for demanding college preparatory high schools, we will be receptive to the comments and suggestions of students, parents, and other stakeholders. We will demonstrate accountability to the parents of Prestige Academy students in the following ways:

- The Board of Directors will include a parent representative.
- Board meetings will be open to the public.
- All students and parents will be invited to respond to annual school surveys that solicit feedback on the strengths and weaknesses of academics, enrichment activities, school responsiveness, etc. We will work aggressively to get completed surveys back, consider deeply their results as we grow the school into the future, and will then make that information available to other stakeholders.
- We will encourage stakeholders to visit the school and observe classes and community meetings.

⁶⁶ Please see Appendix T - Prestige Academy Personnel Manual-Draft.

- Stakeholders will be invited to complete a school culture audit when they visit. Results will be compiled and reported to the Board of Directors as part of the Annual Report. The administration will take school culture audits at least twice during the year. These audits will give us one measure to determine the strength of school culture and its impact on student achievement.
- We will maintain direct access for parents and students to school faculty and staff through cell phones, voicemail and e-mail addresses.
- Parents, students and Prestige Academy administration will sign a school contract before the beginning of school.

k. 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.

Prestige Academy has no plans to contract out services for management of school operations other than those services listed in prior sections of this application. These contracts include ISDC for business management, and Building Excellent Schools to review the effectiveness of school culture. Prestige Academy reserves the right to contract with consultants to provided information and technical assistance pertinent to school effectiveness, but at this time does not intend to so.

- l. If an outside group will be used to manage a portion of the school's educational, administrative and/or financial operations, the applicant must also provide:*
- 1) Verification the outside group is authorized to do business in the State of Delaware.*
 - 2) 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.*
 - 3) A summary of student performance on the appropriate state assessment of each school the outside group has managed.*
 - 4) 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.*

It is our intent for ISDC to manage the financial operations of Prestige Academy. We have included in Appendix S, a copy of the document authorizing ISDC to do business in the State of Delaware, a list of all other schools with which the ISDC has contracted their school rating and the locations of those schools. The list includes schools with which the ISDC contracted but is no longer managing. The ISDC does not have any past or pending litigation against them.

10. Insurance

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. 2hrs

Prestige Academy will obtain the following types of insurance in the following amounts and timeframe:

Directors and Officers Insurance	\$1million	Upon charter approval
Errors and Omissions Insurance	\$1million	Upon charter approval
General Liability	\$1million	Upon charter approval
Property Insurance	\$1million	Upon occupancy

11. Student Discipline and Attendance

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

- a. *Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school.*

The Prestige Academy "Code of Conduct" will serve as the Student Rights and Responsibilities Manual. An abbreviated version for the Code of Conduct will be distributed to students and families during the recruitment and enrollment periods and prior to enrollment application to make students and families aware of the Prestige Academy expectations. Students and their parent/guardian will be required to sign the Prestige Academy Family Covenant prior to their child's full acceptance at the school.⁶⁷

- 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.*

In addition to the policies of the Prestige Academy Codes of Conduct, we will handle discipline of students with disabilities in accordance with the policies found in the DOE Administrative Manual for Services for Exceptional Students (AMSES). The student's IEP team may be immediately involved in determining the appropriateness of special education services and possible behavioral manifestation determination decisions. Prestige Academy will report inappropriate behavior to parents through both verbal and written notification. All reports to agencies will be written. DOE regulations will also be followed relating to the reporting of crimes to the appropriate authorities.

- c. *Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes.*

The Student Code of Conduct will be distributed to parents/guardians, students, staff, board members and other interested individuals. The Executive Director will maintain written records of infractions to the Code of Conduct. These records will contain data about the incident, perpetrator(s) and victim, and disposition of the incident. All incidents reportable under 14 DE Code, Section 4112 will be reported as required. In addition, The Executive Director will likewise advise the Board of Directors of such incidents in a timely manner. Annual summary data will be presented at the Yearly Board Program Evaluation Meeting.

- 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.*

Attendance Policy

Excessive absences will not be tolerated. If a student is absent with or without excuse for more than 15 days of the school year without medical permission, that student will fail all of his classes for the year and will need to repeat his current grade.

⁶⁷ Please see Appendix U - Prestige Academy Code of Conduct Draft.

Parents and guardians are expected to call the school as early as possible but no later than 7:00 am if their student will not be attending school for any reason. Earlier, written permission is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voice mail if necessary. If a student is not at school by the start of the school day, and the school has not been notified that he will be absent, his parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, families will leave or list their son's name, their relationship to the student, and the reason for and date(s) of the student's absence.

All questions regarding student attendance and attendance records should be directed to the school's Office Manager.

A student is considered absent with a legitimate excuse when the student's family has contacted the school regarding student illness, family emergency, or religious observance at least one half hour ahead of the absence and follow up with a written note from a doctor or appropriate official when the student returns to school. All other absences will be considered unexcused, including but not limited to, family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason.

Work will not be provided in advance of unexcused absences or during out-of-school suspensions. Any class work, homework, projects, quizzes, or exams – including midterms and finals – missed during unexcused absences will be counted as a zero and cannot be made up.

During in-school suspensions, completed homework will receive credit, and all quizzes and tests are expected to be completed in a timely manner. All work missed during out-of-school suspensions, however, will earn a zero and cannot be made up.

If prior notification had not already been provided, upon the student's return to school from an absence, whether it is the next day or on some day after, the student is required to bring a signed note from his parent or guardian explaining in detail the reason for the absence. If a student made a medical visit, a note from his doctor is required in lieu of the parent note.

Since repeated absences means missing class, and missing class affects academic achievement, excessive absences will result in lower class grades since part of a student's grade is based on his performance in class. Therefore, it is imperative that students are at school, on time, every day.

If a student is absent for the first five days of school, or at least 10 consecutive days during the school without successful contact between the family and the school to explain his absences, that student will be considered to have withdrawn from Prestige Academy and will be considered un-enrolled from the school.

Students who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

The attendance policy will be included in the Prestige Academy Code of Conduct and Discipline Handbook and will be distributed to all families prior to enrollment.

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 following responsibilities will be handled in a satisfactory manner (see all items below):*

Ensuring the health and safety of Prestige Academy students, staff, and guests will be the responsibility of all staff members. Prestige Academy will establish standards, safeguards, and requirements consistent with the Red Clay Consolidated School District in assuring the health and safety of its students. We will contract the services of a registered nurse who will be responsible for complying with the policies and procedures outlined in the Nursing Technical Assistance Manual. Prior to beginning instruction, Prestige Academy will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be overseen by the Executive Director, developed by the staff nurse, and the school's insurance carriers and at a minimum will address the following topics:

- 1) *Ensuring that students have physical examinations prior to enrollment.*

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

- 2) *Ensuring that required immunizations and screenings (lead, TB) are in compliance.*

All new school enterers, school employees, substitutes, student teachers, contract employees (including bus drivers) shall provide documentation of a Mantoux tuberculin skin test or show proof of being tested within the past 12 months during the first 15 working days of employment or school entry. Written documentation of screening following the American Academy of Pediatrics may be provided for students in lieu of the skin test. Volunteers should be screened for tuberculosis using the DOE Health Questionnaire for Volunteers. Proof of a student's recent physical examination and immunizations will be collected at the time of enrollment. The information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as part of the student's health record.

- 3) *Administering medications and medical treatments, including first aid.*

The school nurse will administer medications and all medical treatments in accordance with the Nursing Technical Assistance Manual and Regulations, and any other appropriate governmental regulations or professional guidelines.

- 4) *Screening for health problems (vision, hearing, postural/gait, etc.)*

The school nurse will conduct an active screening program for vision, hearing, orthopedics, postural/gait, etc. as prescribed in the Nursing Technical Assistance Manual and Regulations.

- 5) *Monitoring student health and maintaining health records.*

The school nurse will monitor and maintain student health records and forward the required documentation of services to the DOE.

- 6) *Ensuring emergency care for known and unknown life-threatening health conditions.*

The school nurse and Prestige Academy staff will utilize universal precautions when offering emergency treatment to students and staff. We will also comply with the Memorandum of Agreement outlining the roles and responsibilities of child abuse reporting.

7) Ensuring health representation on IEP teams when student's needs require such.

The school nurse will serve as a member of the IEP team when medically related issues are discussed. The school nurse will also provide relevant medical information during the evaluation process.

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.

The Executive Director will be directly responsible for ensuring that criminal background checks are initiated/completed prior to an individual staff member's employment, and the results will be documented in the employees personnel file. The Executive Director or his/her designee will be responsible for ensuring proper documentation is posted and open to authorized audit 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.*

Prestige Academy will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and will implement federal and Department of Education regulations regarding disclosure of student records. These policies and procedures will be part of the Student Handbook.

- b. *Describe the plan for the timely transfers of student and school data to the Department of Education.*

Prestige Academy will be part of the State's pupil accounting system. The use of this system should aid in timely transfer of student data and records to other schools and DOE. The Office Manger will be fully trained on the system and will work with ISDC to ensure timely transfers of student and school data to the Department of Education. Our priority during the planning year will be to obtain 100% of our student enrollment and therefore obtain student records prior to the opening of Prestige Academy.

**Prestige Academy Revised Budget
Operating, Contingency & Cash flow**

ASSUMPTIONS	START-UP YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	NOTES
Student Enrollment		108	216	324	432	
Facility Size (square footage)		18360	18360	38880	38880	65 sq. ft. per student after yr. 3, based on best practices in urban facilities design. Includes office and ancillary space. Move to larger facility in Yr. 3.
Number of FTEs	1.5	11.5	19	26.5	33.5	
Average Teacher Salary		\$48,000	\$49,440	\$50,880	\$52,320	3% annual increase
Teachers		7.5	14	21	28	Yr. 1 (7.5) teachers; (6) Reg Ed, (1) SPED, (.25) PE, (.25) Art, Yr 2 (14) teachers; (12) Reg Ed, (1) SPED, (.5) PE, (.5) Art, Yr 3 (21) teachers; (18) Reg Ed, (1.5) SPED, (.75) PE, (.75) Art, Yr 4 (28) teachers; (24) Reg Ed, (2) SPED, (1) PE, (1) Art
REVENUES						
Beginning Fund Balance		\$141,918	\$30,276	\$202,323	\$72,488	monies from last year carry over to next year
State Appropriations		\$622,679	\$1,230,159	\$1,822,687	\$2,408,222	estimates provided by DOE
Per Pupil Funds/School District Local Fund Transfers		\$362,580	\$724,857	\$1,090,462	\$1,447,507	estimates provided by DOE
Federal Entitlements		\$43,200	\$86,400	\$129,600	\$172,800	Anticipate 50% qualifying, approx. \$500 per student for Title I plus \$150 per student for other entitlements
Free/Reduced Food Program		\$44,466	\$88,932	\$133,488	\$177,984	Anticipate \$4 per student per day with 50% of students participating @ 195 days
Student fees (food, etc)		\$51,084	\$102,168	\$153,252	\$204,336	Approximately \$30 per student
Public Charter School Program Grant	\$125,000	\$300,000	\$300,000	\$0	\$0	DOE provided information and distribution
Other Grants and Contributions	\$230,000	\$0	\$0	\$0	\$0	\$230,000 Walton Family Foundation grant contingent on charter approval.
Individual Fundraising		\$5,000	\$7,500	\$10,000	\$12,500	
TOTAL REVENUES	\$355,000	\$1,879,887	\$2,670,162	\$3,531,822	\$4,490,837	
EXPENSES						
Personnel Salaries and Benefits						
Executive Director	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041	3% annual increase
Director of Curriculum & Instruction	\$21,667	\$65,000	\$66,950	\$68,959	\$71,027	Contracted for four months during Start Up year at 1/3 of Yr. 1 salary.
Teachers Salaries		\$380,000	\$692,160	\$1,068,480	\$1,484,860	
Nurse		\$38,215	\$39,361	\$40,542	\$41,759	3% annual increase
Dean of Students			\$45,000	\$46,350	\$47,741	3% annual increase
Coordinator of High School Placement				\$18,500	\$19,055	.5 FTE beginning in Yr. 3
Office Manager	\$7,500	\$35,000	\$36,050	\$37,132	\$38,245	3% annual increase
Custodial Salaries		\$0	\$0	\$0	\$0	
Total: Personnel Salaries	\$109,167	\$580,615	\$964,393	\$1,367,380	\$1,772,827	
Employee Benefits						
Health Insurance	\$5,800	\$75,480	\$125,971	\$177,759	\$230,468	13% of total salaries
Pension		\$92,608	\$153,821	\$218,097	\$282,786	15.95% of total salaries. Delaware State Board of Education Office
FICA		\$35,998	\$59,792	\$84,778	\$109,915	8.2% of total salaries. Delaware State Board of Education Office
Medicare	\$6,768	\$8,419	\$13,964	\$19,827	\$25,708	1.45% of total salaries. Delaware State Board of Education Office
Workers Compensation	\$1,983	\$10,045	\$16,664	\$23,656	\$30,670	1.73% of total salaries. Delaware State Board of Education Office
Unemployment Insurance	\$1,889	\$987	\$1,658	\$2,325	\$3,014	0.17% of total salaries. Delaware State Board of Education Office
Staff Development Costs	\$1,88	\$3,450	\$5,700	\$7,950	\$10,050	
Subtotal: Personnel Costs	\$16,025	\$226,987	\$378,991	\$534,391	\$692,589	

Direct Student Costs									
Textbooks	\$18,500	\$10,500	\$13,000	\$5,000	\$26,000	\$175 per student first 2 years, additional years to be funded through foundation grants			
Student Supplies and Materials	\$8,100	\$8,100	\$16,200	\$16,200	\$16,200				
Library and Media Center Materials	\$4,000	\$1,000	\$5,000	\$5,000	\$5,000				
Computers and Materials		\$5,000	\$2,700	\$5,000	\$20,000				
Other Instructional Equipment	\$6,000	\$3,750	\$7,000	\$10,500	\$14,000				
Classroom Furnishings and Supplies		\$6,000	\$12,000	\$12,000	\$12,000				
Transportation		\$59,400	\$118,800	\$178,200	\$237,600	\$550 per student. Assumes 75% will take transportation			
Student Assessment Materials		\$10,800	\$15,000	\$20,000	\$25,000				
Contracted Student Services		\$16,000	\$32,000	\$48,000	\$64,000	Includes School Psychologist, Occupational, Physical Therapy, Occupational services. Add 10K per year plus 6K in Y1, 12K Y2, 18K Y3 and 24K Y4 for full battery testing			
Saturday Scholarship Academy		\$7,750	\$9,250	\$10,750	\$12,250	Assumes 25% of students participating. 3 teachers @ \$25 per hour for 4 hours for 18 Saturdays			
Local Field Trips		\$5,400	\$10,800	\$12,500	\$18,000				
Extra Curricular		\$5,000	\$5,000	\$5,000	\$5,000	Beginning in Yr 2 @ \$250 per student; anticipate 70% participation based on achievement on exams			
Subtotal: Direct Student Costs	\$37,000	\$134,100	\$246,750	\$328,150	\$484,050				
Occupancy Expenses									
Mortgage		\$220,320	\$220,320	\$466,560	\$466,560	Lease temporary space year 1 and 2 at \$12 per sq. foot. Move to permanent space year 3 at \$12 per sq. foot.			
Building Maintenance		\$0	\$10,000	\$10,000	\$10,000	estimated \$10,000/year in service contracts (first year not needed bldg under warranty)			
Renovation		\$0	\$0	\$0	\$0				
Utilities		\$23,868	\$23,868	\$50,544	\$50,544	Estimate based on Leadership Prep @ \$1.30 per sq ft			
Janitorial Services and Supplies		\$20,000	\$20,600	\$21,218	\$21,855				
Subtotal: Occupancy Expenses	\$0	\$264,188	\$274,788	\$348,322	\$548,959				
Office Expenses									
Office Supplies and Materials	\$500	\$6,500	\$6,895	\$6,896	\$7,103				
Office Furnishings and Equipment	\$5,000	\$5,000	\$3,000	\$3,000	\$3,500				
Office Equipment Rental and Maintenance		\$5,000	\$6,000	\$7,200	\$7,440				
Telephone/Telecommunications	\$1,000	\$3,000	\$5,500	\$8,600	\$12,000	wiring computers, voicemail etc. Per school ISDC supports			
Legal	\$6,000	\$5,000	\$5,150	\$5,305	\$5,454	Legal assistance, assumes no pro bono services			
Printing and Copying	\$5,000	\$1,500	\$2,000	\$2,500	\$3,000				
Postage and Shipping	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814				
Student Recruiting (Marketing Materials)		\$2,700	\$2,700	\$2,700	\$2,700				
Staff Recruitment	\$2,000	\$8,000	\$7,000	\$7,000	\$7,000				
Subtotal: Office Expenses	\$22,000	\$39,275	\$40,697	\$46,132	\$51,020				
General Expenses									
Insurance	\$3,000	\$20,000	\$25,000	\$25,000	\$25,000				
Food Service		\$92,340	\$184,680	\$277,020	\$389,960				
Contingency 8% Total Revenue	\$0	\$125,677	\$205,613	\$282,546	\$359,267	8% of state and local funds only			
School Visits	\$5,800	\$0	\$0	\$0	\$0	Board and leadership visits to high performing urban charter schools			
Innovative School Development Corporation Services	\$20,250	\$47,500	\$48,925	\$50,393	\$51,905	3% annual increase			
Building Excellent Schools Follow-on Services	\$0	\$10,000	\$0	\$0	\$0	Building Excellent Schools services			
Subtotal: General Expenses	\$28,890	\$295,517	\$464,218	\$634,959	\$805,531				
TOTAL EXPENSES	\$213,082	\$1,540,681	\$2,367,836	\$3,459,335	\$4,324,976				
NET EXCESS (OR DEFICIT)	\$141,918	\$30,276	\$202,323	\$72,688	\$165,961				

ASSUMPTIONS	START-UP YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	NOTES
Student Enrollment		168	198	272	334	17% annual attrition
Facility Size (square footage)		15840	15840	28720	28720	80 sq. ft. per student
Number of FTEs	1.5	11.5	19	25.8	31.5	
Average Teacher Salary		\$46,000	\$46,460	\$48,825	\$47,394	1% annual increase
Teachers		7.5	14	19	25	Yr 1 (7.5) teachers: (8) Reg Ed, (1) SPED, (.25) PE, (.25) Art; Yr 2 (14) teachers: (12) Reg Ed, (1) SPED, (.5) PE, (.5) Art; Yr 3 (19) teachers: (17) Reg Ed, (1) SPED, (.5) PE, (.5) Art; Yr 4 (25) teachers: (23) Reg Ed, (1) SPED, (.5) PE, (.5) Art
REVENUES						
Beginning Fund Balance		\$142,516	\$89,085	\$183,560	\$128,488	monies from previous year carry over to current year
State Appropriations		\$822,679	\$1,091,809	\$1,550,333	\$1,831,722	estimates provided by DOE
Per Pupil Funds/School District Local Fund Transfers		\$62,590	\$62,935	\$901,064	\$1,098,832	estimates provided by DOE
Federal Entitlements		\$43,200	\$79,200	\$108,800	\$133,600	Anticipate 50% qualifying; approx. \$600 per student for Title I plus \$150 per student for other entitlements
Free/Reduced Food Program		\$44,496	\$61,576	\$112,064	\$137,608	Anticipate \$4 per student per day with 50% of students participating @ .95 days
Student fees (food, etc)		\$51,094	\$93,654	\$128,656	\$157,982	Approximately \$30 per student
Public Charter School Program Grant	\$125,000	\$300,000	\$300,000	\$0	\$0	DOE provided information and distribution
Other Grants and Contributions	\$230,000	\$0	\$0	\$0	\$0	\$230,000 Welton Family Foundation grant contingent on charter approval and full enrollment
Individual Fundraising		\$5,000	\$7,500	\$10,000	\$12,500	
TOTAL REVENUES	\$355,000	\$1,571,587	\$2,405,758	\$3,004,477	\$3,498,782	
EXPENSES						
Personnel Salaries and Benefits						
Executive Director	\$80,000	\$81,608	\$82,424	\$82,424	\$83,248	1% annual increase
Director of Curriculum & Instruction	\$21,667	\$65,000	\$65,660	\$66,307	\$66,970	Contracted for four months during Start Up year at 1/3 of Yr.1 salary.
Teachers Salaries		\$345,000	\$650,440	\$891,567	\$1,184,846	
Nurse		\$38,215	\$38,597	\$38,983	\$39,373	1% annual increase
Dean of Students		\$45,000	\$45,000	\$45,450	\$45,905	1% annual increase
Coordinator of High School Placement		\$35,000	\$35,350	\$35,704	\$36,061	.5 FTE beginning in Yr. 4
Office Manager		\$0	\$0	\$0	\$0	1% annual increase
Custodial Salaries		\$0	\$0	\$0	\$0	
Total: Personnel Salaries	\$108,167	\$564,015	\$916,845	\$1,180,435	\$1,474,902	
Employee Benefits						
Health Insurance	\$5,600	\$73,322	\$118,164	\$150,866	\$191,737	13% of total salaries
Pension		\$89,960	\$146,205	\$185,089	\$235,247	15.85% of total salaries. Delaware State Board of Education Office
FICA		\$34,969	\$56,832	\$71,947	\$91,444	6.2% of total salaries. Delaware State Board of Education Office
Medicare		\$6,178	\$13,293	\$16,826	\$21,386	1.49% of total salaries. Delaware State Board of Education Office
Worker's Compensation		\$8,757	\$15,858	\$20,076	\$25,516	1.73% of total salaries. Delaware State Board of Education Office
Unemployment Insurance		\$869	\$1,539	\$1,973	\$2,507	0.17% of total salaries. Delaware State Board of Education Office
Staff Development Costs		\$3,450	\$5,700	\$7,650	\$9,450	
Subtotal: Personnel Costs	\$16,025	\$220,566	\$359,608	\$454,417	\$577,287	
Direct Student Costs						
Textbooks	\$18,900	\$15,750	\$12,950	\$10,850	\$5,000	\$175 per matriculating student
Student Supplies and Materials	\$7,500	\$7,500	\$15,000	\$15,000	\$15,000	
Library and Media Center Materials	\$4,000	\$1,000	\$5,000	\$5,000	\$5,000	
Computers and Materials		\$5,000	\$2,700	\$5,000	\$5,000	

Other Instructional Equipment			\$9,500	\$12,500			
Classroom Furnishings and Supplies			\$12,000	\$12,000			
Transportation	\$6,600		\$149,800	\$183,700			\$650 per student. Assumes 75% will take transportation
Student Assessment Materials		\$59,400	\$50,000	\$25,000			
Contracted Student Services		\$10,000	\$16,800	\$24,900			Includes School Psychologist, Occupational, Physical Therapy, Occupational services
Saturday Scholarship Academy		\$7,750	\$9,250	\$10,750			Assumes 25% of students participating. 3 teachers @ \$25 per hour for 4 hours for 18 Saturdays
Local Field Trips		\$5,400	\$9,900	\$12,500			
Extra Curricular		\$5,000	\$5,000	\$5,000			beginning in Yr 2 @ \$250 per student; anticipate 70% participation based on achievement on exams
Subtotal: Direct Student Costs	\$86,400	\$132,350	\$219,300	\$280,100	\$246,650		
Occupancy Expenses							
Mortgage		\$190,080	\$190,080	\$320,640	\$320,640		Lease temporary space year 1 and 2 at \$12 per sq. foot. Move to permanent space year 3 at \$12 per sq. foot.
Building Maintenance		\$0	\$10,000	\$10,000	\$10,000		estimated \$10,000/year in service contracts (first year not needed bldg under warranty)
Renovation		\$0	\$0	\$0	\$0		
Utilities		\$20,592	\$24,735	\$34,735	\$34,735		Estimate based on Leadership Prep @ \$1.30 per sq ft
Janitorial Services and Supplies		\$20,000	\$20,000	\$21,218	\$21,218		
Subtotal: Occupancy Expenses	\$0	\$200,672	\$241,272	\$306,654	\$307,291		
Office Expenses							
Office Supplies and Materials	\$500	\$6,500	\$6,895	\$6,895	\$7,103		
Office Furnishings and Equipment	\$5,000	\$5,000	\$3,000	\$3,000	\$3,500		
Office Equipment Rental and Maintenance		\$6,000	\$7,200	\$7,200	\$7,440		wiring computers, refreshment etc. Per school ISDC supports
Telephone/Telecommunications	\$1,000	\$3,000	\$5,500	\$8,600	\$9,464		Legal assistance, assumes no pro bono services
Legal	\$6,000	\$5,000	\$5,150	\$5,305	\$5,464		
Printing and Copying	\$5,000	\$1,500	\$2,000	\$2,500	\$3,000		
Postage and Shipping	\$2,500	\$2,675	\$2,652	\$2,732	\$2,814		
Student Recruiting (Marketing Materials)		\$2,700	\$2,700	\$2,700	\$2,700		
Staff Recruitment	\$2,000	\$9,000	\$7,000	\$7,000	\$7,000		
Subtotal: Office Expenses	\$22,000	\$49,275	\$40,697	\$46,132	\$51,020		
General Expenses							
Insurance	\$3,000	\$20,000	\$25,000	\$25,000	\$25,000		
Food Service		\$82,240	\$169,280	\$222,690	\$285,570		
Contingency 8% Total Revenue	\$0	\$125,725	\$192,461	\$240,358	\$279,259		8% of state and local funds only
School Visits	\$5,600	\$0	\$0	\$0	\$0		\$0 Board and leadership visits to high performing urban charter schools
Innovative School Development Corporation Services	\$20,290	\$47,500	\$48,925	\$50,993	\$51,905		3% annual increase
Building Excellent Schools Follow-on Services	\$0	\$10,000	\$0	\$0	\$0		Building Excellent Schools services
Subtotal: General Expenses	\$28,890	\$296,565	\$438,676	\$548,311	\$651,733		
TOTAL EXPENSES	\$212,482	\$1,482,472	\$2,212,198	\$2,875,899	\$3,478,823		
NET EXCESS (OR DEFICIT)	\$142,518	\$93,065	\$193,560	\$129,489	\$11,909		

Office Expenses											
Office Supplies and Rentals	\$3,250	\$295	\$295	\$295	\$295	\$295	\$295	\$295	\$295	\$295	\$295
Office Furnishings and Equipment	\$3,000	\$182	\$182	\$182	\$182	\$182	\$182	\$182	\$182	\$182	\$182
Office Equipment Rental and Maintenance	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417
Telephone/telecommunications	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
Legal		\$1,250									\$1,250
Printing and Copying	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$1,500
Postage and Shipping	\$215	\$215	\$215	\$215	\$215	\$215	\$215	\$215	\$215	\$215	\$2,575
Student Recruiting (Marketing Materials)						\$400	\$400	\$400	\$400	\$400	\$2,700
Staff Recruitment						\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$6,000
SUBTOTAL: OFFICE EXPENSES	\$7,456	\$1,484	\$1,484	\$2,734	\$4,318	\$4,318	\$4,318	\$4,318	\$4,318	\$4,318	\$39,279

General Expenses											
Insurance	\$1,067	\$1,067	\$1,067	\$1,067	\$1,067	\$1,067	\$1,067	\$1,067	\$1,067	\$1,067	\$1,067
Food Service		\$9,234	\$9,234	\$9,234	\$9,234	\$9,234	\$9,234	\$9,234	\$9,234	\$9,234	\$90,346
Contingency 5% Total Revenue	\$10,473	\$10,473	\$10,473	\$10,473	\$10,473	\$10,473	\$10,473	\$10,473	\$10,473	\$10,473	\$126,877
School Visits											\$0
Innovative School Development Corporation Services		\$3,958	\$3,958	\$3,958	\$3,958	\$3,958	\$3,958	\$3,958	\$3,958	\$3,958	\$17,500
Building Excellent Schools Follow-on Services		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$10,000
SUBTOTAL: GENERAL EXPENSES	\$16,540	\$21,019	\$21,019	\$21,019	\$21,019	\$21,019	\$21,019	\$21,019	\$21,019	\$21,019	\$285,517

TOTAL EXPENSES	\$130,045	\$138,127	\$126,091	\$129,841	\$129,841	\$127,781	\$128,081	\$128,041	\$128,041	\$128,041	\$1,546,082
NET REVENUE	\$240,564	\$232,527	\$117,382	\$215,714	\$214,103	\$212,459	\$212,459	\$212,459	\$212,459	\$212,459	\$1,124,894
PLANNING YEAR BALANCE											
CUMULATIVE BALANCE	\$462,462	\$169,055	\$232,575	\$546,289	\$437,996	\$524,660	\$566,516	\$483,459	\$387,881	\$234,962	\$142,714

ASSURANCES

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

- 1) Be in full compliance with the requirements of **14 Delaware Code, Chapter 5 and 14 Admin Code, Section 275 in the Regulations of the Department of Education** at all times.
- 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 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 additional 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 when the school administrative head or any member of the board of directors changes.
- 9) Provide the Department of Education with copies of all policies and by-laws of the school and inform the Department in a timely manner when by-laws change.
- 10) Ensure that accurate information on all staff employed at the school is provided to the PHRST and DEEDS systems prior to September 1 each year the school is in operation.
- 11) Employ only staff who has complied with the requirement of having a successful criminal background check.
- 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) Submit a proposed Performance Agreement for review and approval as required by the Secretary of Education.
- 14) Distribute copies of the Department's **Frequently Asked Questions** 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) Include a representative of the teachers employed by the school and parents of students enrolled at the school on the board of directors, consistent with 14 Delaware Code, Section 511(a) prior to opening the school. Each year of operation, ensure that representatives of the teachers employed at the school and parents of children enrolled at the school are on the board of directors.
- 17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
- 18) 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.
- 19) 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.
- 20) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.

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

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

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

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

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

Name of Charter School

Date of Signatures

Signature of Chair of the Charter School Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Revenue Projections Worksheets

**FY 2007
State Funding**

Charter School Revenue Calculation - Estimate

Prestige Academy

5/7/2007

1.) Grade Configuration:	5	2.) Student Total:	108
		Regular:	96
		Special:	12
3.) Districts:			
0 Appoquinimink		38 Christina	0 Laurel
8 Brandywine		14 Colonial	0 Millard
0 Caesar Rodney		0 Delmar	50 Red Clay
0 Cape Henlopen		0 Indian River	0 Seaford
0 Capital		0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	81	5.) Meals served but not prepared by the school	
Charter School Location	New Castle		

Prestige Academy

Student Total =	108		
Number of Regular students 7 - 12 =	0.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	96.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	0.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	10.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	6
Number of SMH students =	0.00	Unit size SMH students =	6
Number of PI students =	2.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	6
Number of BLIND students =	0.00	Unit size BLIND students =	8
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	6.6

Prestige Academy

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	6.38	\$31,318	\$199,806
Div I Reading Resource Teacher =	0.00	\$0	\$0
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$47,764	\$47,764
Percentage 11 Month Supervisor =	0.04	\$49,703	\$1,988
Percentage Transportation Supervisor =	0.01	\$54,221	\$542
Principal =	0.00	\$58,845	\$0
Assistant Principal =	0.00	\$52,725	\$0
Percentage Psychologist =	0.04	\$42,430	\$1,697
Percentage Speech/Hearing =	0.05	\$42,125	\$2,106
Percentage Visiting Teacher =	0.03	\$40,506	\$1,215
Percentage Driver Education Teacher =	0.00	\$35,575	\$0
Nurse =	0.05	\$38,215	\$1,834
Academic Excellence Units =	0.43	\$31,318	\$13,467
Clerical Units =	0.00	\$26,956	\$0
Custodial Units =	1.00	\$22,622	\$22,622
Cafeteria Manager =	0.00	\$0	\$0
Cafeteria Worker =	0.67	\$10,968	\$7,347
Related Service Specialist =	0.04	\$41,900	\$1,676
Total Staffing =	9.74		
Total Staffing For Health Insurance =	9.07		

Total Salary Costs =		\$302,065
FY 2007 OEC Rate =	25.50%	\$77,027
Health Insurance Per FTE =	\$5,600	\$50,761

Subtotal Personnel Revenue = \$429,873

Other State Sources (based on Latest Available Values)

Prestige Academy

Professional & Curriculum Development =		\$	288
Teacher to Teacher Cadre =		\$	483
Division II Units (No Vocational Courses) =	6.38		
Division II - All Other Costs - Current Unit Value = \$	3,279	\$	20,920
Division II - Energy - Current Unit Value = \$	2,513	\$	15,093
Division III - Equalization - Unit Value = \$	5,864	\$	37,412
Academic Excellence Division III =		\$	2,522
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	1,410
Academic Excellence Allotment =		\$	3,829
Tuition Reimbursement =		\$	915
Student Discipline Programs =		\$	30,000
Extra Time for Students K - 12 =		\$	8,288
Early Intervention Reading (K - 3) =		\$	-
MCV Annual Maintenance =		\$	6,094
LEP =		\$	-
Technology Block Grants =		\$	912
Tax Relief Funds = \$		\$	-
Student Transportation Amount =		\$	69,932

Subtotal Other Sources = \$199,030

Less : FY 06 Giveback = \$ 6,224

Grand Total State Sources = \$622,679

Amounts Loaded = \$ -

Remainder to Load = \$622,679

Account/Item	#	Amount	Branching	#	Amount	Career Readiness	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	5.00	\$14,935	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	1.00	\$7,466	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	0.00	\$0	Totals =	6.00	\$22,401	Totals =	0.00	\$0
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$0	Remaining Transfer =		\$22,401	Remaining Transfer =		\$0
July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$7,840	July 35% (preliminary only)		\$0

Account/Item	#	Amount	Capital	#	Amount	Christine	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	30.00	\$85,950
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	0.00	\$0	LD students =	7.00	\$49,770
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	1.00	\$9,481
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	0.00	\$0	Totals =	0.00	\$0	Totals =	38.00	\$144,601
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$0	Remaining Transfer =		\$0	Remaining Transfer =		\$144,601
July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$50,610

EY 2007 Local Fund Estimate

Colonia	#	Amount	Uplift	#	Amount	Indian River	#	Amount
Regular students 7 - 12 =	0.00	\$0			0.00	Regular students 7 - 12 =		\$0
Regular students 4 - 6 =	12.00	\$24,294			0.00	Regular students 4 - 6 =		\$0
Regular students 1 - 3 =	0.00	\$0			0.00	Regular students 1 - 3 =		\$0
Kindergarten students =	0.00	\$0			0.00	Kindergarten students =		\$0
EMD students =	0.00	\$0			0.00	EMD students =		\$0
ED students =	0.00	\$0			0.00	ED students =		\$0
LD students =	1.00	\$5,080			0.00	LD students =		\$0
TMD students =	0.00	\$0			0.00	TMD students =		\$0
SMD students =	0.00	\$0			0.00	SMD students =		\$0
PI students =	1.00	\$6,772			0.00	PI students =		\$0
HHPD students =	0.00	\$0			0.00	HHPD students =		\$0
BLIND students =	0.00	\$0			0.00	BLIND students =		\$0
PTST students =	0.00	\$0			0.00	PTST students =		\$0
ATSTC students =	0.00	\$0			0.00	ATSTC students =		\$0
TBI students =	0.00	\$0			0.00	TBI students =		\$0
DFBLD students =	0.00	\$0			0.00	DFBLD students =		\$0
ILC students =	0.00	\$0			0.00	ILC students =		\$0
Totals =	14.00	\$36,236			0.00	Totals =		\$0
Amount Already Forwarded =		\$0				Amount Already Forwarded =		\$0
Remaining Transfer =		\$36,236				Remaining Transfer =		\$0
July 35% (preliminary only)		\$12,683				July 35% (preliminary only)		\$0

Essence Academy

Colonia	#	Amount	Uplift	#	Amount	Indian River	#	Amount
Regular students 7 - 12 =	0.00	\$0			0.00	Regular students 7 - 12 =		\$0
Regular students 4 - 6 =	0.00	\$0			0.00	Regular students 4 - 6 =		\$0
Regular students 1 - 3 =	0.00	\$0			0.00	Regular students 1 - 3 =		\$0
Kindergarten students =	0.00	\$0			0.00	Kindergarten students =		\$0
EMD students =	0.00	\$0			0.00	EMD students =		\$0
ED students =	0.00	\$0			0.00	ED students =		\$0
LD students =	0.00	\$0			0.00	LD students =		\$0
TMD students =	0.00	\$0			0.00	TMD students =		\$0
SMD students =	0.00	\$0			0.00	SMD students =		\$0
PI students =	0.00	\$0			0.00	PI students =		\$0
HHPD students =	0.00	\$0			0.00	HHPD students =		\$0
BLIND students =	0.00	\$0			0.00	BLIND students =		\$0
PTST students =	0.00	\$0			0.00	PTST students =		\$0
ATSTC students =	0.00	\$0			0.00	ATSTC students =		\$0
TBI students =	0.00	\$0			0.00	TBI students =		\$0
DFBLD students =	0.00	\$0			0.00	DFBLD students =		\$0
ILC students =	0.00	\$0			0.00	ILC students =		\$0
Totals =	0.00	\$0			0.00	Totals =		\$0
Amount Already Forwarded =		\$0				Amount Already Forwarded =		\$0
Remaining Transfer =		\$0				Remaining Transfer =		\$0
July 35% (preliminary only)		\$0				July 35% (preliminary only)		\$0

FY 2007 Local Fund Estimate

Prestine Academy

Category	#	Amount	Seaford	#	Amount	Smiths	#	Amount
Red Clay								
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =		\$0
Regular students 4 - 6 =	49.00	\$151,606	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =		\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =		\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =		\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =		\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =		\$0
LD students =	1.00	\$7,736	LD students =	0.00	\$0	LD students =		\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =		\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =		\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =		\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =		\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =		\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =		\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =		\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =		\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =		\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =		\$0
Totals =	50.00	\$159,342	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$159,342	Remaining Transfer =		\$0	Remaining Transfer =		\$0
July 35% (preliminary only)		\$55,770	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0

Category	#	Amount	Local Funding Summary	#	Amount
Woodbridge					
Regular students 7 - 12 =	0.00	\$0	Total Pupils =		\$0
Regular students 4 - 6 =	0.00	\$0	Total Local Funding =	108	\$382,580
Regular students 1 - 3 =	0.00	\$0	Total Amount Already Forwarded =		\$0
Kindergarten students =	0.00	\$0	Remainder to be Transferred =		\$362,580
EMD students =	0.00	\$0	Total July 35% (preliminary only)		\$126,903
ED students =	0.00	\$0			
LD students =	0.00	\$0			
TMD students =	0.00	\$0			
PI students =	0.00	\$0			
HHPD students =	0.00	\$0			
BLIND students =	0.00	\$0			
PTST students =	0.00	\$0			
ATSTC students =	0.00	\$0			
TBI students =	0.00	\$0			
DFBLD students =	0.00	\$0			
ILC students =	0.00	\$0			
Totals =	0.00	\$0			
Amount Already Forwarded =		\$0			
Remaining Transfer =		\$0			
July 35% (preliminary only)		\$0			

**FY 2007
State Funding**

Charter School Revenue Calculation - Estimate

Prestige Academy

5/7/2007

1.) Grade Configuration:	5-6	2.) Student Total:	216
		Regular:	192
		Special:	24
3.) Districts:			
0 Appoquinimink	73 Christina	0 Laurel	
12 Brandywine	28 Colonial	0 Milford	
0 Caesar Rodney	0 Delmar	103 Red Clay	
0 Cape Henlopen	0 Indian River	0 Seaford	
0 Capital	0 Lake Forest	0 Smyrna	
		0 Woodbridge	
4.) Transportation Eligible Students:	162	5.) Meals served but not prepared by the school	
Charter School Location	New Castle		

Prestige Academy

Student Total =	216		
Number of Regular students 7 - 12 =	0.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	192.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	0.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	21.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	6
Number of SMH students =	0.00	Unit size SMH students =	6
Number of PI students =	3.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	6
Number of BLIND students =	0.00	Unit size BLIND students =	8
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	8.6

Prestige Academy

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	14.00	\$31,318	\$438,447
Div I Reading Resource Teacher =	0.00	\$0	\$0
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$47,764	\$47,764
Percentage 11 Month Supervisor =	0.09	\$49,703	\$4,473
Percentage Transportation Supervisor =	0.02	\$54,221	\$1,084
Principal =	0.00	\$58,845	\$0
Assistant Principal =	0.00	\$52,725	\$0
Percentage Psychologist =	0.09	\$42,450	\$3,819
Percentage Speech/Hearing =	0.10	\$42,125	\$4,213
Percentage Visiting Teacher =	0.06	\$40,506	\$2,430
Percentage Driver Education Teacher =	0.00	\$35,575	\$0
Nurse =	0.11	\$38,215	\$4,013
Academic Excellence Units =	0.86	\$31,318	\$26,933
Clerical Units =	1.00	\$26,956	\$26,956
Custodial Units =	1.00	\$22,622	\$22,622
Cafeteria Manager =	0.00	\$0	\$0
Cafeteria Worker =	1.34	\$10,968	\$14,694
Related Service Specialist =	0.09	\$41,800	\$3,771
Total Staffing =	19.76		
Total Staffing For Health Insurance =	18.42		

Total Salary Costs =		\$601,219
FY 2007 OEC Rate =	25.50%	\$153,311
Health Insurance Per FTE =	\$5,600	\$103,124

Subtotal Personnel Revenue = \$857,654

Other State Sources (based on Latest Available Values)

Prestige Academy

Professional & Curriculum Development =		\$	286
Teacher to Teacher Cadre =		\$	982
Division II Units (No Vocational Courses) =	14.00		
Division II - All Other Costs - Current Unit Value = \$	3,279	\$	45,906
Division II - Energy - Current Unit Value = \$	2,513	\$	35,182
Division III - Equalization - Unit Value = \$	5,884	\$	82,096
Academic Excellence Division III =		\$	5,043
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	2,820
Academic Excellence Allotment =		\$	8,389
Tuition Reimbursement =		\$	2,008
Student Discipline Programs =		\$	30,000
Extra Time for Students K - 12 =		\$	18,187
Early Intervention Reading (K - 3) =		\$	-
MC/Annual Maintenance =		\$	12,189
LEP =		\$	-
Technology Block Grants =		\$	2,002
Tax Relief Funds = \$	-	\$	-
Student Transportation Amount =		\$	139,863

Subtotal Other Sources = \$384,953

Less : FY 06 Giveback = \$ 12,448

Grand Total State Sources = \$1,230,159

Amounts Loaded = \$ -

Remainder to Load = \$1,230,159

Columbia		FY 2007 Local Fund Estimate		Position Academy	
	Amount	#	Amount	#	Amount
Regular students 7 - 12 =	\$0	0.00	\$0	0.00	\$0
Regular students 4 - 6 =	\$48,768	24.00	\$0	0.00	\$0
Regular students 1 - 3 =	\$0	0.00	\$0	0.00	\$0
Kindergarten students =	\$0	0.00	\$0	0.00	\$0
EMD students =	\$0	0.00	\$0	0.00	\$0
ED students =	\$0	0.00	\$0	0.00	\$0
LD students =	\$10,160	2.00	\$0	0.00	\$0
TMD students =	\$0	0.00	\$0	0.00	\$0
SMD students =	\$0	0.00	\$0	0.00	\$0
PI students =	\$13,544	2.00	\$0	0.00	\$0
HHPD students =	\$0	0.00	\$0	0.00	\$0
BLIND students =	\$0	0.00	\$0	0.00	\$0
PTST students =	\$0	0.00	\$0	0.00	\$0
ATSTC students =	\$0	0.00	\$0	0.00	\$0
TBI students =	\$0	0.00	\$0	0.00	\$0
DFBLD students =	\$0	0.00	\$0	0.00	\$0
ILC students =	\$0	0.00	\$0	0.00	\$0
Totals =	\$72,472	28.00	\$0	0.00	\$0
Amount Already Forwarded =	\$0		\$0		\$0
Remaining Transfer =	\$72,472		\$0		\$0
July 35% (preliminary only)	\$25,365		\$0		\$0

Lakeland		FY 2007 Local Fund Estimate		Position Academy	
	Amount	#	Amount	#	Amount
Regular students 7 - 12 =	\$0	0.00	\$0	0.00	\$0
Regular students 4 - 6 =	\$0	0.00	\$0	0.00	\$0
Regular students 1 - 3 =	\$0	0.00	\$0	0.00	\$0
Kindergarten students =	\$0	0.00	\$0	0.00	\$0
EMD students =	\$0	0.00	\$0	0.00	\$0
ED students =	\$0	0.00	\$0	0.00	\$0
LD students =	\$0	0.00	\$0	0.00	\$0
TMD students =	\$0	0.00	\$0	0.00	\$0
SMD students =	\$0	0.00	\$0	0.00	\$0
PI students =	\$0	0.00	\$0	0.00	\$0
HHPD students =	\$0	0.00	\$0	0.00	\$0
BLIND students =	\$0	0.00	\$0	0.00	\$0
PTST students =	\$0	0.00	\$0	0.00	\$0
ATSTC students =	\$0	0.00	\$0	0.00	\$0
TBI students =	\$0	0.00	\$0	0.00	\$0
DFBLD students =	\$0	0.00	\$0	0.00	\$0
ILC students =	\$0	0.00	\$0	0.00	\$0
Totals =	\$0	0.00	\$0	0.00	\$0
Amount Already Forwarded =	\$0		\$0		\$0
Remaining Transfer =	\$0		\$0		\$0
July 35% (preliminary only)	\$0		\$0		\$0

EY 2007 Local Fund Estimate

Prestige Academy

Category	#	Amount	Category	#	Amount	Category	#	Amount
Red Clay			Spartanburg			Summit		
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	98.00	\$303,212	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	5.00	\$38,680	LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	103.00	\$341,892	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =			Amount Already Forwarded =			Amount Already Forwarded =		
Remaining Transfer =			Remaining Transfer =			Remaining Transfer =		
July 35% (preliminary only)		\$341,892	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0
		\$119,662			\$119,662			\$0

Local Funding Summary

Total Pupils =	216
Total Local Funding =	\$724,667
Total Amount Already Forwarded =	\$0
Remainder to be Transferred =	\$724,667
Total July 35% (preliminary only)	\$253,633

Charter School Revenue Calculation - Estimate

Prestige Academy

5/7/2007

1.) Grade Configuration:	5-7	2.) Student Total:	324
		Regular:	288
		Special:	36
3.) Districts:			
	0 Appoquinimink	106 Christina	0 Laurel
	20 Brandywine	44 Colonial	0 Millford
	0 Caesar Rodney	0 Delmar	154 Red Clay
	0 Cape Henlopen	0 Indian River	0 Seaford
	0 Capital	0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	243	5.) Meals served but not prepared by the school	
Charter School Location	New Castle		

Prestige Academy

Student Total =	324		
Number of Regular students 7 - 12 =	96.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	192.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	0.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	35.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	6
Number of SMH students =	0.00	Unit size SMH students =	6
Number of PI students =	3.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	6
Number of BLIND students =	0.00	Unit size BLIND students =	8
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	8.6

Prestige Academy

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	20.00	\$31,318	\$626,352
Div I Reading Resource Teacher =	0.00	\$0	\$0
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$47,764	\$47,764
Percentage 11 Month Supervisor =	0.13	\$49,703	\$6,461
Percentage Transportation Supervisor =	0.03	\$54,221	\$1,627
Principal =	1.00	\$58,845	\$58,845
Assistant Principal =	0.00	\$52,725	\$0
Percentage Psychologist =	0.13	\$42,430	\$5,516
Percentage Speech/Hearing =	0.14	\$42,125	\$5,898
Percentage Visiting Teacher =	0.08	\$40,506	\$3,240
Percentage Driver Education Teacher =	0.00	\$35,875	\$0
Nurse =	0.15	\$38,215	\$5,732
Academic Excellence Units =	1.30	\$31,318	\$40,713
Clerical Units =	2.00	\$28,956	\$58,912
Custodial Units =	1.00	\$22,622	\$22,622
Cafeteria Manager =	0.00	\$0	\$0
Cafeteria Worker =	2.01	\$10,965	\$22,042
Related Service Specialist =	0.14	\$41,900	\$5,866
Total Staffing =	29.11		
Total Staffing For Health Insurance =	27.10		

Total Salary Costs =		\$908,590
FY 2007 OEC Rate =	25.50%	\$231,180
Health Insurance Per FTE =	\$5,600	\$151,760

Subtotal Personnel Revenue = \$1,289,530

Other State Sources (based on Latest Available Values)

Prestige Academy

Professional & Curriculum Development =		\$	286
Teacher to Teacher Cadre =		\$	1,442
Division II Units (No Vocational Courses) =	20.00		
Division II - All Other Costs - Current Unit Value =	\$ 3,279	\$	65,580
Division II - Energy - Current Unit Value =	\$ 2,513	\$	50,260
Division III - Equalization - Unit Value =	\$ 5,654	\$	117,280
Academic Excellence Division III =		\$	7,623
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	4,263
Academic Excellence Allotment =		\$	11,985
Tuition Reimbursement =		\$	2,869
Student Discipline Programs =		\$	33,333
Extra Time for Students K - 12 =		\$	25,981
Early Intervention Reading (K - 3) =		\$	-
MCI/Annual Maintenance =		\$	18,283
LEP =		\$	-
Technology Block Grants =		\$	2,860
Tax Relief Funds =		\$	-
Student Transportation Amount =		\$	209,795

Subtotal Other Sources = \$551,839

Less : FY 06 Giveback = \$ 18,672

Grand Total State Sources = \$1,822,697

Amounts Loaded = \$ -

Remainder to Load = \$1,822,697

Amount	#	Amount	#	Amount	#	Amount
Assessments						
Regular students 7 - 12 =	0.00	30	Regular students 7 - 12 =	\$14,885	5.00	0.00
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	\$29,870	10.00	0.00
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	\$0	0.00	0.00
Kindergarten students =	0.00	\$0	Kindergarten students =	\$0	0.00	0.00
EMD students =	0.00	\$0	EMD students =	\$0	0.00	0.00
ED students =	0.00	\$0	ED students =	\$0	0.00	0.00
LD students =	0.00	\$0	LD students =	\$37,330	5.00	0.00
TMD students =	0.00	\$0	TMD students =	\$0	0.00	0.00
SMD students =	0.00	\$0	SMD students =	\$0	0.00	0.00
PI students =	0.00	\$0	PI students =	\$0	0.00	0.00
HHPD students =	0.00	\$0	HHPD students =	\$0	0.00	0.00
BLIND students =	0.00	\$0	BLIND students =	\$0	0.00	0.00
PTST students =	0.00	\$0	PTST students =	\$0	0.00	0.00
ATSTC students =	0.00	\$0	ATSTC students =	\$0	0.00	0.00
TBI students =	0.00	\$0	TBI students =	\$0	0.00	0.00
DFBLD students =	0.00	\$0	DFBLD students =	\$0	0.00	0.00
ILC students =	0.00	\$0	ILC students =	\$0	0.00	0.00
Totals =	0.00	\$0	Totals =	\$42,135	20.00	0.00
Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0	\$0
Remaining Transfer =	\$0	Remaining Transfer =	\$0	Remaining Transfer =	\$0	\$0
July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$28,747	\$0

Amount	#	Amount	#	Amount	#	Amount
Capital						
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	\$0	0.00	0.00
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	\$0	0.00	0.00
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	\$0	0.00	0.00
Kindergarten students =	0.00	\$0	Kindergarten students =	\$0	0.00	0.00
EMD students =	0.00	\$0	EMD students =	\$0	0.00	0.00
ED students =	0.00	\$0	ED students =	\$0	0.00	0.00
LD students =	0.00	\$0	LD students =	\$0	0.00	0.00
TMD students =	0.00	\$0	TMD students =	\$0	0.00	0.00
SMD students =	0.00	\$0	SMD students =	\$0	0.00	0.00
PI students =	0.00	\$0	PI students =	\$0	0.00	0.00
HHPD students =	0.00	\$0	HHPD students =	\$0	0.00	0.00
BLIND students =	0.00	\$0	BLIND students =	\$0	0.00	0.00
PTST students =	0.00	\$0	PTST students =	\$0	0.00	0.00
ATSTC students =	0.00	\$0	ATSTC students =	\$0	0.00	0.00
TBI students =	0.00	\$0	TBI students =	\$0	0.00	0.00
DFBLD students =	0.00	\$0	DFBLD students =	\$0	0.00	0.00
ILC students =	0.00	\$0	ILC students =	\$0	0.00	0.00
Totals =	0.00	\$0	Totals =	\$0	0.00	0.00
Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0	\$0
Remaining Transfer =	\$0	Remaining Transfer =	\$0	Remaining Transfer =	\$0	\$0
July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$0	\$0

Amount	#	Amount	#	Amount	#	Amount
Capital						
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	\$0	0.00	0.00
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	\$0	0.00	0.00
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	\$0	0.00	0.00
Kindergarten students =	0.00	\$0	Kindergarten students =	\$0	0.00	0.00
EMD students =	0.00	\$0	EMD students =	\$0	0.00	0.00
ED students =	0.00	\$0	ED students =	\$0	0.00	0.00
LD students =	0.00	\$0	LD students =	\$0	0.00	0.00
TMD students =	0.00	\$0	TMD students =	\$0	0.00	0.00
SMD students =	0.00	\$0	SMD students =	\$0	0.00	0.00
PI students =	0.00	\$0	PI students =	\$0	0.00	0.00
HHPD students =	0.00	\$0	HHPD students =	\$0	0.00	0.00
BLIND students =	0.00	\$0	BLIND students =	\$0	0.00	0.00
PTST students =	0.00	\$0	PTST students =	\$0	0.00	0.00
ATSTC students =	0.00	\$0	ATSTC students =	\$0	0.00	0.00
TBI students =	0.00	\$0	TBI students =	\$0	0.00	0.00
DFBLD students =	0.00	\$0	DFBLD students =	\$0	0.00	0.00
ILC students =	0.00	\$0	ILC students =	\$0	0.00	0.00
Totals =	0.00	\$0	Totals =	\$0	0.00	0.00
Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0	\$0
Remaining Transfer =	\$0	Remaining Transfer =	\$0	Remaining Transfer =	\$0	\$0
July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$0	\$0

FY 2007 Local Fund Estimate

Prestige Academics

Colonial	Amount	#	Delmar	Amount	#	Indian River	Amount	#
Regular students 7 - 12 =	\$24,384	12.00	Regular students 7 - 12 =	\$0	0.00	Regular students 7 - 12 =	\$0	0.00
Regular students 4 - 6 =	\$48,758	24.00	Regular students 4 - 6 =	\$0	0.00	Regular students 4 - 6 =	\$0	0.00
Regular students 1 - 3 =	\$0	0.00	Regular students 1 - 3 =	\$0	0.00	Regular students 1 - 3 =	\$0	0.00
Kindergarten students =	\$0	0.00	Kindergarten students =	\$0	0.00	Kindergarten students =	\$0	0.00
EMD students =	\$0	0.00	EMD students =	\$0	0.00	EMD students =	\$0	0.00
ED students =	\$0	0.00	ED students =	\$0	0.00	ED students =	\$0	0.00
LD students =	\$30,480	6.00	LD students =	\$0	0.00	LD students =	\$0	0.00
TMD students =	\$0	0.00	TMD students =	\$0	0.00	TMD students =	\$0	0.00
SMD students =	\$0	0.00	SMD students =	\$0	0.00	SMD students =	\$0	0.00
PI students =	\$13,544	2.00	PI students =	\$0	0.00	PI students =	\$0	0.00
HHPD students =	\$0	0.00	HHPD students =	\$0	0.00	HHPD students =	\$0	0.00
BLIND students =	\$0	0.00	BLIND students =	\$0	0.00	BLIND students =	\$0	0.00
PTST students =	\$0	0.00	PTST students =	\$0	0.00	PTST students =	\$0	0.00
ATSTC students =	\$0	0.00	ATSTC students =	\$0	0.00	ATSTC students =	\$0	0.00
TBI students =	\$0	0.00	TBI students =	\$0	0.00	TBI students =	\$0	0.00
DFBLD students =	\$0	0.00	DFBLD students =	\$0	0.00	DFBLD students =	\$0	0.00
ILC students =	\$0	0.00	ILC students =	\$0	0.00	ILC students =	\$0	0.00
Totals =	\$117,176	44.00	Totals =	\$0	0.00	Totals =	\$0	0.00
Amount Already Forwarded =	\$0		Amount Already Forwarded =	\$0		Amount Already Forwarded =	\$0	
Remaining Transfer =	\$117,176		Remaining Transfer =	\$0		Remaining Transfer =	\$0	
July 35% (preliminary only)	\$41,012		July 35% (preliminary only)	\$0		July 35% (preliminary only)	\$0	

Laurel Forest	Amount	#	Laurel	Amount	#	Milford	Amount	#
Regular students 7 - 12 =	\$0	0.00	Regular students 7 - 12 =	\$0	0.00	Regular students 7 - 12 =	\$0	0.00
Regular students 4 - 6 =	\$0	0.00	Regular students 4 - 6 =	\$0	0.00	Regular students 4 - 6 =	\$0	0.00
Regular students 1 - 3 =	\$0	0.00	Regular students 1 - 3 =	\$0	0.00	Regular students 1 - 3 =	\$0	0.00
Kindergarten students =	\$0	0.00	Kindergarten students =	\$0	0.00	Kindergarten students =	\$0	0.00
EMD students =	\$0	0.00	EMD students =	\$0	0.00	EMD students =	\$0	0.00
ED students =	\$0	0.00	ED students =	\$0	0.00	ED students =	\$0	0.00
LD students =	\$0	0.00	LD students =	\$0	0.00	LD students =	\$0	0.00
TMD students =	\$0	0.00	TMD students =	\$0	0.00	TMD students =	\$0	0.00
SMD students =	\$0	0.00	SMD students =	\$0	0.00	SMD students =	\$0	0.00
PI students =	\$0	0.00	PI students =	\$0	0.00	PI students =	\$0	0.00
HHPD students =	\$0	0.00	HHPD students =	\$0	0.00	HHPD students =	\$0	0.00
BLIND students =	\$0	0.00	BLIND students =	\$0	0.00	BLIND students =	\$0	0.00
PTST students =	\$0	0.00	PTST students =	\$0	0.00	PTST students =	\$0	0.00
ATSTC students =	\$0	0.00	ATSTC students =	\$0	0.00	ATSTC students =	\$0	0.00
TBI students =	\$0	0.00	TBI students =	\$0	0.00	TBI students =	\$0	0.00
DFBLD students =	\$0	0.00	DFBLD students =	\$0	0.00	DFBLD students =	\$0	0.00
ILC students =	\$0	0.00	ILC students =	\$0	0.00	ILC students =	\$0	0.00
Totals =	\$0	0.00	Totals =	\$0	0.00	Totals =	\$0	0.00
Amount Already Forwarded =	\$0		Amount Already Forwarded =	\$0		Amount Already Forwarded =	\$0	
Remaining Transfer =	\$0		Remaining Transfer =	\$0		Remaining Transfer =	\$0	
July 35% (preliminary only)	\$0		July 35% (preliminary only)	\$0		July 35% (preliminary only)	\$0	

FY 2007 Local Fund Estimate

Presbiter Academy

Category	#	Amount	Seaford	#	Amount	Summit	#	Amount
Red Clay								
Regular students 7 - 12 =	49.00	\$151,606	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	98.00	\$303,212	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	7.00	\$54,152	LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	154.00	\$506,970	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =		\$506,970	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$178,140	Remaining Transfer =		\$0	Remaining Transfer =		\$0
July 35% (preliminary only)			July 35% (preliminary only)			July 35% (preliminary only)		

Woodsbridge

Category	#	Amount
Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0
ED students =	0.00	\$0
LD students =	0.00	\$0
TMD students =	0.00	\$0
SMD students =	0.00	\$0
PI students =	0.00	\$0
HHPD students =	0.00	\$0
BLIND students =	0.00	\$0
PTST students =	0.00	\$0
ATSTC students =	0.00	\$0
TBI students =	0.00	\$0
DFBLD students =	0.00	\$0
ILC students =	0.00	\$0
Totals =	0.00	\$0
Amount Already Forwarded =		\$0
Remaining Transfer =		\$0
July 35% (preliminary only)		

Local Funding Summary

Total Pupils =	324
Total Local Funding =	\$1,080,462
Total Amount Already Forwarded =	\$0
Remainder to be Transferred =	\$1,080,462
Total July 35% (preliminary only)	\$376,162

**FY 2007
State Funding**

Charter School Revenue Calculation - Estimate

Prestige Academy

5/7/2007

1.) Grade Configuration:	5-8	2.) Student Total:	432
		Regular:	384
		Special:	48
3.) Districts:			
0 Appoquinimink	138 Christina	0 Laurel	
28 Brandywine	56 Colonial	0 Milford	
0 Cascaer Rodney	0 Delmar	210 Red Clay	
0 Cape Henlopen	0 Indian River	0 Seaford	
0 Capital	0 Lake Forest	0 Smyrna	
		0 Woodbridge	
4.) Transportation Eligible Students:	324	5.) Meals served but not prepared by the school	
Charter School Location	New Castle		

Prestige Academy

Student Total =	432		
Number of Regular students 7 - 12 =	192.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	192.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	0.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	45.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	8
Number of SMH students =	0.00	Unit size SMH students =	8
Number of PI students =	3.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	5
Number of BLIND students =	0.00	Unit size BLIND students =	8
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	8.6

Prestige Academy

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	27.00	\$31,318	\$845,576
Div I Reading Resource Teacher =	0.00	\$0	\$0
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$47,764	\$47,764
Percentage 11 Month Supervisor =	0.18	\$48,703	\$8,947
Percentage Transportation Supervisor =	0.05	\$54,221	\$2,711
Principal =	1.00	\$58,845	\$58,845
Assistant Principal =	0.65	\$52,725	\$34,271
Percentage Psychologist =	0.18	\$42,430	\$7,637
Percentage Speech/Hearing =	0.19	\$42,125	\$8,004
Percentage Visiting Teacher =	0.11	\$40,506	\$4,456
Percentage Driver Education Teacher =	0.00	\$35,575	\$0
Nurse =	0.20	\$38,215	\$7,796
Academic Excellence Units =	1.73	\$31,318	\$54,179
Clerical Units =	2.00	\$26,956	\$53,912
Custodial Units =	1.00	\$22,622	\$22,622
Cafeteria Manager =	0.00	\$0	\$0
Cafeteria Worker =	2.68	\$10,968	\$29,389
Related Service Specialist =	0.19	\$41,900	\$7,961
Total Staffing =	38.16		
Total Staffing For Health Insurance =	35.48		

Total Salary Costs =		\$1,194,069
FY 2007 OEC Rate =	25.50%	\$304,488
Health Insurance Per FTE =	\$5,600	\$198,710

Subtotal Personnel Revenue = \$1,697,268

Other State Sources (based on Latest Available Values)

Prestige Academy

Professional & Curriculum Development =		\$	286	
Teacher to Teacher Cadre =		\$	1,943	
Division II Units (No Vocational Courses) =	27.00			
Division II - All Other Costs - Current Unit Value =	\$	3,279	\$	88,533
Division II - Energy - Current Unit Value =	\$	2,513	\$	67,951
Division III - Equalization - Unit Value =	\$	5,864	\$	158,328
Academic Excellence Division III =			\$	10,145
Division III Reading Resource Teacher =			\$	-
Division III Math Specialist =			\$	-
Academic Excellence Division II =			\$	5,673
Academic Excellence Allotment =			\$	16,179
Tuition Reimbursement =			\$	3,873
Student Discipline Programs =			\$	35,000
Extra Time for Students K - 12 =			\$	35,074
Early Intervention Reading (K - 3) =			\$	-
MCI/Annual Maintenance =			\$	24,378
LEP =			\$	-
Technology Block Grants =			\$	3,861
Tax Relief Funds =			\$	-
Student Transportation Amount =			\$	279,726

Subtotal Other Sources = \$730,850

Less : FY 06 Giveback = \$ 24,896

Grand Total State Sources = \$2,403,222

Amounts Loaded = \$ -

Remainder to Load = \$2,403,222

EY 2007 Local Fund Estimate
\$772007

Prestige Academy

Account	Amount	#	Amount	#	Amount	Amount
Acquisimink						
Regular students 7 - 12 =	0.00	0.00	\$29,870	10.00	\$29,870	
Regular students 4 - 6 =	0.00	0.00	\$29,870	10.00	\$29,870	
Regular students 1 - 3 =	0.00	0.00	\$0	0.00	\$0	
Kindergarten students =	0.00	0.00	\$0	0.00	\$0	
EMD students =	0.00	0.00	\$0	0.00	\$0	
ED students =	0.00	0.00	\$0	0.00	\$0	
LD students =	0.00	0.00	\$59,728	8.00	\$59,728	
TMD students =	0.00	0.00	\$0	0.00	\$0	
SMD students =	0.00	0.00	\$0	0.00	\$0	
PI students =	0.00	0.00	\$0	0.00	\$0	
HHPD students =	0.00	0.00	\$0	0.00	\$0	
BLIND students =	0.00	0.00	\$0	0.00	\$0	
PTST students =	0.00	0.00	\$0	0.00	\$0	
ATSTC students =	0.00	0.00	\$0	0.00	\$0	
TBI students =	0.00	0.00	\$0	0.00	\$0	
DFBLD students =	0.00	0.00	\$0	0.00	\$0	
ILC students =	0.00	0.00	\$0	0.00	\$0	
Totals =	0.00	0.00	\$118,468	28.00	\$118,468	
Amount Already Forwarded =	\$0		Amount Already Forwarded =	\$0		
Remaining Transfer =	\$0		Remaining Transfer =	\$0		
July 35% (preliminary only)	\$0		July 35% (preliminary only)	\$0		
						\$0

Account	Amount	#	Amount	#	Amount	Amount
Case Henlopen						
Regular students 7 - 12 =	0.00	0.00	\$0	0.00	\$0	
Regular students 4 - 6 =	0.00	0.00	\$0	0.00	\$0	
Regular students 1 - 3 =	0.00	0.00	\$0	0.00	\$0	
Kindergarten students =	0.00	0.00	\$0	0.00	\$0	
EMD students =	0.00	0.00	\$0	0.00	\$0	
ED students =	0.00	0.00	\$0	0.00	\$0	
LD students =	0.00	0.00	\$0	0.00	\$0	
TMD students =	0.00	0.00	\$0	0.00	\$0	
SMD students =	0.00	0.00	\$0	0.00	\$0	
PI students =	0.00	0.00	\$0	0.00	\$0	
HHPD students =	0.00	0.00	\$0	0.00	\$0	
BLIND students =	0.00	0.00	\$0	0.00	\$0	
PTST students =	0.00	0.00	\$0	0.00	\$0	
ATSTC students =	0.00	0.00	\$0	0.00	\$0	
TBI students =	0.00	0.00	\$0	0.00	\$0	
DFBLD students =	0.00	0.00	\$0	0.00	\$0	
ILC students =	0.00	0.00	\$0	0.00	\$0	
Totals =	0.00	0.00	\$0	0.00	\$0	
Amount Already Forwarded =	\$0		Amount Already Forwarded =	\$0		
Remaining Transfer =	\$0		Remaining Transfer =	\$0		
July 35% (preliminary only)	\$0		July 35% (preliminary only)	\$0		
						\$0

FY 2007 Local Fund Estimate			Presbiter Academy		
Amount	#	Description	Amount	#	Description
\$46,768	24.00	Regular students 7 - 12 =	\$0	0.00	Regular students 7 - 12 =
\$46,768	24.00	Regular students 4 - 6 =	\$0	0.00	Regular students 4 - 6 =
\$0	0.00	Regular students 1 - 3 =	\$0	0.00	Regular students 1 - 3 =
\$0	0.00	Kindergarten students =	\$0	0.00	Kindergarten students =
\$0	0.00	EMD students =	\$0	0.00	EMD students =
\$0	0.00	ED students =	\$0	0.00	ED students =
\$30,480	6.00	LD students =	\$0	0.00	LD students =
\$0	0.00	TMD students =	\$0	0.00	TMD students =
\$0	0.00	SMD students =	\$0	0.00	SMD students =
\$13,544	2.00	PI students =	\$0	0.00	PI students =
\$0	0.00	HHPD students =	\$0	0.00	HHPD students =
\$0	0.00	BLIND students =	\$0	0.00	BLIND students =
\$0	0.00	PTST students =	\$0	0.00	PTST students =
\$0	0.00	ATSTC students =	\$0	0.00	ATSTC students =
\$0	0.00	TBI students =	\$0	0.00	TBI students =
\$0	0.00	DFBLD students =	\$0	0.00	DFBLD students =
\$0	0.00	I.C. students =	\$0	0.00	I.C. students =
\$141,560	56.00	Totals =	\$0	0.00	Totals =
\$0		Amount Already Forwarded =	\$0		Amount Already Forwarded =
\$141,560		Remaining Transfer =	\$0		Remaining Transfer =
\$48,648		July 35% (preliminary only)	\$0		July 35% (preliminary only)

Lake Forest			Milford		
Amount	#	Description	Amount	#	Description
\$0	0.00	Regular students 7 - 12 =	\$0	0.00	Regular students 7 - 12 =
\$0	0.00	Regular students 4 - 6 =	\$0	0.00	Regular students 4 - 6 =
\$0	0.00	Regular students 1 - 3 =	\$0	0.00	Regular students 1 - 3 =
\$0	0.00	Kindergarten students =	\$0	0.00	Kindergarten students =
\$0	0.00	EMD students =	\$0	0.00	EMD students =
\$0	0.00	ED students =	\$0	0.00	ED students =
\$0	0.00	LD students =	\$0	0.00	LD students =
\$0	0.00	TMD students =	\$0	0.00	TMD students =
\$0	0.00	SMD students =	\$0	0.00	SMD students =
\$0	0.00	PI students =	\$0	0.00	PI students =
\$0	0.00	HHPD students =	\$0	0.00	HHPD students =
\$0	0.00	BLIND students =	\$0	0.00	BLIND students =
\$0	0.00	PTST students =	\$0	0.00	PTST students =
\$0	0.00	ATSTC students =	\$0	0.00	ATSTC students =
\$0	0.00	TBI students =	\$0	0.00	TBI students =
\$0	0.00	DFBLD students =	\$0	0.00	DFBLD students =
\$0	0.00	I.C. students =	\$0	0.00	I.C. students =
\$0	0.00	Totals =	\$0	0.00	Totals =
\$0		Amount Already Forwarded =	\$0		Amount Already Forwarded =
\$0		Remaining Transfer =	\$0		Remaining Transfer =
\$0		July 35% (preliminary only)	\$0		July 35% (preliminary only)

FY 2007 Local Fund Estimate

Prestige Academy

Red Clay	#	Amount	Seaford	#	Amount	Smymrna	#	Amount
Regular students 7 - 12 =	88.00	\$303,212	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	88.00	\$303,212	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	14.00	\$108,304	LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	210.00	\$714,728	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$714,728	Remaining Transfer =		\$0	Remaining Transfer =		\$0
July 35% (preliminary only)		\$250,155	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0

Woodbridge

	#	Amount
Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0
ED students =	0.00	\$0
LD students =	0.00	\$0
TMD students =	0.00	\$0
SMD students =	0.00	\$0
PI students =	0.00	\$0
HHPD students =	0.00	\$0
BLIND students =	0.00	\$0
PTST students =	0.00	\$0
ATSTC students =	0.00	\$0
TBI students =	0.00	\$0
DFBLD students =	0.00	\$0
ILC students =	0.00	\$0
Totals =	0.00	\$0
Amount Already Forwarded =		\$0
Remaining Transfer =		\$0
July 35% (preliminary only)		\$0

Local Funding Summary	
Total Pupils =	432
Total Local Funding =	\$1,447,507
Total Amount Already Forwarded =	\$0
Remainder to be Transferred =	\$1,447,507
Total July 35% (preliminary only)	\$596,627

**FY 2007
State Funding**

Charter School Revenue Calculation - Estimate

Prestige Academy

5/7/2007

1.) Grade Configuration:	5	2.) Student Total:	108
		Regular:	96
		Special:	12
3.) Districts:			
0 Appoquinimink		38 Christina	0 Laurel
6 Brandywine		14 Colonial	0 Millford
0 Caesar Rodney		0 Delmar	50 Red Clay
0 Cape Henlopen		0 Indian River	0 Seaford
0 Capital		0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	81	5.) Meals served but not prepared by the school	
Charter School Location	New Castle		

Prestige Academy

Student Total =	108		
Number of Regular students 7 - 12 =	0.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	96.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	0.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	10.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	6
Number of SMH students =	0.00	Unit size SMH students =	6
Number of PI students =	2.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	6
Number of BLIND students =	0.00	Unit size BLIND students =	6
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	6.6

Prestige Academy

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	6.38	\$31,318	\$199,806
Div I Reading Resource Teacher =	0.00	\$0	\$0
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$47,764	\$47,764
Percentage 11 Month Supervisor =	0.04	\$49,703	\$1,988
Percentage Transportation Supervisor =	0.01	\$54,221	\$542
Principal =	0.00	\$58,845	\$0
Assistant Principal =	0.00	\$52,725	\$0
Percentage Psychologist =	0.04	\$42,430	\$1,697
Percentage Speech/Hearing =	0.05	\$42,125	\$2,106
Percentage Visiting Teacher =	0.03	\$40,306	\$1,215
Percentage Driver Education Teacher =	0.00	\$35,575	\$0
Nurse =	0.05	\$38,215	\$1,834
Academic Excellence Units =	0.43	\$31,318	\$13,467
Clerical Units =	0.00	\$26,956	\$0
Custodial Units =	1.00	\$22,622	\$22,622
Cafeteria Manager =	0.00	\$0	\$0
Cafeteria Worker =	0.67	\$10,966	\$7,347
Related Service Specialist =	0.04	\$41,900	\$1,676
Total Staffing =	9.74		
Total Staffing For Health Insurance =	9.07		

Total Salary Costs =		\$302,066
FY 2007 OEC Rate = 25.50%		\$77,027
Health Insurance Per FTE = \$5,600		\$50,781

Subtotal Personnel Revenue = \$429,873

Other State Sources (based on Latest Available Values)

Prestige Academy

Professional & Curriculum Development =		\$	288
Teacher to Teacher Cadre =		\$	483
Division II Units (No Vocational Courses) =	6.38		
Division II - All Other Costs - Current Unit Value =	\$ 3,279	\$	20,920
Division II - Energy - Current Unit Value =	\$ 2,513	\$	16,033
Division III - Equalization - Unit Value =	\$ 5,884	\$	37,412
Academic Excellence Division III =		\$	2,522
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	1,410
Academic Excellence Allotment =		\$	3,823
Tuition Reimbursement =		\$	915
Student Discipline Programs =		\$	30,000
Extra Time for Students K - 12 =		\$	8,288
Early Intervention Reading (K - 3) =		\$	-
MCI/Annual Maintenance =		\$	6,094
LEP =		\$	-
Technology Block Grants =		\$	912
Tax Relief Funds =		\$	-
Student Transportation Amount =		\$	69,932

Subtotal Other Sources = \$199,030

Less : FY 06 Giveback = \$ 6,224

Grand Total State Sources = \$622,679

Amounts Loaded = \$ -

Remainder to Load = \$622,679

FY 2007 Local Fund Estimate
5/7/2007

Provision Academy

Account/Item	#	Amount	Special Ed	Amount	Category	#	Amount
Appointments							
Regular students 7 - 12 =	0.00	\$0	0.00	\$0	Career/Reading	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	0.00	\$14,935	Regular students 4 - 6 =	0.00	\$0
Kindergarten students =	0.00	\$0	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
EMD students =	0.00	\$0	0.00	\$0	Kindergarten students =	0.00	\$0
ED students =	0.00	\$0	0.00	\$0	EMD students =	0.00	\$0
LD students =	0.00	\$0	0.00	\$7,466	ED students =	0.00	\$0
TMD students =	0.00	\$0	0.00	\$0	LD students =	1.00	\$0
SMD students =	0.00	\$0	0.00	\$0	TMD students =	0.00	\$0
PI students =	0.00	\$0	0.00	\$0	SMD students =	0.00	\$0
HHPD students =	0.00	\$0	0.00	\$0	PI students =	0.00	\$0
BLIND students =	0.00	\$0	0.00	\$0	HHPD students =	0.00	\$0
PTST students =	0.00	\$0	0.00	\$0	BLIND students =	0.00	\$0
ATSTC students =	0.00	\$0	0.00	\$0	PTST students =	0.00	\$0
TBI students =	0.00	\$0	0.00	\$0	ATSTC students =	0.00	\$0
DFBLD students =	0.00	\$0	0.00	\$0	TBI students =	0.00	\$0
ILC students =	0.00	\$0	0.00	\$0	DFBLD students =	0.00	\$0
Totals =	0.00	\$0	0.00	\$22,401	ILC students =	0.00	\$0
Amount Already Forwarded =		\$0		\$0	Totals =	0.00	\$0
Remaining Transfer =		\$0		\$22,401	Amount Already Forwarded =		\$0
July 35% (preliminary only)		\$0		\$7,840	Remaining Transfer =		\$0
					July 35% (preliminary only)		\$0

Account/Item	#	Amount	Special Ed	Amount	Category	#	Amount
Case Histories							
Regular students 7 - 12 =	0.00	\$0	0.00	\$0	Christina	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	0.00	\$0	Regular students 4 - 6 =	0.00	\$35,350
Kindergarten students =	0.00	\$0	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
EMD students =	0.00	\$0	0.00	\$0	Kindergarten students =	0.00	\$0
ED students =	0.00	\$0	0.00	\$0	EMD students =	0.00	\$0
LD students =	0.00	\$0	0.00	\$0	ED students =	0.00	\$0
TMD students =	0.00	\$0	0.00	\$0	LD students =	0.00	\$49,770
SMD students =	0.00	\$0	0.00	\$0	TMD students =	0.00	\$0
PI students =	0.00	\$0	0.00	\$0	SMD students =	0.00	\$0
HHPD students =	0.00	\$0	0.00	\$0	PI students =	0.00	\$9,481
BLIND students =	0.00	\$0	0.00	\$0	HHPD students =	0.00	\$0
PTST students =	0.00	\$0	0.00	\$0	BLIND students =	0.00	\$0
ATSTC students =	0.00	\$0	0.00	\$0	PTST students =	0.00	\$0
TBI students =	0.00	\$0	0.00	\$0	ATSTC students =	0.00	\$0
DFBLD students =	0.00	\$0	0.00	\$0	TBI students =	0.00	\$0
ILC students =	0.00	\$0	0.00	\$0	DFBLD students =	0.00	\$0
Totals =	0.00	\$0	0.00	\$0	ILC students =	0.00	\$0
Amount Already Forwarded =		\$0		\$0	Totals =	0.00	\$144,601
Remaining Transfer =		\$0		\$0	Amount Already Forwarded =		\$0
July 35% (preliminary only)		\$0		\$0	Remaining Transfer =		\$144,601
					July 35% (preliminary only)		\$50,610

FY 2007 Local Fund Estimate

Colonial	#	Amount	Delmar	#	Amount	Indian River	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	12.00	\$24,384	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	1.00	\$5,080	LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	1.00	\$6,772	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	14.00	\$36,236	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$36,236	Remaining Transfer =		\$0	Remaining Transfer =		\$0
July 35% (preliminary only)		\$12,683	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0

Laurel	#	Amount	Laurel	#	Amount	Millford	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	0.00	\$0	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$0	Remaining Transfer =		\$0	Remaining Transfer =		\$0
July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0

FY 2007 Local Fund Estimate

Preschool Academy

Category	#	Amount	Sealord	#	Amount	Summits	#	Amount
Red Clay								
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	49.00	\$151,606	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	1.00	\$7,736	LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	90.00	\$159,342	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$159,342	Remaining Transfer =		\$0	Remaining Transfer =		\$0
July 35% (preliminary only)		\$55,770	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0

Wilmington

Category	#	Amount
Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0
ED students =	0.00	\$0
LD students =	0.00	\$0
TMD students =	0.00	\$0
SMD students =	0.00	\$0
PI students =	0.00	\$0
HHPD students =	0.00	\$0
BLIND students =	0.00	\$0
PTST students =	0.00	\$0
ATSTC students =	0.00	\$0
TBI students =	0.00	\$0
DFBLD students =	0.00	\$0
ILC students =	0.00	\$0
Totals =	0.00	\$0
Amount Already Forwarded =		\$0
Remaining Transfer =		\$0
July 35% (preliminary only)		\$0

Local Funding Summary	
Total Pupils =	108
Total Local Funding =	\$362,560
Total Amount Already Forwarded =	\$0
Remainder to be Transferred =	\$362,560
Total July 35% (preliminary only)	\$126,902

**FY 2007
State Funding**

Charter School Revenue Calculation - Estimate

Prestige Academy

5/7/2007

1.) Grade Configuration:	5-6	2.) Student Total:	198
		Regular:	176
		Special:	22
3.) Districts:			
0 Appoquinimink	63 Christina	0 Laurel	
12 Brandywine	28 Colonial	0 Milford	
0 Caesar Rodney	0 Delmar	95 Red Clay	
0 Cape Henlopen	0 Indian River	0 Seaford	
0 Capital	0 Lake Forest	0 Smyrna	
		0 Woodbridge	
4.) Transportation Eligible Students:	149	5.) Meals served but not prepared by the school	
Charter School Location	New Castle		

Prestige Academy

Student Total =	198		
Number of Regular students 7 - 12 =	0.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	176.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	0.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	19.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	6
Number of SMH students =	0.00	Unit size SMH students =	6
Number of PI students =	3.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	6
Number of BLIND students =	0.00	Unit size BLIND students =	8
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	5.6

Prestige Academy

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	12.00	\$31,318	\$375,811
Div I Reading Resource Teacher =	0.00	\$0	\$0
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$47,764	\$47,764
Percentage 11 Month Supervisor =	0.06	\$49,708	\$3,976
Percentage Transportation Supervisor =	0.02	\$54,221	\$1,084
Principal =	0.00	\$58,845	\$0
Assistant Principal =	0.00	\$52,725	\$0
Percentage Psychologist =	0.08	\$42,430	\$3,394
Percentage Speech/Hearing =	0.09	\$42,125	\$3,791
Percentage Visiting Teacher =	0.05	\$40,506	\$2,025
Percentage Driver Education Teacher =	0.00	\$35,575	\$0
Nurse =	0.09	\$38,215	\$3,439
Academic Excellence Units =	0.79	\$31,318	\$24,741
Clerical Units =	1.00	\$26,956	\$26,956
Custodial Units =	1.00	\$22,622	\$22,622
Cafeteria Manager =	0.00	\$0	\$0
Cafeteria Worker =	1.23	\$10,965	\$13,488
Related Service Specialist =	0.08	\$41,900	\$3,352
Total Staffing =	17.51		
Total Staffing For Health Insurance =	16.28		
Total Salary Costs =			\$532,445
FY 2007 OEC Rate =	25.50%		\$135,774
Health Insurance Per FTE =	\$5,600		\$91,168
Subtotal Personnel Revenue =			\$759,387

Other State Sources (based on Latest Available Values)

Prestige Academy

Professional & Curriculum Development =		\$	288	
Teacher to Teacher Cadre =		\$	854	
Division II Units (No Vocational Courses) =	12.00			
Division II - All Other Costs - Current Unit Value =	\$	3,279	\$	39,348
Division II - Energy - Current Unit Value =	\$	2,513	\$	30,156
Division III - Equalization - Unit Value =	\$	5,864	\$	70,368
Academic Excellence Division III =			\$	4,633
Division III Reading Resource Teacher =			\$	-
Division III Math Specialist =			\$	-
Academic Excellence Division II =			\$	2,590
Academic Excellence Allotment =			\$	7,191
Tuition Reimbursement =			\$	1,721
Student Discipline Programs =			\$	30,000
Extra Time for Students K - 12 =			\$	15,589
Early Intervention Reading (K - 3) =			\$	-
MCV/Annual Maintenance =			\$	11,173
LEP =			\$	-
Technology Block Grants =			\$	1,716
Tax Relief Funds =	\$		\$	-
Student Transportation Amount =			\$	128,208

Subtotal Other Sources = \$343,833

Less : FY 08 Giveback = \$ 11,411

Grand Total State Sources = \$1,091,809

Amounts Loaded = \$ -

Remainder to Load = \$1,091,809

EY 2007 Local Fund Estimate
5/22/07

Prelease Academy

Account	#	Amount	Blanchardine	#	Amount	Cassara Building	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	10.00	\$29,870	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	2.00	\$14,932	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
I.L.C. students =	0.00	\$0	I.L.C. students =	0.00	\$0	I.L.C. students =	0.00	\$0
Totals =	0.00	\$0	Totals =	12.00	\$44,802	Totals =	0.00	\$0
Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$0
Remaining Transfer =	\$0	\$0	Remaining Transfer =	\$0	\$44,802	Remaining Transfer =	\$0	\$0
July 35% (preliminary only)	\$0	\$0	July 35% (preliminary only)	\$0	\$15,681	July 35% (preliminary only)	\$0	\$0

Account	#	Amount	Capital	#	Amount	Christina	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	52.00	\$147,940
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	0.00	\$0	LD students =	10.00	\$71,100
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	1.00	\$9,481
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
I.L.C. students =	0.00	\$0	I.L.C. students =	0.00	\$0	I.L.C. students =	0.00	\$0
Totals =	0.00	\$0	Totals =	0.00	\$0	Totals =	63.00	\$228,521
Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$0
Remaining Transfer =	\$0	\$0	Remaining Transfer =	\$0	\$0	Remaining Transfer =	\$0	\$228,521
July 35% (preliminary only)	\$0	\$0	July 35% (preliminary only)	\$0	\$0	July 35% (preliminary only)	\$0	\$79,982

Colonial		FY 2007 Local Fund Estimate		Erasable Academy	
	Amount	#	Amount	Amount	#
Regular students 7 - 12 =	\$0	0.00	\$0	\$0	0.00
Regular students 4 - 6 =	\$48,768	24.00	\$0	\$0	0.00
Regular students 1 - 3 =	\$0	0.00	\$0	\$0	0.00
Kindergarten students =	\$0	0.00	\$0	\$0	0.00
EMD students =	\$0	0.00	\$0	\$0	0.00
ED students =	\$0	0.00	\$0	\$0	0.00
LD students =	\$10,160	2.00	\$0	\$0	0.00
TMD students =	\$0	0.00	\$0	\$0	0.00
SMD students =	\$0	0.00	\$0	\$0	0.00
PI students =	\$13,544	2.00	\$0	\$0	0.00
HHPD students =	\$0	0.00	\$0	\$0	0.00
BLIND students =	\$0	0.00	\$0	\$0	0.00
PTST students =	\$0	0.00	\$0	\$0	0.00
ATSTC students =	\$0	0.00	\$0	\$0	0.00
TBI students =	\$0	0.00	\$0	\$0	0.00
DFBLD students =	\$0	0.00	\$0	\$0	0.00
ILC students =	\$0	0.00	\$0	\$0	0.00
Totals =	\$72,472	28.00	\$72,472	\$0	0.00
Amount Already Forwarded =	\$0		Amount Already Forwarded =	\$0	
Remaining Transfer =	\$72,472		Remaining Transfer =	\$0	
July 35% (preliminary only)	\$25,365		July 35% (preliminary only)	\$0	

Lake Forest		Mittford		
	Amount	#	Amount	
Regular students 7 - 12 =	\$0	0.00	\$0	
Regular students 4 - 6 =	\$0	0.00	\$0	
Regular students 1 - 3 =	\$0	0.00	\$0	
Kindergarten students =	\$0	0.00	\$0	
EMD students =	\$0	0.00	\$0	
ED students =	\$0	0.00	\$0	
LD students =	\$0	0.00	\$0	
TMD students =	\$0	0.00	\$0	
SMD students =	\$0	0.00	\$0	
PI students =	\$0	0.00	\$0	
HHPD students =	\$0	0.00	\$0	
BLIND students =	\$0	0.00	\$0	
PTST students =	\$0	0.00	\$0	
ATSTC students =	\$0	0.00	\$0	
TBI students =	\$0	0.00	\$0	
DFBLD students =	\$0	0.00	\$0	
ILC students =	\$0	0.00	\$0	
Totals =	\$0	0.00	\$0	
Amount Already Forwarded =	\$0		Amount Already Forwarded =	\$0
Remaining Transfer =	\$0		Remaining Transfer =	\$0
July 35% (preliminary only)	\$0		July 35% (preliminary only)	\$0

EX 2007 Local Fund Estimate

Prestige Academy

Category	#	Amount	Seaford	#	Amount	Summit	#	Amount
Red Clay								
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	90.00	\$278,460	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	3.00	\$38,680	LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHFD students =	0.00	\$0	HHFD students =	0.00	\$0	HHFD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	85.00	\$317,140	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$317,140	Remaining Transfer =		\$0	Remaining Transfer =		\$0
July 35% (preliminary only)		\$110,999	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0

Category	#	Amount	Local Fundings	198	Amount
Woodbridge					
Regular students 7 - 12 =	0.00	\$0			\$0
Regular students 4 - 6 =	0.00	\$0			\$0
Regular students 1 - 3 =	0.00	\$0			\$0
Kindergarten students =	0.00	\$0			\$0
EMD students =	0.00	\$0			\$0
ED students =	0.00	\$0			\$0
LD students =	0.00	\$0			\$0
TMD students =	0.00	\$0			\$0
SMD students =	0.00	\$0			\$0
PI students =	0.00	\$0			\$0
HHFD students =	0.00	\$0			\$0
BLIND students =	0.00	\$0			\$0
PTST students =	0.00	\$0			\$0
ATSTC students =	0.00	\$0			\$0
TBI students =	0.00	\$0			\$0
DFBLD students =	0.00	\$0			\$0
ILC students =	0.00	\$0			\$0
Totals =	0.00	\$0	Total Pupils =	198	\$0
Amount Already Forwarded =		\$0	Total Local Funding =		\$662,935
Remaining Transfer =		\$0	Total Amount Already Forwarded =		\$0
July 35% (preliminary only)		\$0	Remainder to be Transferred =		\$662,935
			Total July 35% (preliminary only)		\$332,027

**FY 2007
State Funding**

Charter School Revenue Calculation - Estimate

Prestige Academy

5/7/2007

1.) Grade Configuration:	5-7	2.) Student Total:	272
		Regular:	243
		Special:	29
3.) Districts:			
	0 Appoguinimink	63 Christina	0 Laurel
	20 Brandywine	38 Colonial	0 Milford
	0 Caesar Rodney	0 Delmar	131 Red Clay
	0 Cape Henlopen	0 Indian River	0 Seaford
	0 Capital	0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	204	5.) Meals served but not prepared by the school	
Charter School Location	New Castle		

Prestige Academy

Student Total =	272		
Number of Regular students 7 - 12 =	78.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	170.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	0.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	28.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	6
Number of SMH students =	0.00	Unit size SMH students =	6
Number of PI students =	3.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	6
Number of BLIND students =	0.00	Unit size BLIND students =	8
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	8.6

Prestige Academy

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	17.00	\$31,318	\$532,399
Div I Reading Resource Teacher =	0.00	\$0	\$0
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$47,764	\$47,764
Percentage 11 Month Supervisor =	0.11	\$49,703	\$5,467
Percentage Transportation Supervisor =	0.03	\$54,221	\$1,627
Principal =	1.00	\$58,846	\$58,845
Assistant Principal =	0.00	\$52,725	\$0
Percentage Psychologist =	0.11	\$42,430	\$4,667
Percentage Speech/Hearing =	0.12	\$42,125	\$5,055
Percentage Visiting Teacher =	0.07	\$40,506	\$2,835
Percentage Driver Education Teacher =	0.00	\$95,575	\$0
Nurse =	0.13	\$38,215	\$4,930
Academic Excellence Units =	1.09	\$31,318	\$34,136
Clerical Units =	1.00	\$26,956	\$26,956
Custodial Units =	1.00	\$22,622	\$22,622
Cafeteria Manager =	0.00	\$0	\$0
Cafeteria Worker =	1.69	\$10,966	\$18,533
Related Service Specialist =	0.11	\$41,600	\$4,609

Total Staffing = 24.46
Total Staffing For Health Insurance = 22.77

Total Salary Costs = \$770,446
FY 2007 OEC Rate = 25.50% \$196,464
Health Insurance Per FTE = \$5,800 \$127,506

Subtotal Personnel Revenue = \$1,094,416

Other State Sources (based on Latest Available Values)

Prestige Academy

Professional & Curriculum Development =		\$	286
Teacher to Teacher Cadre =		\$	1,242
Division II Units (No Vocational Courses) =	17.00		
Division II - All Other Costs - Current Unit Value = \$	3,279	\$	55,743
Division II - Energy - Current Unit Value = \$	2,513	\$	42,721
Division III - Equalization - Unit Value = \$	5,864	\$	99,688
Academic Excellence Division III =		\$	6,392
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	3,574
Academic Excellence Allotment =		\$	10,187
Tuition Reimbursement =		\$	2,439
Student Discipline Programs =		\$	33,333
Extra Time for Students K - 12 =		\$	22,084
Early Intervention Reading (K - 3) =		\$	-
MCA/Annual Maintenance =		\$	15,349
LEP =		\$	-
Technology Block Grants =		\$	2,431
Tax Relief Funds = \$		\$	-
Student Transportation Amount =		\$	176,124

Subtotal Other Sources = \$471,592

Less : FY 06 Giveback = \$ 15,675

Grand Total State Sources = \$1,550,333

Amounts Loaded = \$ -

Remainder to Load = \$1,550,333

Account	Amount	#	Amount	#	Amount	Amount
Age-Appropriate						
Regular students 7 - 12 =	\$0	0.00	\$14,935	5.00	\$0	\$0
Regular students 4 - 6 =	\$0	0.00	\$29,870	10.00	\$0	\$0
Regular students 1 - 3 =	\$0	0.00	\$0	0.00	\$0	\$0
Kindergarten students =	\$0	0.00	\$0	0.00	\$0	\$0
EMD students =	\$0	0.00	\$0	0.00	\$0	\$0
ED students =	\$0	0.00	\$0	0.00	\$0	\$0
LD students =	\$0	0.00	\$37,330	5.00	\$0	\$0
TMD students =	\$0	0.00	\$0	0.00	\$0	\$0
SMD students =	\$0	0.00	\$0	0.00	\$0	\$0
PI students =	\$0	0.00	\$0	0.00	\$0	\$0
HHPD students =	\$0	0.00	\$0	0.00	\$0	\$0
BLIND students =	\$0	0.00	\$0	0.00	\$0	\$0
PTST students =	\$0	0.00	\$0	0.00	\$0	\$0
ATSTC students =	\$0	0.00	\$0	0.00	\$0	\$0
TBI students =	\$0	0.00	\$0	0.00	\$0	\$0
DFBLD students =	\$0	0.00	\$0	0.00	\$0	\$0
ILC students =	\$0	0.00	\$0	0.00	\$0	\$0
Totals =	\$0	0.00	\$82,135	20.00	\$0	\$0
Amount Already Forwarded =	\$0		\$0		Amount Already Forwarded =	\$0
Remaining Transfer =	\$0		\$82,135		Remaining Transfer =	\$0
July 35% (preliminary only)	\$0		\$28,747		July 35% (preliminary only)	\$0

Account	Amount	#	Amount	#	Amount	Amount
Classroom						
Regular students 7 - 12 =	\$0	0.00	\$0	0.00	\$0	\$59,745
Regular students 4 - 6 =	\$0	0.00	\$0	0.00	\$0	\$145,095
Regular students 1 - 3 =	\$0	0.00	\$0	0.00	\$0	\$0
Kindergarten students =	\$0	0.00	\$0	0.00	\$0	\$0
EMD students =	\$0	0.00	\$0	0.00	\$0	\$0
ED students =	\$0	0.00	\$0	0.00	\$0	\$0
LD students =	\$0	0.00	\$0	0.00	\$0	\$71,100
TMD students =	\$0	0.00	\$0	0.00	\$0	\$0
SMD students =	\$0	0.00	\$0	0.00	\$0	\$0
PI students =	\$0	0.00	\$0	0.00	\$0	\$9,481
HHPD students =	\$0	0.00	\$0	0.00	\$0	\$0
BLIND students =	\$0	0.00	\$0	0.00	\$0	\$0
PTST students =	\$0	0.00	\$0	0.00	\$0	\$0
ATSTC students =	\$0	0.00	\$0	0.00	\$0	\$0
TBI students =	\$0	0.00	\$0	0.00	\$0	\$0
DFBLD students =	\$0	0.00	\$0	0.00	\$0	\$0
ILC students =	\$0	0.00	\$0	0.00	\$0	\$0
Totals =	\$0	0.00	\$0	0.00	\$0	\$285,421
Amount Already Forwarded =	\$0		\$0		Amount Already Forwarded =	\$0
Remaining Transfer =	\$0		\$0		Remaining Transfer =	\$285,421
July 35% (preliminary only)	\$0		\$0		July 35% (preliminary only)	\$99,897

EY 2007 Local Fund Estimate

Category	#	Amount	Estimate	#	Amount	Indian River	#	Amount
Codonisi								
Regular students 7 - 12 =	10.00	\$20,320	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	20.00	\$40,640	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	6.00	\$30,480	LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	2.00	\$13,644	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	36.00	\$104,984	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =			Amount Already Forwarded =			Amount Already Forwarded =		
Remaining Transfer =		\$104,984	Remaining Transfer =			Remaining Transfer =		
July 35% (preliminary only)		\$36,744	July 35% (preliminary only)			July 35% (preliminary only)		

Prestige Academy

Category	#	Amount	Estimate	#	Amount
Laurel Forest					
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =			Amount Already Forwarded =		
Remaining Transfer =			Remaining Transfer =		
July 35% (preliminary only)			July 35% (preliminary only)		

Millford

Category	#	Amount	Estimate	#	Amount
Millford					
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =			Amount Already Forwarded =		
Remaining Transfer =			Remaining Transfer =		
July 35% (preliminary only)			July 35% (preliminary only)		

EX 2007 Local Fund Estimate

Prising Academy

Red Clay	Seaford	Smymra	Amount	#	Amount	#	Amount	#
Regular students 7 - 12 =	\$114,476	Regular students 7 - 12 =	\$0	0.00	Regular students 7 - 12 =	0.00	\$0	0.00
Regular students 4 - 6 =	\$275,356	Regular students 4 - 6 =	\$0	0.00	Regular students 4 - 6 =	0.00	\$0	0.00
Regular students 1 - 3 =	\$0	Regular students 1 - 3 =	\$0	0.00	Regular students 1 - 3 =	0.00	\$0	0.00
Kindergarten students =	\$0	Kindergarten students =	\$0	0.00	Kindergarten students =	0.00	\$0	0.00
EMD students =	\$0	EMD students =	\$0	0.00	EMD students =	0.00	\$0	0.00
ED students =	\$0	ED students =	\$0	0.00	ED students =	0.00	\$0	0.00
LD students =	\$38,690	LD students =	\$0	0.00	LD students =	0.00	\$0	0.00
TMD students =	\$0	TMD students =	\$0	0.00	TMD students =	0.00	\$0	0.00
SMD students =	\$0	SMD students =	\$0	0.00	SMD students =	0.00	\$0	0.00
PI students =	\$0	PI students =	\$0	0.00	PI students =	0.00	\$0	0.00
HHPD students =	\$0	HHPD students =	\$0	0.00	HHPD students =	0.00	\$0	0.00
BLIND students =	\$0	BLIND students =	\$0	0.00	BLIND students =	0.00	\$0	0.00
PTST students =	\$0	PTST students =	\$0	0.00	PTST students =	0.00	\$0	0.00
ATSTC students =	\$0	ATSTC students =	\$0	0.00	ATSTC students =	0.00	\$0	0.00
TBI students =	\$0	TBI students =	\$0	0.00	TBI students =	0.00	\$0	0.00
DFBLD students =	\$0	DFBLD students =	\$0	0.00	DFBLD students =	0.00	\$0	0.00
ILC students =	\$0	ILC students =	\$0	0.00	ILC students =	0.00	\$0	0.00
Totals =	\$428,524	Totals =	\$0	0.00	Totals =	\$0	0.00	\$0
Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$0	\$0
Remaining Transfer =	\$428,524	Remaining Transfer =	\$0	\$0	Remaining Transfer =	\$0	\$0	\$0
July 35% (preliminary only)	\$149,983	July 35% (preliminary only)	\$0	\$0	July 35% (preliminary only)	\$0	\$0	\$0

Woodbridge

Amount	#
Regular students 7 - 12 =	0.00
Regular students 4 - 6 =	0.00
Regular students 1 - 3 =	0.00
Kindergarten students =	0.00
EMD students =	0.00
ED students =	0.00
LD students =	0.00
TMD students =	0.00
SMD students =	0.00
PI students =	0.00
HHPD students =	0.00
BLIND students =	0.00
PTST students =	0.00
ATSTC students =	0.00
TBI students =	0.00
DFBLD students =	0.00
ILC students =	0.00
Totals =	0.00
Amount Already Forwarded =	\$0
Remaining Transfer =	\$0
July 35% (preliminary only)	\$0

Local Funding Summary

Total Pupils =	272
Total Local Funding =	\$901,064
Total Amount Already Forwarded =	\$0
Remainder to be Transferred =	\$901,064
Total July 35% (preliminary only)	\$316,372

**FY 2007
State Funding**

Charter School Revenue Calculation - Estimate

Prestige Academy

5/7/2007

1.) Grade Configuration:	5-7	2.) Student Total:	334
		Regular:	303
		Special:	31
3.) Districts:			
0 Appoquinimink	111 Christina	0 Laurel	
20 Brandywine	44 Colonial	0 Milford	
0 Caesar Rodney	0 Delmar	159 Red Clay	
0 Cape Henlopen	0 Indian River	0 Seaford	
0 Capital	0 Lake Forest	0 Smyrna	
		0 Woodbridge	
4.) Transportation Eligible Students:	251	5.) Meals served but not prepared by the school:	
Charter School Location	New Castle		

Prestige Academy

Student Total =	334		
Number of Regular students 7 - 12 =	101.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	202.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	0.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	28.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	8
Number of SMH students =	0.00	Unit size SMH students =	8
Number of PI students =	3.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	6
Number of BLIND students =	0.00	Unit size BLIND students =	8
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	8.6

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

Prestige Academy

# of Div I Units Generated =	20.00	\$31,318	\$626,352
Div I Reading Resource Teacher =	0.00	\$0	\$0
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$47,764	\$47,764
Percentage 11 Month Supervisor =	0.13	\$49,703	\$6,461
Percentage Transportation Supervisor =	0.04	\$54,221	\$2,169
Principal =	1.00	\$58,845	\$58,845
Assistant Principal =	0.00	\$52,725	\$0
Percentage Psychologist =	0.13	\$42,430	\$5,516
Percentage Speech/Hearing =	0.14	\$42,125	\$5,898
Percentage Visiting Teacher =	0.08	\$40,506	\$3,240
Percentage Driver Education Teacher =	0.00	\$35,675	\$0
Nurse =	0.15	\$38,215	\$5,732
Academic Excellence Units =	1.34	\$31,318	\$41,966
Clerical Units =	2.00	\$26,956	\$53,912
Custodial Units =	1.00	\$22,622	\$22,622
Cafeteria Manager =	0.00	\$0	\$0
Cafeteria Worker =	2.07	\$10,968	\$22,700
Related Service Specialist =	0.12	\$41,900	\$5,028
Total Staffing =	29.20		
Total Staffing For Health Insurance =	27.13		

Total Salary Costs =		\$908,205
FY 2007 DEC Rate =	25.50%	\$231,592
Health Insurance Per FTE =	\$5,600	\$151,928

Subtotal Personnel Revenue = \$1,291,725

Other State Sources (based on Latest Available Values)

Prestige Academy

Professional & Curriculum Development =		\$	286
Teacher to Teacher Cadre =		\$	1,443
Division II Units (No Vocational Courses) =	20.00		
Division II - All Other Costs - Current Unit Value = \$	3,279	\$	65,580
Division II - Energy - Current Unit Value = \$	2,513	\$	50,260
Division III - Equalization - Unit Value = \$	5,864	\$	117,280
Academic Excellence Division III =		\$	7,858
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division III =		\$	4,394
Academic Excellence Allotment =		\$	11,985
Tuition Reimbursement =		\$	2,869
Student Discipline Programs =		\$	39,333
Extra Time for Students K - 12 =		\$	25,981
Early Intervention Reading (K - 3) =		\$	-
MCI/Annual Maintenance =		\$	18,848
LEP =		\$	-
Technology Block Grants =		\$	2,860
Tax Relief Funds = \$	-	\$	-
Student Transportation Amount =		\$	216,270

Subtotal Other Sources = \$559,246

Less : FY 06 Giveback = \$ 19,248

Grand Total State Sources = \$1,831,722

Amounts Loaded = \$ -

Remainder to Load = \$1,831,722

Account	#	Amount	Grandyville	#	Amount	Cassaz Rodinax	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	5.00	\$14,935	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	10.00	\$29,870	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	5.00	\$37,330	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	0.00	\$0	Totals =	20.00	\$62,135	Totals =	0.00	\$0
Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$0
Remaining Transfer =	\$0	\$0	Remaining Transfer =	\$0	\$0	Remaining Transfer =	\$0	\$0
July 35% (preliminary only)	\$0	\$0	July 35% (preliminary only)	\$0	\$0	July 35% (preliminary only)	\$0	\$0

Account	#	Amount	Capital	#	Amount	Christina	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	35.00	\$99,575
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	65.00	\$164,925
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	0.00	\$0	LD students =	10.00	\$71,100
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	1.00	\$9,481
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	0.00	\$0	Totals =	0.00	\$0	Totals =	111.00	\$365,081
Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$0
Remaining Transfer =	\$0	\$0	Remaining Transfer =	\$0	\$0	Remaining Transfer =	\$0	\$0
July 35% (preliminary only)	\$0	\$0	July 35% (preliminary only)	\$0	\$0	July 35% (preliminary only)	\$0	\$127,778

Colonial		FY 2007 Local Fund Estimate		Presbiana Academy	
#	Amount	Delmar	#	Amount	#
Regular students 7 - 12 =	12.00	\$24,364	Regular students 7 - 12 =	0.00	Regular students 7 - 12 =
Regular students 4 - 6 =	24.00	\$46,768	Regular students 4 - 6 =	0.00	Regular students 4 - 6 =
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	Regular students 1 - 3 =
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	Kindergarten students =
EMD students =	0.00	\$0	EMD students =	0.00	EMD students =
ED students =	0.00	\$0	ED students =	0.00	ED students =
LD students =	6.00	\$30,480	LD students =	0.00	LD students =
TMD students =	0.00	\$0	TMD students =	0.00	TMD students =
SMD students =	0.00	\$0	SMD students =	0.00	SMD students =
PI students =	2.00	\$13,544	PI students =	0.00	PI students =
HHPD students =	0	\$0	HHPD students =	0.00	HHPD students =
BLIND students =	0.00	\$0	BLIND students =	0.00	BLIND students =
PTST students =	0.00	\$0	PTST students =	0.00	PTST students =
ATSTC students =	0.00	\$0	ATSTC students =	0.00	ATSTC students =
TBI students =	0.00	\$0	TBI students =	0.00	TBI students =
DFBLD students =	0.00	\$0	DFBLD students =	0.00	DFBLD students =
ILC students =	0.00	\$0	ILC students =	0.00	ILC students =
Totals =	44.00	\$117,176	Totals =	0.00	Totals =
Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0
Remaining Transfer =	\$117,176	Remaining Transfer =	\$0	Remaining Transfer =	\$0
July 35% (preliminary only)	\$41,012	July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$0

Lake Forest		Millford	
#	Amount	#	Amount
Regular students 7 - 12 =	0.00	Regular students 7 - 12 =	0.00
Regular students 4 - 6 =	0.00	Regular students 4 - 6 =	0.00
Regular students 1 - 3 =	0.00	Regular students 1 - 3 =	0.00
Kindergarten students =	0.00	Kindergarten students =	0.00
EMD students =	0.00	EMD students =	0.00
ED students =	0.00	ED students =	0.00
LD students =	0.00	LD students =	0.00
TMD students =	0.00	TMD students =	0.00
SMD students =	0.00	SMD students =	0.00
PI students =	0.00	PI students =	0.00
HHPD students =	0.00	HHPD students =	0.00
BLIND students =	0.00	BLIND students =	0.00
PTST students =	0.00	PTST students =	0.00
ATSTC students =	0.00	ATSTC students =	0.00
TBI students =	0.00	TBI students =	0.00
DFBLD students =	0.00	DFBLD students =	0.00
ILC students =	0.00	ILC students =	0.00
Totals =	0.00	Totals =	0.00
Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0
Remaining Transfer =	\$0	Remaining Transfer =	\$0
July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$0

EY 2007 Local Fund Estimate

Prestige Academy

Red Clay	#	Amount	Seaford	#	Amount	Summa	#	Amount
Regular students 7 - 12 =	49.00	\$151,606	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	103.00	\$318,682	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	7.00	\$54,152	LD students =	0.00	\$0	LD students =	0.00	\$0
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	0.00	\$0
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	159.00	\$524,440	Totals =	0.00	\$0	Totals =	0.00	\$0
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$524,440	Remaining Transfer =		\$0	Remaining Transfer =		\$0
July 35% (preliminary only)		\$183,554	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0

Woodsbridge

#	Amount
Regular students 7 - 12 =	\$0
Regular students 4 - 6 =	\$0
Regular students 1 - 3 =	\$0
Kindergarten students =	\$0
EMD students =	\$0
ED students =	\$0
LD students =	\$0
TMD students =	\$0
SMD students =	\$0
PI students =	\$0
HHPD students =	\$0
BLIND students =	\$0
PTST students =	\$0
ATSTC students =	\$0
TBI students =	\$0
DFBLD students =	\$0
ILC students =	\$0
Totals =	\$0
Amount Already Forwarded =	\$0
Remaining Transfer =	\$0
July 35% (preliminary only)	\$0

Local Funding Summary	
Total Pupils =	334
Total Local Funding =	\$1,086,632
Total Amount Already Forwarded =	\$0
Remainder to be Transferred =	\$1,086,632
Total July 35% (preliminary only)	\$381,091

PRESTIGE ACADEMY

Appendices

- A. **Description of Building Excellent Schools Fellowship**
- B. **Founding Board Member Resumes**
- C. **Board Recruitment Materials**
- D. **Prestige Academy Proposed By-laws**
- E. **Certificate of Incorporation**
- F. **Legal Opinion Supporting Single Gender Public Schools**
- G. **Prestige Academy Family Covenant**
- H. **Letters of Support**
- I. **Prestige Academy Application Form**
- J. **Certification of Intent to Enroll Form**
- K. **Sample Content Mastery Excel Spreadsheet**
- L. **Weekly Syllabus Form with Homework**
- M. **REAL Rubric**
- N. **Educational Program Alignment with Delaware State Content Standards**
- O. **Prestige Academy School Calendar**
- P. **Special Education Forms**
- Q. **Prestige Academy Job Descriptions**
- R. **Prestige Academy Implementation Plan**
- S. **ISDC Documents**
- T. **Personnel Manual - Draft**
- U. **Prestige Academy Code of Conduct**
- V. **Prestige Academy Draft Crisis Response Manual**
- W. **Prestige Academy Response to Charter Review Committee Questions**
- X. **Prestige Academy Response to Charter Review Committee Finance Questions**

Appendix A

Description of Building Excellent Schools Fellowship



Building Excellent Schools

Building Excellent Schools: The Organization

Building Excellent Schools is a national non-profit organization based in Boston that is committed to dramatically improving the academic achievement of underserved students in urban areas. The success of Building Excellent Schools' approach can be attributed to the critical freedom and accountability inherent in charter schools, its steadfast commitment to academic achievement being the primary consideration in every aspect of a school's functioning and its determination to locate, train, and support only those individuals with the critical combination of passion, determination, and skills to successfully educate children, regardless of the challenge.

The Fellowship

Building Excellent Schools' flagship program is **The Building Excellent Schools Fellowship**, a year-long, full-time comprehensive training program in charter school leadership and development. Unlike a graduate school program in business or education that requires its participants to pay a fee to receive support as they define and refine their interests, The Fellowship pays its carefully selected leaders-in-training a professional-level stipend to focus on one goal—designing and opening a school of uncompromising excellence. A Fellowship year typically entails approximately 100 training days in Boston, an extended residency in a high performing urban charter school, and ongoing coaching and support around board and charter application development. The culmination of the Fellowship year is the submission of a well-written, thoroughly researched charter application that reflects the best practices in urban school design. Schools founded by Building Excellent Schools Fellows are each **free-standing, locally controlled, and independent of any management organization**. The Fellowship is driven by these three primary goals:

- Fully prepare leaders to design, found, and operate high-performing urban charter schools that out perform their surrounding districts on standardized tests.
- Fully prepare leaders to design, found, and operate high-performing urban charter schools that thoroughly prepare each of their students for college success.
- Fully prepare leaders to be credible, effective, and respected individuals in their communities that ensure that quality education remains a priority.

Figure 1: Building Excellent Schools Fellowship Curriculum Summary

STRAND	DESCRIPTION	SAMPLE TOPICS
I. School Design	Advanced analysis of essential design and leadership concepts.	School Visits (Over 30); Accountability; Assessment; Supervision
II. School Operations	Advanced analysis of essential finance, accounting, and fundraising skills.	Facility Finance; Staff Recruitment; Compensation; Fundraising
III. Governance	Comprehensive training in charter school board development and governance.	Board Sourcing; Policies and By Laws; Succession Planning; Officer Selection
IV. External Relationships	Training in community organizing and relationship development.	Parent Involvement; Relationship Management; Recruitment; Public Relations
V. Residency	Ten-week, on-site, hands-on training in general charter school leadership.	Assessment Design; Teacher Coaching; Fund Development; Program Development

The chart and description above illustrate the tremendous scope of the Fellowship and affirms the comprehensive nature of its training, but the ultimate value of the Fellowship rests in the *content of its school design training*. That training uses the ten



shared characteristics of every high performing urban charter school as its foundation. Those shared characteristics are outlined below:

Figure 2: Shared Characteristics of Excellent Urban Charter Schools

<ul style="list-style-type: none"> • Firm belief that all students can learn and achieve at high levels 	<ul style="list-style-type: none"> • Frequent internal assessments with data to drive instruction.
<ul style="list-style-type: none"> • Mission clear, outcome focused, understood by all, and evidenced throughout the school. 	<ul style="list-style-type: none"> • Strong discipline code enforced by all.
<ul style="list-style-type: none"> • Leader(s) highly visible ensuring all are focused on mission. 	<ul style="list-style-type: none"> • Clear and frequent communications with parents regarding student performance.
<ul style="list-style-type: none"> • Highly structured learning environment and organization. 	<ul style="list-style-type: none"> • Strong curriculum focus on skill mastery.
<ul style="list-style-type: none"> • Classroom practices promote continuity (and predictability) from one classroom to another. 	<ul style="list-style-type: none"> • Extended school day and school year.

The shared characteristics of urban charter schools serve as the foundation and base framework for every school designed by a Building Excellent Schools Fellow. Fellows are then free to flexibly design their schools around these core principles to fully meet the needs of their communities. For example, Fellow Founded Schools may offer slightly different curricular options or different extracurricular programs, but they will all be fiercely devoted to producing strong academic achievement results. It is in this flexible design that BES fully distinguishes itself from Charter Management Organizations.

Another unique characteristic of Building Excellent Schools is its focus on beliefs and capacity as opposed to past experience and credentials in identifying potential school leaders. To wit, a former management consultant, lawyer, investment banker, and two career educators have founded the five Fellow Founded Schools in New York City. New York's example is representative of a core organizational belief that its Fellows must share beliefs more than any particular experiences. Our 2005 cohort of Fellows reflects BES' long-standing commitment to bringing non-traditional candidates into urban school leadership:

2006 Fellow Profile

- 77% Hold advanced degrees
- 23% Have primarily business/private sector experience
- 62% Have primarily education/public sector experience
- 15% Have significant business and education experience
- 61% Are people of color
- 2006 Fellows range in age from 24-39.

<p><u>Colleges and Universities Represented</u> Clark Atlanta University Cornell University Florida State University Fordham University Louisiana State University Geo. Washington University School of Law Purdue University University of Connecticut University of Florida University of Minnesota University of Pennsylvania Washington University in St. Louis</p>

Four Fellows are alumni of *Teach for America*

The Results

To date, 22 schools in seven states have been founded by Building Excellent Schools Fellows. When at capacity these schools will serve over 10,000 students in grades K-12.



Figure 3: Fellow Chartering Performance 2001-2007

Cohort Year	Applications Submitted	Charters Awarded	Success Rate	Total Schools
2001-02	4	3	75%	3
2002-03	6	4	67%	7
2003-04	7	7	100%	14
2004-05	10	6	60%	20
2005-06*	8	6	75%	26
2006-07*	12	9	75%	35
Totals	47	35	75%	35

* Assumes Average Chartering Rate for First Four Years of Program

Highlights from the past year included a very strong performance in New York City. During the past year, BES Fellows accounted for three of the four charters granted by the New York City Chancellor and another Fellow was granted a charter from the State University of New York, which has a reputation for the highest chartering standards and the most rigorous application process in the country.

Also in Denver, Chris Gibbons, a 2004 Fellowship Graduate, and now Head of West Denver Preparatory Charter School, received the only charter awarded in Denver in November of 2005.

In terms of academic performance, most schools founded by Building Excellent Schools Fellows are too early in their development to produce substantially valid performance data. However, performance data from Fellow Founded Schools in Massachusetts is highly encouraging:

- Massachusetts BES Fellow Founded Schools outperformed their surrounding districts on the MCAS in 6th grade math and 7th grade reading.
- Boston BES Fellow-Founded Schools had a higher percentage of students performing at proficient or advanced on the 6th grade and 7th grade MCAS than Boston Public Schools.
- Massachusetts BES Fellow-Founded Schools serve a more at-risk population. Each Fellow Founded School has a higher percentage of Free/Reduced Lunch and SPED students than its surrounding district.

Post-Fellowship/ Operational Follow-on Services

Continuing School Leader Training: Focused training for leaders of recently opened schools covering various critical issues specific to that phase in a school's growth. Also provides leaders access to a consistent, like-minded cohort of other school leaders along with well-respected experts in fields such as student recruitment, marketing, faculty training and selection, and finance.

Governance Support: Direct assistance to school founders and their founding board of trustees with the important transition from doing the work of founding a school to doing the work of governing a school's operations. Includes on-demand consulting and support to ensure continued strong governance and each Fellow Founded School.

School Culture Audit: BES staff spend 1-2 intense days in operating schools assessing the extent to which the school manifests a culture conducive to outstanding student performance. The analysis is both qualitative and quantitative and is



compiled into a comprehensive report that serves as the foundation for an action plan going forward to school leaders. This is coupled with extensive coaching, professional development workshops, and other instruments to assist the school with making swift, decisive, and effective adjustments

Access to Building Excellent Schools' Knowledge Base: As a leader in high performing urban charter school education, Building Excellent Schools has amassed an immensely useful collection of both print and electronic resources that operating charter schools can leverage to their benefit. BES, as a follow-on service, extends full access to this knowledge base to fellowship alumni along with access to BES' Knowledge Management services, which will allow fellowship alumni to present pressing research questions to BES staff and receive a thoroughly researched answer in a timely manner.

Continuing Access to Building Excellent Schools Fellowship Trainings: By accessing the follow-on service program, alumni will gain access to any and all trainings of the Building Excellent Schools Fellowship. This continuing access to expert trainings led by nationally recognized leaders in charter school education and management will ensure that alumni are able to continually access best practice while revisiting specific areas of challenge as they move forward as school leaders.



Building Excellent Schools Follow-On Services Post-Fellowship 2007

When the tremendous work and effort of a Building Excellent Schools Fellow culminates in an authorized charter application, there is much reason for celebration. The reality is, however, that receiving a charter is only the first step on the long and challenging journey towards opening a school and truly delivering educational excellence.

With this in mind, Building Excellent Schools has developed an elective program of Follow-on services for Fellowship alumni that has these primary goals:

- Ensure that Fellow-founded schools open to students without unnecessary complication and begin immediately to produce the academic culture that promotes outstanding student performance.
- Deliver to Fellowship alumni continuing access to current research and best practices in high performing urban education.
- Develop and maintain a permanent network of Fellowship alumni both within and across given classes that will provide school leaders with the regular access to like-minded individuals with which to share experiences and identify best practices.

The services for chartered alumni described below comprise a comprehensive program that addresses the major areas of need for charter schools as they proceed through their pre- and early operational phases. The program is presented to interested alumni as a complete set of services.

Follow-On Services Overview

1. Start-Up Action Plan Development
2. Key Leader/Teacher Selection Support
3. Governance Consulting
4. Helping Hands
5. Pre-Opening School Audit
6. School Culture Audit
7. Continuing Access to Fellowship Trainings

1. Start-Up Action Plan Development: Direct assistance to leaders of newly authorized schools to assist with planning, writing, and executing a detailed action plan that ensures the leader and pre-operational team are engaging in or have a plan to engage in every essential activity necessary to ensure the school opens successfully and without complication.

Specific Services

- Phone consultation
- Editing and review of action plan
- Regular check-ins/support on action plan progress

Major Deliverable(s)

- Comprehensive start-up plan with 400- 500 essential pre-opening tasks
- Detailed staffing and target completion dates

2. Key Leader/Teacher Selection Support: Extensive support around selecting school instructional leaders or executive directors, depending on the role the former Fellow has chosen to assume in his/her school. Extensive support with selection of faculty that possess the beliefs and skill sets necessary for success in high performing urban charter schools.

Specific Services

- Candidate referrals (as available)
- Resume screening
- Phone interviews with candidates
- In-person interviews with candidates (as appropriate)
- Consultation on candidate selection

3. Governance Consulting: Extensive support services that best meet the unique governance needs of the proposed school. This involves:

- Strategic planning to identify primary area(s) of need
- Detailed outline of individualized support with targeted timeline for implementation
- Development of materials and customized tools
- Support through one-day board training or series of facilitated conference calls

Based on extensive experience working with charter school boards, Building Excellent Schools suggests that boards will likely need support in one of the following areas:

- Transitioning from a Founding Board to a Governing Board

- Governance versus Management
- The Role of the Board Chair and the School Leader
- Outlining scope of work for planning year and first operational year

4. Helping Hands: Building Excellent Schools staff works on the ground under the direction of the school leader for up to five days, pre-opening. Leaders are encouraged to design projects that maximize and leverage Building Excellent Schools staff's unique skill set.

Specific Services

- Student Recruitment
- Teacher Recruitment
- Fundraising/Grant Writing
- Community Building
- Curricular Development

5. Pre-Opening School Audit: BES reviews newly authorized school's operations and evaluates preparedness for opening four to six weeks prior to school opening. Findings can be quickly acted upon to ensure that the school opens as successfully as possible.

Specific Services

- Pre-opening audit leading to action plan development

Major Deliverable(s)

- Detailed audit report identifying areas of organizational strength and concern

6. School Culture Audit: Building Excellent Schools staff spends 1-2 days in newly opened schools assessing the extent to which the school evidences a culture that supports outstanding student performance. Analysis is qualitative and quantitative and is compiled into a comprehensive report that serves as the foundation for an action plan going forward.

Specific Services

- Consulting leading to the development of a plan to address any significant areas of concern revealed by the initial cultural audit

Major Deliverable(s)

- Detailed audit report listing areas of cultural strength and challenge with suggestions for important action items as the school moves forward

7. Continuing Access to Fellowship Trainings: Alumni gain access to multiple trainings of the Building Excellent Schools Fellowship. Access to such trainings, provided by nationally recognized leaders in charter school education, ensures that alumni continually access best practice while revisiting specific areas of challenge as they move forward as school leaders.

Specific Services

- Annual Calendar of Fellowship trainings and events
- Invitations to all Fellows, all years, and any Fellow Founded School Staff to seminal Fellowship trainings and events

Appendix B

Founding Board Member Resumes

Nnamdi O. Chukwuocha
 810 West 34th Street Wilmington, Delaware
 302.762.5146
 nnamdichukwu@aol.com

Profile

Devoted community servant dedicated to assisting in the empowerment of youth, families and communities

Experience

Kingswood Community Center <i>Associate Executive Director</i>	2006 - Present
<ul style="list-style-type: none"> • Evaluate organization, department and programs for effectiveness and efficiency • Supervise staff and daily operations of organization • Lead grant research and preparation activities for departments and programs • Represent organization at community and government events • Meet with political and community representatives re: community empowerment • Build systems of support for organization (funders, in-kind and volunteer) 	

Kingswood Community Center <i>Youth Services Director</i>	2000 – 2006
<ul style="list-style-type: none"> • Develop program and services to asses and meet the needs of youth and their families • Oversee the direct services and interventions • Create and update department/ program outcomes management system • Research local and national grant opportunities for program development • Lead supervision and evaluation staff • Establish and maintain effective collaborations and partnerships with schools and local youth/ family centered organizations • Recruit and maintain volunteers to support programs 	

Kingswood Community Center <i>Youth Intervention Specialist</i>	1994 – 2006
Provided direct services to assist youth/teens with reaching their full academic and social potential	

United States ARMY <i>Infantryman</i>	1990 – 1993
Team leader conducted inspections and career counselling for 5 member team	

EDUCATION

Delaware State University Master of Social Work	2005
Delaware State University Bachelor of Arts- History/ Political Science	1998

Volunteer	Awards & Honors
Art sanctuary	Outstanding Young Wilmingtonian
Delaware Institute for Arts in Education	Mayor's Award for Community Service
Akobon Poetry Festival	Christi Award for Community Service through Arts
University of Penn- Kelly's Writers House	Omega Psi Phi Citizen of the Year

Robin S. Lober
1401 Pennsylvania Avenue, Unit 1212, Wilmington, DE 19806
(302) 229-1210

Objective To be afforded the opportunity to dedicate my time, knowledge, and resources to the Founding Board of Prestige Academy Charter School; an endeavor that I truly believe in for both its Charter classification and its stated mission.

Education Masters Degree in Curriculum Design and Instruction, University of Delaware, May 2003

Bachelors Degree in History Education, University of Delaware, May 1996

Work Experience History Teacher, The Charter School of Wilmington, September 1997 to Present

- ◆ Mock Trial Coach, 1997-Present. State Finalists in the Delaware High School Mock Trial Competition 2003, 2004, and 2005. State Champions 2006. Finished 21st in the nation at the 2006 National High School Mock Trial Competition.
- ◆ Charter Council Moderator, 1999-Present, (student leadership/government)
- ◆ World Quest Moderator
- ◆ CSW Recognition Committee, August 2006-present
- ◆ 2 time nominee as Faculty Representative to the CSW Board of Directors
- ◆ CSW Facility Committee 2000

Graduate Assistant, the Delaware Social Studies Education Project, the University of Delaware, August 2002 to June 2003

- ◆ Designed professional development seminars for K-12 Social Studies teachers.
- ◆ Focused intensely on the evolution of the Delaware State Social Studies Standards and the Delaware State Testing Program (DSTP)
- ◆ Website design

Long-Term Substitute, Christiana High School, the Christina School District, September 1996 to June 1997

Professional Middle States Accreditation Association, School Evaluation

Involvement

Team Member, November 2004 and 2006

- ◆ Carlos Rosario Charter School, Washington, DC
- ◆ Lehigh Valley Charter School for the Performing Arts, Bethlehem, PA

Middle States Accreditation Association Team Chair Training, September 2005

Delaware Council for the Social Studies, Board Member, September 2001 to June 2004

Delaware Law Related Education Center, County Teacher Contact, June 2001 to August 2002

Delaware History Day, Planning Committee, 2000-2004

Community Involvement

Stephen Kids, Executive Director, July 2005 to the present
- a non-profit charitable organization

Professional Recognition

The Charter School of Wilmington Board of Director's Award
2006

The James Madison Fellowship
2002

Delaware History Day Teacher of the Year
2002

Delaware Council for the Social Studies Excellence in Teaching
2001

Delaware Law Related Education Center Teacher of the Year
2000

* References Available Upon Request *

Donald C. Mell III

704 Greenhill Avenue
Wilmington, Delaware 19805
E-mail MELL3@worldnet.att.net

PROFESSIONAL EXPERIENCE

1998-present Patterson-Schwartz Real Estate Greenville, Del.
Realtor

- Real Estate professional producing annual multi-million dollar transactions representing Delaware's largest private residential real estate company.
- Negotiates and writes Real Estate contracts. Develops and executes marketing plans for listed properties and develops and implements negotiating strategies for Real Estate buyers.
- Represents Patterson-Schwartz at Delaware State Chamber of Commerce functions and events.
- Served on the DSCC's Business and Economic Development Committee.
- Served as the DSCC's representative on the State of Delaware's Task force on Driver Distractions and Highway Safety. (2002-2003).

2003-2004 Bill Lee for Governor 2004 Delaware
Senior Advisor

- Senior advisor to Judge William Swain Lee's gubernatorial campaign.
- Defined and executed the campaign's message and developed key policies and strategies, particularly in the areas of economic development and transportation.
- Directed campaign's communications and media relations.

2001 GOP State Chairman Candidate Delaware
Candidate

- Ran statewide campaign race for GOP State Chair.

2000 Bill Lee for Governor Wilmington, Del.
New Castle County Campaign Chairman

- Acted as principal liaison between campaign and television, radio and print media, statewide.
- Wrote, produced and placed print and radio advertising, statewide.
- Managed logistical efforts involving scheduling, volunteers and fundraising events.

1995-1998 Freelance journalist Philadelphia, Pa.
Associate Producer/Researcher, "Return to the Lion's Den"

- Proposed interview subjects, researched and developed interview material for a one-hour documentary on Lebanon that was aired by CNN and PBS.
- Coordinated and managed logistics.
- Proposed and executed story ideas.

Photo editor

- Coordinated and managed coverage strategy at individual events including Presidential visits to the region, US Open Golf and PGA Championship tournaments, NCAA Basketball tournaments, World Series.
- Set up temporary office and work areas.
- Edited and transmitted photos from event locations.

1986 - 1994 Associated Press New York, NY
Photo Editor/Assignment Editor/Desk Supervisor

- Set priorities for coverage, assigned staff and arranged logistics for developing stories.
- Worked with photo and editorial staffs worldwide to plan and execute photo coverage of breaking news stories.
- Served as liaison between the AP and various Middle Eastern and north African nations through their representatives in Washington and the United Nations to obtain visas and local contacts for AP personnel.
- Supervised a staff of 6-8 photo editors on a daily basis.
- Coordinated coverage of stories with news department.
- Edited and filed reports from domestic and international locations.

1990 - 1991 Associated Press Dhahran, Saudi Arabia and Kuwait
Gulf War Photo Editor

- Established and maintained a bureau on an emergency basis consisting of 12 photographers and 15 reporters.
- Managed the operational expense of AP's war coverage and overall bureau operations budget of \$500,000 (excluding salaries).
- Managed logistical, communications and travel arrangements for staff and bureau.

1990 - 1991 Associated Press Dhahran, Saudi Arabia and Kuwait
(continued)

Gulf War Photo Editor

- Promoted and protected the AP's interests with U.S. and Saudi military authorities.
- Represented the AP in the DOD pool.
- Edited the AP's daily photo coverage. 1985 - 1991 Associated

Press Worldwide

Special assignment, Hostage Situation

- Assisted the AP's official and unofficial efforts in seeking Terry Anderson's freedom.
- Utilized diplomatic contacts and experience in the Middle East.
- Participated in public and private missions and met with senior government officials in Washington, Europe, the Middle East and Iran.

1985 Associated Press Rome, Italy

Photo Editor/Photographer

- Covered the Vatican on a regular basis.
- Traveled extensively throughout the Middle East, Iran and northern Africa on assignments including the hijacking of TWA Flight 847, NATO exercises, famine in the Horn of Africa and The Sudan, Indira Ghandi's funeral and the Iran-Iraq conflict.

1983- 1985 Associated Press Beirut, Lebanon

Photo Editor/Photographer

- Determined and organized coverage of major stories in Lebanon, Syria, Iran and Iraq.

1981 - 1983 Freelance Beirut, Lebanon

Photographer/Television crew member/Radio reporter

- Contributed photos to various magazines and wire services including *Time*, *Newsweek*, the AP and UPI.
- Filed radio spots for independent radio stations based in Britain.
- Served on television crews for NBC and CNN.
- Covered the Israeli invasion of Lebanon and the subsequent siege of Beirut and its aftermath for CNN.

Set up interviews with PLO leaders

COMMUNITY ACTIVITIES

Treasurer of the Board, Meals on Wheels Delaware. 2005-present
Co-Chair, Evening with the Masters. 2003-Present
Commissioner, Wilmington Housing Authority. 2005-present
Board member, Mt. Olives Cemetery Preservation Fund. 2005-present
Executive Committee, Wilmington Region Republican Party 2003-present
Bike to the Bay (2002-2006)

RODNEY MERRIWEATHER

103 Blue Spruce Drive
Kennett Square, PA 19348
Home 610.444.9854, Fax 610.444.9855
rjmerriweather@hotmail.com

SUMMARY

Results driven senior marketing manager who creates teams where individuals are encouraged to develop, valued for their abilities and contributions and are motivated to excel in meeting goals. Unique ability to develop products and marketing strategies that drive revenue and market share. Expert in new product introduction and market innovation through the use of cross-functional team leadership, consistently exceeding sales objectives. Areas of expertise include:

- Strategic Marketing
- New Product Introduction
- Joint Venture Liaison
- Team Building/Development
- Target Marketing
- New Business Development
- Financial Analysis
- C-Level Presentations

SELECTED ACCOMPLISHMENTS

- Established global management of fiber brands in less than 1 year, while incorporating new European joint venture partner.
- Increased brand equity for CoolMax® (+4pts.) and Thermolite® (+2pts.) in 2 years by strategic brand redirection.
- Increased revenue by 20% through 20-person telemarketing operation by introducing focused target marketing.
- Increased business revenue by 25% by the strategic development and introduction of a new product line.
- Gained an additional \$1 million in the sales price of business through analysis and negotiation.

PROFESSIONAL EXPERIENCE

DUPONT, Hong Kong, Wilmington

Global Brand Manager, Marketing Consultant

1999-2004

Global brand management responsibility for CoolMax®, Thermolite®, Dacron®, Supriva™, and Micromattique™ brands.

- Set strategic direction for increased brand equity for CoolMax® (+4pts.) and Thermolite® (+2pts.) from 1999 to 2000.
- Managed global coordination of brands through transition to regional joint ventures in Europe.
- Trained, mentored, and consulted with Asian Marketing communications team in implementing global marketing strategies for above brands.

• Provided specialized studies and analyses for targeted growth markets in Asia.
PAGE 2 **RODNEY MERRIWEATHER**

Business/Marketing/Segment Manager, Development Manager 1990-1999

Led cross-functional business teams in setting and executing strategic marketing and sales plans for various DuPont business segments.

- Led group of 7 professionals with responsibility for selling 400+ chemical products, exceeding \$90MM in revenue.
- Managed licensing of Teflon® brand to consumer household product manufacturers.
- Introduced focused target marketing to Safety Resources business segment. Reversed sales slide for multi-media safety products. Increased revenue by 20% through 20-person telemarketing operation.
- Met or exceeded revenue forecasts each year, while controlling selling expenses (below budget (5-20%).

Product Manager, Development Manager 1984-1990

Led the Corian® new color development program. Responsible for the initial market introduction of the Sierra series of granite-like aesthetics for Corian®.

- Developed and won upper management approval for the Strategic Color Plan. This plan moved the business from 3 solid colors to 100+ different colors and effects. Increased revenue by 25%.
- As Sheet Product manager, performed supply chain management functions for Toyama Japan and Buffalo plants during managed distribution program from 1987 to 1990.
- Won Corporate Marketing Excellence award for development and introduction of Glacier White Corian®.
- Set DuPont corporate direction for recycling post consumer plastic. Developed new markets for 24MM pounds of high value post consumer plastic, while managing relationship with joint venture partner.

Business Analyst 1980-1984

FORD MOTOR COMPANY

Financial Analyst 1977-1980

EDUCATION

MBA, Finance/Marketing, University of Michigan, Ann Arbor

BBA, Management, University of Notre Dame

REVEREND VINCENT P. OLIVER

12 Kinsey Way
New Castle, Delaware 19720
(302) 328-8370

CAREER OVERVIEW

- Over 26 years of professional experience gained through the non-profit, academic, and human services industries
- Leader and team builder with recognized ability to perform and manage the relationships between:
 - Strategic Planning
 - Public Relationships
 - Management
 - Budget/Fiscal Operations
 - Development
 - Recruiting / Staffing
 - Facility Management
 - Operations
 - Administration
 - Forecasting / Planning
 - Fund Raising / Grant Writing
 - Professional Training
- Proven track record in program development and implementation with evaluations, surveys, and revisions to meet objectives
- Recognized as a change agent with proficiency in forging cooperative relationships and creating a structure which effectively transitions possibilities into realities
- Veteran community leader and organizer in Delaware
- Excels in fund raising, broadening the base of independent givers, and guiding development activities in connection with board directors
- Outstanding written and verbal communication skills

PROFESSIONAL EXPERIENCE

May, 1979 – May, 2006 (retired)

Kingswood Community Center, Inc., Wilmington, DE

EXECUTIVE DIRECTOR

Directed and coordinated all daily operations and administration of a major community center providing a diverse range of social, recreational, and educational programs in accordance with the agency mission. Implement and evaluate all programs including:

- Human Service
- Counseling
- Youth Intervention
- Budgeting
- Basic Skills Building
- Senior Citizen Services
- Day Care
- Crisis Alleviation
- Prevention Intervention
- Career and Job Placement
- GED Preparation
- Families in Transition

Developed and administered annual operating budget; responsible for writing grants; soliciting operating and special program funds and reviewed each to ensure agency compliance with funding sources criteria. Generated timely reports to the Board of Directors regarding administrative, programmatic, and personnel issues.

Served as the agency advocate and spokesperson for legislative issues, public relations, public hearings, community outreach, and promotions. Interpreted changing population needs, and actively planned and developed activities in conjunction with board members, committees, staff, and volunteers.

Selected Achievements:

- Increased operations and total budget from \$250,000 to \$ 3 million.
- Increase staff from 18 to 85.
- Expanded physical center location by 9000 square feet.
- Co-founded Project Stay Free, a juvenile delinquency prevention, rehabilitation and day treatment program; 32 professional staff and teachers; 85 student service capacity; \$1.2 million operating budget.
- Founded the **Kingswood Academy**, an alternative school (9th – 12th grades) for severely disruptive students; 21 professional staff and teachers; 110-student enrollment; \$1.9 million annual operating budget.

1976-1979 **University of Delaware, Newark, DE**

ASSISTANT DEAN OF STUDENTS

Launched the Center for Black Culture. Responsible for managing all cultural programming for the African American student population on campus.

EDUCATION

1973 **Aquinas College, Grand Rapids, MI**

B.A., History

1975 **Michigan State University, E. Lansing, Michigan**

M.A., Urban Counseling

1982–1986 **New Life Bible College, Philadelphia, PA**

Urban Ministries

ORDAINED MINISTER

Pastor, New Calvary Baptist Church, Wilmington DE

20 years of continuous service to congregation of 300 members

Currently planning a \$2 million construction and renovation of existing sanctuary

AFFILIATIONS

- Northeast Alliance of Businesses & Organizations, Past Executive Board Member
- Communities in Schools of Delaware, Past Board Member
- New Castle County Ethics Commission, Past Commissioner
- United Baptist Convention of Delaware, Past State President
- Delaware Christian Alliance of Churches, Past State President and Co-founder

AWARDS & RECOGNITION

Dr. Al O. Plant, Sr. Life Time Achievement Award for Community Services

JACK L. PERRY, M.S.W.

65 Ball Farm Way
Wilmington, De 19808
(302) 276-5959

jperry@buildingexcellentschools.org

Objective: I seek to use my substantial professional skill and leadership experience to take on a key role in an educational institution entirely committed to improving the academic achievement of underserved students.

Professional Experience:

BUILDING EXCELLENT SCHOOLS

Boston, MA

Fellow

August 2006-Present

- Studying highest performing urban charter schools across the country.
- Training in governance, finance, operations, school organization, curriculum development, and school culture.
- Leading application writing process.
- Scheduled residency at Achievement First Crown Heights Charter School, Brooklyn, NY. Will work closely with school leader in aspects of school leadership, staff development, curriculum development and instruction.

CHILDREN'S COMMUNITY PROGRAMS OF CT, INC.

*New Haven, CT
& Bridgeport, CT*

Program Supervisor

August 2002-August 2006

- Provided overall program leadership and guidance.
- Increased staff diversity through recruitment, marketing and hiring practices to reflect population served.
- Directed and supervised clinical social work staff delivering intensive specialized case management services to foster children and families.
- Planned, organized, and delivered ongoing clinical training and professional development to staff.

Program Director-TRAILS School

June 2000-June 2002

- Coordinated the start up of an alternative special education school serving severely emotionally disturbed boys in grades four through ten.
- Developed and managed clinical program for students.
- Supervised social work staff.
- Delivered individual and group counseling to students.
- Facilitated community service and parent outreach efforts.

CONNECTICUT CHILDREN AND FAMILY CENTER, INC.

New Haven, CT

Therapist/Group Coordinator

September 2000-August 2006

- Provided individual counseling and case management to children and families.
- Co-facilitated a boys mentoring group that promoted development of educational and study skills, leadership skills, community awareness, and other critical character traits.

ANTI-DEFAMATION LEAGUE

Hamden, CT

Trainer

August 2005-Present

- Facilitate training to help individuals develop the capacity to recognize and acknowledge biases and discriminatory practices in themselves and others.

NEW HAVEN DEPARTMENT OF CHILDREN AND FAMILIES

New Haven, CT

Social Worker

October 1996-June 2000

- Provided ongoing case management for children and families, conducted risk assessments and produced court reports.

Education:

SOUTHERN CONNECTICUT STATE UNIVERSITY, New Haven, CT

Doctorate of Education, ABD: *In Progress*

Dissertation Research: A quantitative examination of the leadership practices of urban school principals successful at closing the achievement gap.

UNIVERSITY OF CONNECTICUT, West Hartford, CT

Master of Social Work, *May 2000*

Concentration: Community Organizing and Group Work

SOUTHERN CONNECTICUT STATE UNIVERSITY, New Haven, CT

Bachelor of Science, *May 1996*

Concentration: Sociology and Criminal Justice

Administrative Skills and Qualifications:

CERTIFICATION

Connecticut School Social Worker Certification

January 2006-09

SKILLS

Proficient in Microsoft Windows/Office Applications

Jason R. Reeves
208 Beech Lane
Woolwich Twp, NJ 08054
Home: 609-304-8651
Work: 302-774-0156
E-Mail: Jason.R.Reeves@usa.dupont.com

Education:

M.B.A. (Finance)-Wilmington College
B.S. Biology- Mansfield University

Skills:

Proficient in SAP R/3, MS Office, Lotus Notes and Excel, Windows XP / 2000
GCAP (Internal DuPont Accounting System), SAP (Business Warehouse)
Certified-Six Sigma Green Belt (Corporately recognized certification)

Qualifications: Manufacturing, Finance (Tax), and Customer Service experience.

Work Experience:

Tax Analyst (DuPont Corporate Finance) Present

- Tax planning for various DuPont businesses, JV, and Subsidiaries
- Property and Sales/Use tax compliance
- Consultant on various tax projects

Sr. Customer Service Rep (DuPont Imaging Technologies) 2003-2006

- Dispute resolution
- Educating customers on new products and technologies brought to market
- Completed a Six Sigma project that has an annual savings of over \$44 K/year

Planner /Scheduler (DuPont Performance Coatings) 2000 to 2003

- Maintained and produced long-range manufacturing production schedules
- Collaborated with peers and upper management to resolve various production and maintenance issues
- Aligned external customer demands with internal customer needs

Laboratory Technician (DuPont Performance Coatings) 1997 to 2000

- Performed highly technical experiments with minimal Supervision
- Performed line trials at customer facilities.

Organizations:

- Phi Theta Kappa Member

- **Former mentor at Kuumba Academy**
- **Legal Black Employee Network (Internal DuPont Network)**
- **DuPont Black Men's Network - Core Team Member (Treasurer)**

MARK A. STEWART, MBA

810 Blackshire Road • Wilmington, Delaware 19805 • 484-716-5761(C) • 302-426-1023
(H)

hoppingtigger@msn.com

This professional is eager to bring enthusiasm, expertise, and vitality to the business community. I have several years of experience in **Career Consulting, Marketing, Contract Management, Project Coordination, Training and Development and Management Development**. I have expertise in developing programs, and maintaining rapport with business partners, managers, and volunteers. A collaborative leadership style that set in motion the need for high energy, tight efficiency, excellent communication skills, entrepreneurial drive, and a dynamic commitment to the mission.

- Experienced in administering the procurement and support of multi-million dollar budgets, and contracts.
 - **Excellent writing, marketing and communications skills: presentations, brochures, policy and procedures manuals.**
 - Communicate well with all levels of management including cabinet secretaries and directors.
 - **Supported product marketing activities, rollout planning and execution, and coordinated with business units, and functional groups.**
 - Acted as a liaison between various sponsors and the client in understanding the functional specifications and project deliverables.
 - **Excellent management, public relations and customer service skills including: problem solving, data analysis, price negotiation and vendor support agreements to contracts.**
 - Proficient in computer hardware/software: MS Windows, MS Word, MS Excel, WordPerfect, MS Access and the Internet.
-
- | | |
|-------------------------------------|-----------------------------------|
| • Strategic Marketing, and Planning | • Excellent Communications |
| • Contract Management | • Market Research & Analysis |
| • Volunteer Management | • Team Building & Management |
| • Business Liaison | • Budget Administration |

PROFESSIONAL EXPERIENCE

State of Delaware, Department of Office of Management and Budgets, Division of Support Operations, Wilmington, DE

MARKETING SPECIALIST - Current Position

- **Markets and promotes services by informing business customers of agency programs / services; makes presentations and participates in meetings to discuss and provide information regarding programs / services offered.**
- Gathers information, identifies special situations and utilizes knowledge of resources to provide assistance.
- **Examines and analyzes data to forecast future marketing trends and to identify potential markets.**
- Coordinates, develops and implements new business development strategies; monitors customer needs and recommends enhancements.
- Prepares narrative and statistical reports.
- **Manage and coordinate Marketing Management Program, which has saved the State of Delaware thousands of dollars.**
- Monitor and facilitate relationships between state agencies and vendors.

- **Create surveys, conduct interviews and compile internal customers' data for the purpose of monitoring customer satisfaction.**
- Prepare reports and propose policy changes to management.
- **Present proposals and recommendations to high ranking state officials.**
- Approve and deny the acquisition of products statewide.
- **Write specifications and award bids for the state contract in conjunction with the Division of OFFICE of MANAGEMENT and BUDGETS.**
- Draft "request for proposal" and "invitation to bid" specifications and award contracts to suitable bidders.
- **Maintain expertise in features and benefits of vendors' equipment.**

STEWART CAREER CONSULTANTING - Wilmington, DE
CAREER CONSULTANT / PROPRIETOR - Current Position

- **Develop a recruiting plan that is S.M.A.R.T. (Specific, Measurable, Attainable, Reasonable, and Timely) in conjunction with the client stated goals and future openings.**
- Coordinate employer field trips, attend job fairs, and prepare print materials to generate job leads. Use the appropriate sourcing tools, data base, internet, corporate partnerships, job fairs, referrals, and association links to effectively link qualified candidates.
- Proactively manage the intake process in a timely and efficient manner. This includes developing recruitment strategies, prescreening candidates, understanding client needs, utilizing effective advertisements, managing the applicant flow; resume mining, proper resume analysis / matching, and interviewing candidates.
- **Develop relationships with representatives from industry and government organizations to result in employment placement of students, graduates, and seasoned professionals.**
- Assist all clients in their job seeking efforts by conducting workshops in resume and portfolio development, career goal assessment, interviewing techniques, and personal appearance.
-
- **Identify job openings for students and graduates through phone calls, newspaper ads, personal contacts and written correspondence.**
- Provide continued job support for a specified period of time in accordance with stated goals and objectives.

JEVS – RETAIL SKILL CENTER – National Retail Federation - King of Prussia, PA
COORDINATOR of EMPLOYMENT SERVICES - 2003 - 2006

Coordinate all employment, training and recruitment strategies for TANF, CareerLink, King of Prussia Mall and Work Force clients. Continue to define strategies for and develop, comprehensive marketing plans that encompass an integrated marketing initiatives designed to penetrate and grow target markets in the arena of human capital, and resources. I communicate consistently with customers, manager, internal and external departments, to coordinate overall business approaches in accordance with stated goals. I conduct market research and analyses that cultivated enhanced opportunities for product development - improvement.

Selected Contributions:

Maintained joint venture with Careerlink, Community Employment Exchange, National Retailers Federations (NRF) members, Department of Public Welfare, King Of Prussia Mall, Federal and Local Politicians, and a vast array of public and private businesses.

- ✓ **Increased goals and objectives by 42% through designing and launching new recruitment campaign.**
- ✓ Exceeded business goals of 85% placement in the market to propelling overall placements beyond 95%.
- ✓ Assists in screening applicants for qualifications of fit.
- ✓ **Project management experience, including planning, resource allocation, staffing, budget, and performance assessment.**
- ✓ Coordinated local recruiting efforts with universities, job fairs, Careerlink and other community resources.
- ✓ **Establish and maintain relationships with business and industry personnel utilizing sales and marketing techniques.**
- ✓ Assist participants in obtaining supportive services to enhance employability or maintain employment.

- ✓ **Develop marketing promotional tools such as bi-monthly newsletters, flyers, brochures, posters and other marketing material needed to progress the success of the program**
- ✓ **Develop job/career fairs by securing employer participation and logistics**
- ✓ **Build relationships with government agencies, community employers, educational institutions that can assist with the visibility and viability of the program's success.**
- ✓ **Provide job development and job placement services for TANF clients to include, but not limited to obtaining employment contacts in the community in various fields of interest pertaining to clients**
- ✓ **Monitor client activities in job search and jobs/careers through contacting clients on a regular or as needed basis**

STAPLES, Wayne, PA 19406

SALES MANAGER 2001 - 2002

Hired, trained and motivated a 90-member team of full and part-time associates. Administered the day-to-day activities of a 17 million dollar a year retail operation. Demonstrated experience in managing people and budgets. Established ability to work in a hands-on environment with limited resources. Strategic planner who is adept at prioritizing, organizing and following through. A team builder with strong skills in management and leadership; with the understanding for the subtleties of motivating and directing a diverse group of personalities.

Key Accomplishments:

- **Exceeded sales goals by 35% thru year 2001.**
- **Through P&L management, and quality control management business was maintain in the black.**
- **Communicated the company vision, goals and strategies to all team members.**
- **Launch sales floor bonus program in first quarter of 2001, which boosted overall sales by 15.7% per quarter.**

STEWART CULTURAL, Erie, PA 16501

DIRECTOR OF DEVELOPMENT 1997 – 2001

A multi-cultural art center specializing in educating youth, and adults. Responsibilities included: direct mail, solicitation, communications (newsletter, personal correspondence, website), research, grant writing, special events planning - presentations, donor relations, coordination of fundraising strategy, and execution of public relations / communications plan.

- **Key characteristics needed for the performance of the job:**
 - **Maintain a proactive, creative leadership role in the identification, cultivation and solicitation of individual, foundations and corporate contributions**
 - **Develop and maintain close working relationships with the foundation community, corporate and individual donors/sponsors, board members, and volunteers.**
 - **Prepare and submit grant proposals to private foundations, corporations and public agencies.**
 - **Plans and coordinates annual Fundraising events, track event donors and develops, and maintains relationships with event co-sponsors**
 - **Develops and maintains fundraising database of donors, prospects and contacts ensuring accurate and useful records of development activities.**

- **Designs and manages cultivation of donors and gift processing and acknowledgement.**
- **Management of Grant Contracts, and its particulars.**

EDUCATION

EASTERN UNIVERSITY St. David, PA

Master Business Administration (MBA) 2004

PENNSYLVANIA STATE UNIVERSITY State College,
PA

Administration of Justice 1984 - 1998

EDINBORO UNIVERSITY Edinboro, PA

Bachelor's Degree – Criminal Justice 2001

Dr. Rita M. Vasta
2215 Greenstone Road
Wilmington, DE 19810
302-529-1952

Education:

B.A., Chemistry, Glassboro State College (Rowan University), Glassboro, NJ, 1975

M.S., Chemistry, Drexel University, Philadelphia, PA, 1977

Ph.D., Physical Chemistry, Drexel University, Philadelphia, PA, 1982

Thesis: Development of a Non-Dispersive Photon Counting Instrument for the Determination of Ammonia by Mercury-Sensitized Chemiluminescence

Alternative Routes to Certification (ARTC), University of Delaware, Newark, DE, 2003

Secondary Education Leadership Certificate, Wilmington College, Wilmington, DE 2006-Present

Teaching Experience:

2001-Present, The Charter School of Wilmington, Wilmington, DE teaching 9th grade introductory chemistry and 11th grade chemistry and honors chemistry.

Publications:

2003-Present, With the Delaware Department of Education and the Delaware Science Coalition prepared and presented to 9th grade teachers, "Foundations in Chemistry", course to support instruction with the Delaware 9th grade science standards.

Past Involvement with Innovative Teaching Programs:

2003-Present, during the presentation of "Foundations in Chemistry" the instruction includes the teaching method of macro to micro to symbolic representation for the instruction of chemistry.

Professional Organizations:

- American Chemical Society, member and various committee assignments, 1972 – present
- Sigma Xi, member and past chapter president, 1982 – present
- National Science Teachers Association, member, 2003 – present
- Association for Supervision and Curriculum Development, member, 2003-present

Professional Development:

- ARTC Coach for new teachers, learning and updating teaching techniques and supporting new teachers summers 2003-2006.
- Instructor for Chemistry and Biology, Upward Bound, working with students and applying teaching strategies to support the students, summers 2005 and 2006
- Member of the Science Ambassadors Program which works with 3rd-5th grade students to submit a project to a science fair, 2005 and 2006
- Member of the Professional Development Committee at the Charter School of Wilmington, 2005-present

Other Relevant Information:

2005-Present, Faculty Representative to the Charter School of Wilmington Board of Directors

2003-2006, Member of the Review Board at the Charter School of Wilmington

2003-Present, Coordinator for the Science Department implementation of Science Safety Manual and Chemical Storeroom Compliance and Hazardous Waste Disposal

2003-Present, Coordinated Senior Research Program including documentation and research advisor to students

2004-2005, Coordinated and implemented the Charter School of Wilmington Emergency Plan

2004 – Present, Working member on the committee to revise the Delaware Science Standards with the Delaware Department of Education and the Science Coalition

1981-2001, Industrial chemist with patent and research and manufacturing management experiences, E. I. Dupont Company.

Contribution to Teaching:

Having worked as a chemistry-teaching assistant at Drexel University and as a research chemist, I have observed the challenges that the preparation for chemistry requires. When I start each new academic year, my goal is to make certain that the students understand the scientific problem-solving process. The student success is not in getting an answer but in understanding the steps and the background information needed to derive the answer. Modeling and applying the critical thinking skills so that the students understand how to derive a solution is the most valuable skill that they can use in the classroom and in their academic future.

Appendix C

Board Recruitment Materials

PRESTIGE ACADEMY

Founding Board Job Description

Prestige Academy's Founding Board will assist in building a charter school that will enable Wilmington young men in fifth through eighth grades to achieve to the highest academic standards for admission to and success in demanding college preparatory high school programs. Prestige Academy will provide a highly structured and achievement-oriented middle school that will be unrelenting in developing a strong academic foundation in the core subjects and the REAL values all students need for success. The Founding Board will: share a commitment to Prestige Academy's core values and mission; will consist of 7-13 members who shall serve a term that runs through spring 2007; and will volunteer their skills, knowledge, and time to ensure completion of a winning charter application and the ultimate success of Prestige Academy in fulfilling its mission. We expect that upon chartering the majority of Founding Board members will transition to the governing Board of Directors for staggered terms of two years.

Tasks will include:

- Assisting with the composition of the charter application
- Reviewing Prestige Academy's business plan
- Identifying and securing a school facility
- Cultivating strategic relationships with businesses, non-profits and community groups in Wilmington
- Reviewing and approving school policies
- Developing a Board of Directors to govern the School and maintain accountability once the School's charter is obtained in spring 2007

All Founding Board members will be expected to:

- Commit two hours of time weekly to Prestige Academy-related work, including meetings and projects, through spring 2007; this will include weekly contact with the School's Lead Founder
- Participate in two-hour monthly Board meetings through spring 2007
- Represent Prestige Academy at interviews conducted by the State authorizing agency if needed
- Participate in one evening and one day-long board training provided by Building Excellent Schools
- Advocate for the mission and vision of Prestige Academy
- Initiate and develop professional networks for the financial, political, and organizational benefit of Prestige Academy
- Utilize specific expertise for the benefit of Prestige Academy
- Inform the School's Lead Founder of any potential conflicts of interest, or inability to fulfill Founding Board member expectations of performance

Qualifications

- Belief in charter schools and in the mission of the Prestige Academy
- Belief that all children can achieve the highest levels of academic excellence regardless of their background or socioeconomic status
- Availability to participate meaningfully in the founding process
- Expertise in law, real estate, financial management, governance, marketing, fundraising, community organizing / outreach, or strategic planning
- Willingness to leverage personal and professional networks on behalf of the School
- A strong commitment to improving the quality of education for Wilmington children and the quality of life for Wilmington's communities.

PRESTIGE ACADEMY FOUNDING BOARD

BOARD MEMBER PERFORMANCE EXPECTATIONS:

By accepting a position as a Founding Board member of Prestige Academy, I acknowledge that I have read and agree with the Performance Expectations listed below. I pledge to make every effort to meet or exceed these expectations. I understand it is the School's hope that upon chartering the majority of Founding Board members will transition to the governing Board of Directors for staggered terms of two years.

All Founding Board Members will be expected to:

1. **Govern** the Board by meeting the expectations as detailed in the Prestige Academy Founding Board Job Description & Responsibilities and all legal responsibilities of Board membership.
2. **Advocate** for the School's mission and vision while building public and private support for the charter school within the Wilmington, DE, community and at any interviews with the Authorizer.
3. **Collaborate** with fellow Board members, the Lead Founder, and the community to ensure that diverse perspectives are heard and incorporated into the application.
4. **Cultivate** prospective Board members, donors, partners, and volunteers and utilize personal and professional networks for the financial, organizational, and educational benefit of the School.
5. **Contribute** to the School at an annual level that is personally meaningful and appropriate.
6. **Attend** monthly Board meetings and participate actively and productively in discussions and votes.
7. **Volunteer** a maximum of ten hours a month for committees and consultation on application tasks.
8. **Focus** on critical strategic questions and governance that supports the success of Prestige Academy.
9. **Inform** the School's Lead Founder of any potential conflicts of interest, or inability to fulfill Founding Board member expectations of performance.

Signed: _____

Date: _____

Appendix D

Prestige Academy Proposed Bylaws

BYLAWS¹
OF
PRESTIGE ACADEMY, INC.

ARTICLE I: NAME

The name of the Corporation is Prestige Academy, Inc. (hereinafter “the Corporation”).

ARTICLE II: PURPOSE

The Corporation was incorporated as a nonprofit corporation under the General Corporation Law of the State of Delaware (“DGCL”) to organize and run a Charter School pursuant to the Charter School Act of 1995 (14 Delaware Code § 501). The business of the Corporation 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. The nature of the activities to be conducted to accomplish the above purpose shall be exclusively those within the purview of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any subsequent Federal tax laws. The corporation shall not have members.

ARTICLE III: OFFICES

The Corporation may have an office or offices at such places as the Board of Directors may from time to time designate.

ARTICLE IV: MISSION

Prestige Academy prepares young men in grades 5-8 for admission to and success in demanding college preparatory high schools. In a highly structured, achievement-oriented school culture, Prestige Academy Charter School students develop a strong academic foundation in the core subjects and the REAL values necessary for success: Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership.

ARTICLE V: BOARD OF DIRECTORS

Section 1. Powers.

Subject to limitations imposed by law, the Certificate of Incorporation, or these Bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the “Board”). The Board has the power to manage the property and business of this corporation (the “Corporation” or “School”). Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

¹ Upon approval of the charter, the Board of Directors of Prestige Academy will vote on and formally adopt these Bylaws.

- i) Adopting the bylaws of the Corporation;
- ii) Determining the general policies and strategic planning of the Corporation;
- iii) Establishing the annual budget and approving major expenditures;
- iv) Selecting projects and approving the overall budget of said projects;
- v) Approving the administrative budget of the Corporation;
- vi) Approving the annual reports of the Corporation;
- vii) Approving the annual financial statements of the Corporation; and
- viii) Electing officers and filling vacancies in said offices as may occur from time to time during the year.

Section 2. Number.

The number of directors of the Corporation ("Directors") shall be not fewer than nine (9) and shall not exceed thirteen (13). However, the number of Directors constituting the Board may be reduced as a result of a vacancy or increased upon the election of additional directors as provided in Section 4 of this Article IV.

Section 3. Qualifications of Directors.

One member of the Board shall be a parent or legal guardian of a student enrolled at the School ("Parent Director") and one member of the Board shall be a teacher at the School ("Teacher Director"). Such Directors shall be designated at the time of election. A Parent Director who ceases to be a parent or legal guardian of a student enrolled at the School may continue in office until the next annual meeting of the Corporation. A Teacher Director shall be deemed to have resigned from the Board on the date the Teacher is no longer employed as a teacher at the School.

The Board may elect any person who in its discretion it believes will serve the Corporation faithfully and effectively. The Board shall, however, seek to elect Directors with the following qualifications:

1. An unwavering commitment to seeing our students superbly prepared for high school, college, and beyond;
2. A set of personal and professional skills which will further this effort;
3. A commitment to improving access to quality education for all children regardless of race or economic status;
4. An understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
5. The ability to be a good judge of information regarding the Executive Director's educational and fiscal management of the School and a willingness to replace the Executive Director if results are less than satisfactory;
6. A willingness to focus on the academic achievement of children in the School, and not to divert the Board's attention to matters that are peripheral to this mission;
7. An ability to fairly and accurately assess the needs of the community, and to represent the School to the community and others;
8. Attainment of at least 21 years of age;

9. Financial and/or legal, business, fundraising, management, governance, real estate development, community advocacy, or educational experience;
10. A willingness to accept and support decisions made in accordance with these Bylaws;
11. An ability and willingness to give time and energy to the School; and,
12. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the School.

Section 4. Election and Term.

1. **Election:** The Incorporator pursuant to a written action shall select the initial Founding Board of Directors of the Corporation. At the first Board Meeting immediately following issuance of the charter, the Founding Board of Directors will become the governing Board of Directors and will be elected to staggered-length terms of one, two, and three years.

Following issuance of the charter, and prior to the end of the calendar year in which Prestige Academy opens, the Parent Director shall be recommended to the Governance Committee by parents or legal guardians of students enrolled in the School and the Teacher Director shall be recommended to the Governance Committee by teachers at the School, in accordance with the provisions of this Article IV. The Governance Committee then nominates candidates to the Board; and, finally, the Directors elect the individuals.

The Parent Director and Teacher Director terms shall be for one (1) year from the date of election; the terms of office for all other Directors shall be one (1), two (2) or three (3) years from the date of election.

The Directors may, in their discretion, elect additional Directors pursuant to an affirmative vote of 3/4 of all Directors then serving, provided that the limit on the number of Directors set forth above in Section 2 of this Article IV shall not be exceeded.

2. Terms of Office are described as follows:

- (a) After election to and completion of staggered-length terms, the term of office for a Director shall be three (3) years from the date of election. A Director's term of office shall end at the conclusion of the second Annual Meeting after the Regular, Special or Annual Meeting at which the Director was elected or at an earlier Annual Meeting in the case of Directors elected for terms shorter than three years.
- (b) Any vacancy occurring on the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by vote of a majority of the Directors then in office. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies on the Board. If the number of Directors in office has become less than nine (9), the Board must elect additional Director until there are at least nine (9) before taking action on any other business.

- (c) A Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment to the charter, the bylaws, or other Board action.
- (d) A Director's term of office shall not be extended beyond that for which the Director was elected by amendment of the school's charter or the bylaws or other Board action.
- (e) No Director shall serve more than two (2) consecutive, three-year terms without at least a one (1) year break between terms.

3. Time of Elections is described as follows:

- (a) The Board shall elect Directors at the Annual Meeting or, in the case of a Director elected to fill a vacancy, at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

Section 5. Removal, Resignation and Vacancy.

1. Removal of Directors. Any Director may be removed or suspended from office by a majority of the whole Board of Directors. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Directors. If in the opinion of a majority of the whole Board of Directors such complaint shall have been sustained, the accused Director may be removed or suspended from office. The Board may reserve the right to remove a Director with or without cause in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

2. Resignation by Directors. A Director may resign by giving written notice to the Board Chair. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Director.

3. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these bylaws, or upon a Director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors.

Section 6. Compensation.

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting Corporation business.

Section 7. Code of Conduct, Conflict of Interest and Confidentiality.

The Board shall establish Code of Conduct, Conflict of Interest and Confidentiality policies for the Board.

Section 8. Financial Interests.

Directors shall have no direct or indirect financial interest in the assets or leases of the School. Any Director who individually or as part of a business or professional firm is involved in business transactions with or in providing professional services to the School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services as provided in Article XIII Section 2.

Section 9. Executive Director.

The Board may appoint an Executive Director to be responsible for carrying out the work of the School in accordance with the policies established from time to time by the Board. Any such Executive Director shall be an ex-officio, non-voting member of the Board of Directors.

ARTICLE VI: MEETINGS OF THE BOARD

Section 1. Compliance with the provisions of the Freedom of Information Act.

The Board shall conduct its meetings as if it were a "public body" as defined in 29 Del. Code § 10002(a), and according to the requirements of Chapter 100 of said Title 29 (the "Act"). In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method that preserves proof of such notice.

Section 2. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of at least one-half the voting Directors then serving, except as may otherwise be required by law.

Section 3. Action by the Board.

Except as otherwise provided by statute or by these bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.

Section 4. Participation by Conference Telephone.

Notwithstanding any provision of these bylaws to the contrary, members of the Board, or of any committee thereof, may from time to time participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other and such participation shall constitute presence in person at such meeting.

Section 5. Reliance.

A member of the Board, or of any committee thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and

upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the Board member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE VII: COMMITTEES

1. **Standing Committees.** There shall be four (4) standing committees: the Academic Achievement Committee, the Governance Committee, the Fund Development Committee and the Finance Committee. The Board may create committees for any additional purpose.

2. **Ad-hoc Committees.** The Chair of the Board may from time to time appoint Directors to serve on committees formed to work in a limited timeframe on a project or program with a definite end, e.g. a fundraising campaign or event.

3. **Appointment to and Membership of Committees.** The Chair shall appoint members to and designate the chairs of all committees. Persons other than Directors may be appointed as members of committees provided that any committee to which the powers of the Directors are delegated shall consist solely of Directors; and further provided, that all committees shall be chaired by a Director.

4. **Responsibilities of Committees.** The responsibilities of the standing committees may include but shall not be limited to the following:

(a) Academic Achievement Committee:

- (i) to work with the Executive Director to review the school's academic results;
- (ii) to monitor progress toward goals set by the Board; and,
- (iii) to present, with the Executive Director, periodic reports informing the entire Board of progress toward these goals.

(b) Governance Committee:

- (i) to study the qualifications of Director candidates and present qualified nominees to the Board;
- (ii) to present nominees for Officers to the Board;
- (iii) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- (iv) to provide ongoing orientation to Directors; and,
- (v) to oversee a Director assessment process to ensure optimum performance.

(c) Finance Committee:

- (i) to develop in conjunction with the Executive Director a proposed annual budget for the Board's consideration;
- (ii) to monitor the School's financial standing;

- (iii) to make recommendations to the Board on financial matters when required; and,
- (iv) to ensure that the School is operating under adequate and proper financial controls.

(d) Fund Development Committee:

- (i) to develop in conjunction with the Executive Director, annual work plans for the development and implementation of fundraising goals and programs;
- (ii) responsibilities may include setting annual fundraising goals, developing periodic capital campaigns and providing for appropriate parent and alumni communications and developing programs to facilitate continuing cultivation of support for Prestige Academy;
- (iii) responsible for strengthening communication and outreach programs for parents and developing programs to better communicate with and maintain the support of Prestige Academy's broader community of alumni, neighborhood residents, education and business communities and others; and,
- (iv) work with the Executive Director to ensure that the annual fund raising plan is achieved involving the remainder of the Board in this effort when appropriate.

5. Authority of Committees. The Chair may delegate to a Board committee any of the authority of the Board, except with respect to:

- (a) The election of Directors;
- (b) the filling of vacancies on the Board or on any committee which has the authority of the Board;
- (c) the amendment or repeal of bylaws or the adoption of new bylaws; and,
- (d) the appointment of other committees of the Board, or the members of the committees.

6. Procedures of Committees. At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are governed by the provisions of these bylaws and the Open Meetings Law with respect to the calling of meetings.

ARTICLE VIII: OFFICERS

Section 1. Officers

The Officers of the Corporation consist of a Board Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Treasurer. The Corporation also may have such other officers as the Board deems advisable.

(1) **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

(2) **Vice Chair.** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

(3) **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's charter and bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

(4) **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available for inspection by any Director; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2. Election, Eligibility and Terms of Office

1. **Nomination.** The Governance Committee shall present nominations for Officers to the Board. The nominated Officers shall be Directors.

2. **Election.** The Board shall elect the Officers at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

3. Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

4. Term of Office. Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year, or until a successor assumes office. A Director may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

Section 2. Removal and Resignation.

In addition to the procedures outlined in Article V, Section 5.1, the Board may remove any Officer, either with or without cause, at any time. Any Officer may resign at any time by giving written notice to the Chair (or in the case of resignation of the Chair, to the Vice Chair) or to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE IX: STANDARD OF CARE

Section 1. Standard of Care.

1. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) One or more Officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
- (b) Legal counsel, public accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
- (c) A Board Committee on which the Director does not serve, duly designated in accordance with a provision of the Corporation's charter or bylaws, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, and with that degree of care specified in this Article, Section 1, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in this Article, Section 1, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those

powers are exercised within the ultimate direction of the Board.

Section 2. Rights of Inspection.

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 3. Participation in Discussions and Voting.

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Director shall not be permitted to participate in the discussion and vote on any matter involving such Director relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors then present.

Section 4. Duty to Maintain Board Confidences.

Every Director has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Director violating this confidence may be removed from the Board.

ARTICLE X: NON-LIABILITY OF DIRECTORS

No Director shall be personally liable for the debts, liabilities or obligations of the Corporation.

ARTICLE XI: EXECUTION OF INSTRUMENTS

Section 1. Checks, Drafts and Orders for Payment of Money.

All checks, drafts and orders for payment in amounts up to and including \$5,000 shall be signed in the name of the Corporation by the Executive Director. In the case of checks, drafts and orders for payment exceeding \$5,000, the Executive Director and any one of the following officers – the Chair, Vice Chair, and Treasurer – both shall sign. In the absence of the Executive Director, one Officer may sign checks, drafts and orders for payment in amounts up to and including \$5,000, and two Officers must sign checks, drafts and orders for payment in amounts exceeding \$5,000. The Secretary shall have signing authority only if the above-named Officers are unavailable.

Section 2. Contracts.

All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

ARTICLE XII: INDEMNIFICATION

Section 1. Right to Indemnification.

The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact that s/he, or a person for whom s/he is the legal representative, is or was a Director or Officer of the Corporation or is or was serving at the request of the Corporation as a Director, Officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise, or non profit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

Section 2. Prepayment of Expenses.

The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a Director or Officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the Director or Officer to repay all amounts advanced if it should be ultimately determined that the Director or Officer is not entitled to be indemnified under this Article or otherwise.

Section 4. Nonexclusivity of Rights.

The rights conferred on any person by this Article XII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Directors or otherwise.

Section 5. Other Indemnification.

The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a Director, Officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 6. Liability Insurance.

The Corporation shall purchase and maintain insurance on behalf of any person who was or is a Director, Officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him/her and incurred by him/her in any such capacity, or arising out of his/her status as such, whether or not the Corporation would have the power or the obligation to indemnify him/her against such liability under the provisions of this Article XII.

Section 7. Amendment or Repeal.

Any repeal or modification of the foregoing provisions of this Article XII shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

ARTICLE XIII: CONFLICTS OF INTEREST POLICY

Section 1. Purpose.

The purpose of the Conflicts of Interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. Voting and Disclosure.

In order to minimize any risk of any conflict of interest concerning the Board of Directors and Officers of the Corporation, all Directors and Officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All Directors and Officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the Director or Officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a Director or Officer serves as a Director, Officer or key employee or as to which a Director or Officer otherwise has a material relationship, such Director or Officer must disclose such relationship to the Board and must refrain from voting on such matter.

Section 3. Board Approval.

No Director or Officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such Director or Officer or any employee or other person or entity in which a Director or Officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE XIV: CORPORATE SEAL

The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

ARTICLE XV: AMENDMENT OF BYLAWS

These bylaws may be amended, suspended or repealed by the affirmative vote of 2/3 of all of the members of the Board of Directors of the Corporation then serving at a meeting noticed and called for the purpose of amending, suspending or repealing the bylaws.

ARTICLE XVI: GIFTS

The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

ARTICLE XVII – FISCAL YEAR

The fiscal year of the Corporation shall commence on the first day of July of each Calendar year and conclude June 30 of the following calendar year.

Appendix E
Certificate of Incorporation

Delaware

PAGE 1

The First State

I, HARRIET SMITH WINDSOR, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED ARE TRUE AND CORRECT COPIES OF ALL DOCUMENTS ON FILE OF "PRESTIGE ACADEMY, INC." AS RECEIVED AND FILED IN THIS OFFICE.

THE FOLLOWING DOCUMENTS HAVE BEEN CERTIFIED:

CERTIFICATE OF INCORPORATION, FILED THE ELEVENTH DAY OF DECEMBER, A.D. 2006, AT 1:34 O'CLOCK P.M.

AND I DO HEREBY FURTHER CERTIFY THAT THE AFORESAID CERTIFICATES ARE THE ONLY CERTIFICATES ON RECORD OF THE AFORESAID CORPORATION, "PRESTIGE ACADEMY, INC.".



4238713 8100H
061151963

Harriet Smith Windsor

Harriet Smith Windsor, Secretary of State

AUTHENTICATION: 5284773

DATE: 12-15-06

State of Delaware
Secretary of State
Division of Corporations
Delivered 01:34 PM 12/11/2006
FILED 01:34 PM 12/11/2006
SRV 061128993 - 4238713 FILE

STATE OF DELAWARE
CERTIFICATE OF INCORPORATION
OF
PRESTIGE ACADEMY, INC.

First: The name of the corporation is **Prestige Academy, Inc.**, hereinafter referred to as the "Corporation."

Second: Its registered office in the State of Delaware is located at **65 Ball Farm Way Wilmington, Delaware, 19808, in the County of New Castle.** The name of the registered agent is **Jack L. Perry.**

Third: This Corporation is a nonprofit corporation organized exclusively for educational purposes, more specifically to operate, manage, operate, guide, direct and promote a public charter school in the State of Delaware. To this end, the Corporation shall at all times be operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes.

Fourth: The Corporation shall not have any capital stock.

Fifth: The Corporation shall have no members. The management of the affairs of the Corporation shall be vested in a Board of Directors, as defined in the Corporation's bylaws. No Director shall have any right, title, or interest in or to any property of the corporation.

Sixth: It is intended that the Corporation shall have the status of a corporation that is exempt from federal income taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code, and that is other than a private foundation by reason of being described in section 509(a) of the Code. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, any Director or officer of the Corporation, or any other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for rights or services rendered to or for the Corporation and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other

provision of this Certificate of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income taxation under section 501(c)(3) of the Code or (ii) by a corporation contributions to which are deductible under section 170(c)(2) of the Code.

Seventh: The Corporation shall indemnify the Directors and officers of the Corporation to the fullest extent permitted by law. The Directors of the Corporation shall incur no personal liability to the Corporation or its members for monetary damages for any breach of fiduciary duty as a Director; provided, however, that the Directors of the Corporation shall continue to be subject to liability (i) for any breach of their duty of loyalty to the Corporation or its members, (ii) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law, or (iii) for any transaction from which the Directors derived an improper benefit.

Eighth: Upon the dissolution of the Corporation, the Board of Directors, after paying or making provisions for the payment of all the liabilities of the Corporation, shall distribute all of the assets of the Corporation exclusively for charitable or educational purposes to an organization or organizations with purposes similar to those described in Article 6 hereof, which are then organizations described in section 501(c)(3) of the Code and which are other than private foundations described in section 509(a) of the Code. In no event shall any of such assets be distributed to any Director, officer, or private individual. The amount of any distribution made under this Article shall be determined by the Board of Directors.

I, **The Undersigned**, being the incorporator, for the purposes of forming a corporation under the laws of the State of Delaware, do make, file, and record this Certificate of Incorporation, and do certify that the facts herein stated are true, and I have accordingly hereunto set my hand this 11th day of December, 2006.

By: 

Name: Jack L.ERRY

Address: 65 Ball Farm Way
Wilmington, Delaware, 19808

December 21, 2006

Mr. Jack L. Perry
Prestige Academy
65 Ball Farm Way
Wilmington, Delaware 19808

Dear Mr. Perry:

In the course of our recent conversations, you have requested that I prepare for you a legal opinion regarding certain concerns that have been raised as to whether the proposed Prestige Academy charter school, an all-boys' middle school in the Red Clay School District of Wilmington, Delaware designed to prepare boys for entrance into academically challenging college preparatory high schools, complies with the Delaware Charter School Law, the Fourteenth Amendment equal protection clause of the United States Constitution, and Title IX of the Education Amendments of 1972. These concerns center on the issue of whether it is legally permissible for a charter middle school in Delaware to limit admission to members of one sex, specifically economically disadvantaged boys who by force of demographics are primarily African-American and Hispanic. If so, then under what conditions is such a school permissible, and does the Prestige Academy meet these conditions?

Based on a reasoned interpretation of current law, supported by social science and educational research and data, all of which I extensively discuss in my book, *Same, Different, Equal: Rethinking Single-Sex Schooling* (Yale University Press, 2003), I believe that there are cogent arguments supporting the conclusion that the Prestige Academy, as described in its charter application, falls within the bounds of current state and federal requirements.

Point 1: The Prestige Academy Furthers the Intent of the Delaware Charter School Law

The Delaware Charter School Law (Del. Code. Ann. tit. 14, § 501) expressly states that it is the intent of the law to "encourage the use of different and innovative ... school environments and teaching and learning methods." Section 506 (b)(3.d) further states that "a new (non-converted) charter school "may" give "preference" to "students who are at risk for academic failure."

Since the opening of the Young Women's Leadership School in New York City in 1996, a new approach to single-sex public schooling gradually has gained favor particularly in urban school districts across the country. While the initial schools established during this period focused on girls primarily to address the gender gap in math and science, a number of more recent initiatives, like the Eagle Academy for Boys in New York City and the Southwest Philadelphia Academy for Boys, aim to overcome the more recently and widely acknowledged academic and social problems prevalent among minority boys. The methods employed by these schools are innovative in the sense that they adapt an educational approach traditionally accepted and readily available among the privileged classes, i.e. separate-sex learning environments, to the specific needs of students at the opposite end of the socio-economic spectrum. These newly established public schools, like the proposed Prestige Academy, typically are characterized by a longer school day and school year, a rigorous curriculum focused on literacy and math instruction, a stringent dress code, mandatory community service, strictly enforced attendance, intense parental involvement, and mentoring. As each of these schools incrementally achieves success, each develops experiences from which others can learn. Following this model, the proposed Academy will promote the intent of the Charter School Law in offering an innovative learning environment and teaching methods. At the same time, given the alarming statistics on boys in general and minority boys in particular (as discussed below), it is clear that the Academy falls within the provision of the state Charter School Law allowing preference to at-risk students. The school further promotes the purposes of the charter school legislation to "provide parents and students with ... greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community."

Point Two: The Prestige Academy Does Not Violate the Anti-Discrimination Provision in the Delaware Charter School Law

Section 506 (a)(4) of the Delaware Charter School Law states that, "A charter school shall not ... [d]iscriminate against any student in the admissions process because of ... sex." When the Delaware legislature enacted the law in 1995, there were only two consistently single-sex public schools remaining in the United States: the Philadelphia High School for Girls and Western High School (for girls) in Baltimore. In addition, Spectrum High School for Girls in Milwaukee, Wisconsin, established in 1975, had become a public school in 1992. By the late 1980s, whatever single-sex public schools had existed, many of them vocational and highly gender-specific in their offerings (e.g., automotives for boys, secretarial services for girls), had closed or converted to coeducation either in response to market forces or under the then operative federal Office for Civil Rights' interpretation of Title IX, the federal statute enacted in 1972 barring sex discrimination in federally funded education programs or activities.

When the Delaware legislature enacted the Charter School Law, it was operating within the prevailing view that single-sex schooling was outdated as a matter of policy and impermissible under federal law, and that it typically worked to the disadvantage of

females. Not only had prestigious institutions at all levels historically excluded women, but based on evidence from other school systems, girls' schools had often received fewer resources than boys' schools. A primary case on point occurred in the neighboring state of Pennsylvania where, in *Newberg v. Bd. of Educ.*, 26 Pa. D. & C. 3d 682 (Ct. Com. Pl. 1983), the Philadelphia Court of Common Pleas struck down the all-male admissions policy of Central High School on the ground that it violated the Equal Rights Amendment to the Pennsylvania state constitution. There the Philadelphia School District was allocating disproportionately more resources to the male students at Central High as compared with those allocated to the female students at Girls' High and without adequate justification. The trial court in *Newberg* gave great weight to testimony provided by the headmaster of Boston Latin which had converted to coeducation under court order ten years previously (*Bray v. Lee*, 337 F. Supp. 934 (D. Mass. 1972)). His testimony dismissed any negative consequences that might flow from coeducation as compared with all-boys' schooling. In both cases, the remedy was to admit girls. Yet despite that ruling, the state court decision in *Newberg* has not served subsequently as an impediment to public single-sex schools in Philadelphia where there are now five single-sex public schools with an additional charter school for boys scheduled to open in fall 2007.

In the two decades that have intervened since the trial court's decision in *Newberg*, the three decades since the conversion of Boston Latin, and the decade since the Delaware state legislature enacted the Charter School Law, the educational landscape has shifted dramatically. In neither the Philadelphia nor Boston case was the confluence of gender, race, and social class, and its implications for schooling, at issue or as salient as they are today. In the past ten years, single-sex schooling has steadily gained interest particularly among urban minority parents and school districts serving disadvantaged students in an effort to close the persistent achievement gap between African-American and Hispanic students on the one hand, and white students on the other. During the current school year, there are at least 253 public schools in 34 states offering separate-sex educational opportunities. Most of these are coeducational schools that offer single-sex classes, some more extensively than others. However, 51 of the 253 schools are completely single-sex. The majority of these schools serve disadvantaged minority students. A number of them are charter schools. In New York City alone, five all-boys' schools and three all-girls' schools have opened since 2004. Two of these are charter schools.

Anti-discrimination provisions in other state laws have not precluded the establishment of single-sex public schools, including charter schools, in their jurisdictions. Pennsylvania, Illinois, and Colorado are clear examples. The Pennsylvania charter school provision (Pa. Stat. Ann. Tit. 24, §17-1715-A (3)) states that, "A charter school shall not unlawfully discriminate in admissions" while the Equal Rights Amendment to the Pennsylvania state constitution provides that, "Equality of rights under the law shall not be denied or abridged in the Commonwealth of Pennsylvania because of the sex of the individual" (Pa. Const. art. I, § 28). The Illinois charter school provision states that, "A charter school shall be subject to all federal and State laws and constitutional provisions prohibiting discrimination on the basis of ... gender" while the Illinois state constitution contains an equal rights amendment stating that, "The equal protection of the laws shall not be denied or abridged on account of sex by the State or its units of local government and school

districts.” The Colorado charter school statute requires that, “A charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of ...gender” and that, “Enrollment decisions shall be made in a nondiscriminatory manner” (Colo. Rev. Stat. Ann. § 22-30.5-104(3)). The Colorado state constitution further states that, “Equality of rights under the law shall not be denied or abridged by the state of Colorado or any of its political subdivisions on account of sex” (Colo. Const. Art. 2, § 29).

Despite these prohibitions against sex or gender discrimination, as noted above, there are now five public single-sex schools in Philadelphia, with a charter school, the Southwest Philadelphia Academy for Boys, to open in fall 2007. Similarly, there currently exist two single-sex charter schools in Chicago, Illinois: the Young Women’s Leadership Charter School, established in 2000, and the Urban Prep Charter Academy for Young Men, opened in 2006. In Colorado, there is now one charter school, the James Irwin Middle School in Colorado Springs. Other states with constitutional prohibitions against sex or gender discrimination, including Louisiana, Texas, and Washington, also have witnessed the establishment of single-sex public schools without any negative legal consequences. Many of these schools serve racial minority students. Between 2000 and 2003 alone, of the 15 single-sex public schools that opened nationwide, in all but three of them 85 percent of the student population was non-white.

Unlike many of the old pre-Title IX single-sex public schools which, in fact, reinforced gender stereotypes in vocational offerings and often denied equal educational opportunity to girls in particular, these new models are designed to empower students, to expand their intellectual horizons, and to offer them greater educational opportunities than the current system. In the absence of contrary evidence in the legislative history, it therefore is reasonable to conclude that when the members of the Delaware state legislature included in the state Charter School Law the provision prohibiting sex discrimination in admissions, they did not have in mind the severity of the academic and social needs to be addressed particularly regarding minority males (as discussed below), nor the contemporary single-sex school model that has since become prominent in other states and which the Prestige Academy plans to adopt. In recent years, these two factors have induced Congress to adopt legislation funding single-sex schools and classes and the Department of Education to revise regulations granting school officials greater flexibility in establishing such programs, particularly within the charter school model.

An additional and significant point needs to be made. Anti-discrimination provisions are not necessarily intended to impose absolute bans on all classifications but often require the courts to carefully examine the government interests that a classification on the basis of sex, for example, is intended to promote. Depending on the interpretation of the individual state court, the government may have to present an “important” or a more demanding “compelling” interest to justify classifications based on sex and the government may have to further demonstrate a tight fit between the classification and the ends to be achieved. In the absence of legislative history or precedent from the Delaware courts, and given the changed demographic and educational landscape since the law was enacted in 1995, it is reasonable to conclude that the admissions policy of the proposed

Prestige Academy is not the type of “discrimination” that the state legislators had in mind and that the policy limiting admissions to male students, the majority being African-American and Hispanic, is based on a compelling rationale.

Point Three: The Prestige Academy Does Not Violate the Fourteenth Amendment Equal Protection Clause of the United States Constitution

Federal constitutional arguments challenging single-sex admissions policies in public schools look to the Fourteenth Amendment equal protection clause which states that, “No state shall ... deprive to any person within its jurisdiction the equal protection of the laws” (U.S. Const. amend. XIV, § 1) and specifically to three U.S. Supreme Court decisions: *Brown v. Board of Education*, 347 U.S. 384 (1954); *Mississippi University for Women v. Hogan*, 458 U.S. 718 (1982); and *United States v. Virginia*, 518 U.S. 515 (1996). None of these decisions precludes single-sex admissions policies in publicly supported schools such as the proposed Prestige Academy.

The principle laid down in *Brown* that “separate is inherently unequal” as to race does not apply to the proposed single-sex charter school. In fact, the analogy is seriously flawed. In *Brown* the Court examined a deeply entrenched racially segregated system that operated under the “sanction of law” and which the Court noted, had a “tendency to [retard] the educational ... development” of African-American children. More directly, the schools addressed in *Brown* generated in African-American children “a feeling of inferiority as to their status in the community.” The most obvious distinction is that students in the proposed Academy will participate on a voluntary basis and not under compulsion of law. Moreover, in contrast to the racial segregation of the past, both the school’s purpose and its effect are to provide access to equal educational opportunity and not to deny it, to mainstream students into the larger society rather than perpetually segregate them – to empower and not disempower them. The proposed school will not engage in segregation as an end in itself but rather as a means to provide appropriate education to a population of boys who may benefit from this particular approach at this stage in their formalized schooling. The Court’s reference in *Brown* to the importance of education as “the principal instrument in awakening the child to cultural values,” in fact, supports one of the primary goals of the proposed Academy, that is, to prepare economically and socially disadvantaged boys for the roles they will assume both in mainstream society and in their communities.

Distinctions likewise can be drawn between the proposed school and the facts presented in both *Hogan* and *Virginia*. In *Hogan*, the Court struck down the all-female admissions policy at the state-supported School of Nursing of the Mississippi University for Women. There the Court suggested that programs favoring one sex could be justified on compensatory grounds. It rejected, however, the state’s argument that the school, in fact, compensated for discrimination against women and therefore constituted “educational affirmative action.” Rather than compensate women for “discriminatory barriers,” the Court concluded, the school’s policy excluding men merely perpetuated the stereotypical view of nursing as exclusively a “woman’s job” making that assumption a “self-fulfilling

prophecy.” The Court underscored that the validity of a gender-based classification would be determined through “reasoned analysis” and not by the “mechanical application of traditional, often inaccurate, assumptions about the proper roles of men and women.” The statistical evidence on the academic and social needs of disadvantaged minority boys (discussed below) provides a strong foundation for such an analysis. *Hogan* further makes clear that the Constitution sets the outer bounds for Title IX, that is, the Title IX statute and regulations cannot make permissible a practice that is constitutionally impermissible.

In a similar way, the Court’s reasoning in *Virginia* provides support for the proposed Academy without creating clearly defined legal obstacles. There the Court struck down the all-male admissions policy of the state-supported Virginia Military Institute (VMI) within a factual context that was uniquely stark. VMI categorically excluded women from an “extraordinary educational opportunity” afforded men. Within those narrow confines, the decision did not sound the death knell for publicly supported single-sex schooling. On the contrary, the decision contains express language supporting the approach within certain parameters that the proposed Academy meets.

The Court in *Virginia* drew a distinction between race and sex, acknowledging that “supposed ‘inherent differences’ are no longer accepted as a ground for race or national origin classifications.” The “inherent differences, between men and women,” on the other hand, are “cause for celebration, but not for the denigration of either sex or for artificial constraints on an individual’s opportunity.” The Court expressly stated that “[s]ingle-sex education affords pedagogical benefits to at least some students,” recognizing that it is “the mission of some single-sex schools to ‘dissipate, rather than perpetuate, traditional gender classifications.’” The Court specifically noted that single-sex programs are permissible when they “advance the full development of the talent and capacities of our nation’s people” provided they are not based in “overbroad generalizations” and do not perpetuate sex stereotypes. It comes down both to the fit between the program’s means and ends, and to its context. If the program is designed to expand opportunities and not to limit them, then it is more likely to present the “exceedingly persuasive justification” required for sex classifications initially articulated by the Court in *Hogan* and reaffirmed in *Virginia*. This standard is somewhat less exacting than the “strict scrutiny” analysis that the United States Supreme Court has applied to racial classifications.

The Prestige Academy falls within the sweep of *Virginia*’s broad language. In contrast to VMI, the proposed Academy will not exclude girls on the basis of stereotypical notions about their inferior capabilities but rather will address specifically the seemingly resistant social and academic problems facing minority boys. Again, the school has an articulated purpose to counteract the negative social forces operating in poor communities and to address the apparent failure of conventional schooling to develop in many disadvantaged minority boys a clear identification with academic success. In contrast to the overbroad generalizations made by VMI officials with regard to *men and women*, the proposed Academy is based on reasonable generalizations as to a specific population of *boys and girls* who are still in the process of maturing and developing. In this case, certain social, academic, and developmental differences between the sexes may be real at different

stages as students advance from childhood and adolescence to adulthood. The Academy, therefore, is not based on overbroad generalizations but rather on a growing body of observational and empirical findings on social deprivation and academic performance. Nor is there any suggestion in the program's description that it will in any way promote harmful sex stereotypes.

The proposed Academy, moreover, provides an "exceedingly persuasive justification" for its all male admissions policy. A significant fact is that the proposed Academy primarily will serve African-American and Hispanic boys who demonstrate more compelling at-risk factors than girls of similar economic and racial background. The scholarly and popular literature is replete with studies demonstrating that the epidemic of academic failure and social dysfunction especially among minority boys living in poverty has reached crisis proportions. Boys are three times as likely to be enrolled in special education programs and four times as likely to be diagnosed with attention deficit disorder. Boys are more likely to be suspended from school, to be retained, and to ultimately drop out. When compared with white students, the dropout rate for African Americans is almost double; for Hispanics it is three and a half times. The majority of these students are male. According to various government statistics, there are on average 120 to 130 male high school dropouts for every 100 female dropouts. The true ratio is estimated to be even higher as males are more likely to be undercounted in Census data and much more likely to be incarcerated as compared with women. African-American boys make up only 8.6 percent of public school enrollments nationwide but represent 22 percent of students expelled and 23 percent of students suspended. According to the 2000 Census, nearly 25 percent of African-American youths between the ages of 16 and 19 nationwide were neither employed nor in school, nearly twice the nation's average. A disproportionate number among them were male. Today, men comprise only 42 percent of the nation's college students and the gap between racial minority males and females is even starker.

While there are more boys at the top of the achievement ladder, there are far more boys at the bottom and a disproportionate number of these are African-American and Hispanic. Educators have become increasingly concerned with the continuing gender and racial gap in literacy skills that negatively affects disadvantaged minority boys in particular. There is strong evidence that boys as a group begin schooling with less developed verbal and motor skills than girls. Most boys eventually catch up. Nonetheless, many boys, and especially minority boys who lack basic pre-reading skills when they enter school, simply give up or are misidentified as learning disabled, a labeling that sets them on a path of low self-esteem and academic failure. The results of this downward slide are evident in the Red Clay public schools. As measured by performance on the Delaware state reading test in spring 2006, only 71 percent of African-American and 76 percent of Hispanic boys in grade 5 read on or above grade level as compared with 92 percent of white boys, 77 percent of African-American girls, 89 percent of Hispanic girls, and 95 percent of white girls. By grade 10, that percentage plummets to 47 percent for African-American boys and 52 percent for Hispanic boys as compared to 85 percent for white boys, 69 percent for African-American girls, 52 percent for Hispanic Girls, and 91 percent for white girls. At grade 10, only 52 percent of African-American and 60 percent of Hispanic boys are

writing on or above grade level as compared to 81 percent of white boys, 73 percent of African-American girls, 61 percent of Hispanic girls, and 91 percent of white girls. The figures for grade 10 math are equally troubling, for African-American boys at only 28 percent and Hispanic boys at 48 percent as compared to 80 percent for white boys, 50 percent for African-American girls, 42 percent of Hispanic girls, and 78 percent for white girls.

In many cities, over 50 percent of African-American male students fail to graduate from high school with a regular high school diploma. According to data gathered by the Schott Foundation for 2001-02, the state of Delaware graduates only 42 percent of its African-American male students as compared with 64 percent of white male students. For every 200 African-American girls who graduate from college nationwide, there are only 100 African-American boys. In fact, more African-American males receive the General Education Diploma in prison than graduate from college. Three times as many African-American males as white males under the age of 18 are incarcerated. The criminal justice system has become a "rite of passage" for many members of this population.

The root causes of the academic achievement gap disfavoring minority boys are multifaceted. The convergence of gender, race, and class represent a complex set of social and economic factors that reach well beyond the conventional boy-girl arguments and place minority boys growing up in poverty, like many of those to be served by the Prestige Academy, particularly at risk. Disadvantaged minority teenage boys walk a daily gauntlet of crime, drugs, and violence. The educational environment typically brands them as inferior and unmanageable. Many of them ultimately find "success" and acceptance in street culture. Adolescents growing up in poor minority communities often receive conflicting messages that make it difficult for them to establish a stable identity. The culture of the street scorns academic success as unmanly. Learning to adopt the attitudes and academic practices of the school is negatively equated among their peers as "acting white." These perceptions place an especially heavy burden on boys. With few if any male role models to guide them, they effectively disinvest in academic achievement and buy into an oppositional peer-group culture that discourages academic effort. They increasingly identify with other aspects of their self-concept, such as popularity and sports, thereby perpetuating the myth that African-American males in particular are athletically superior and academically inferior. The media's portrayal of successful African-American men further reinforces the problem. Based on the foregoing data and sociological observations, there is a compelling factual basis for concluding that disadvantaged minority male students as a group, and as compared with minority girls, constitute a particularly troubling "target population of at-risk students" as designated in the Delaware Charter School Law. (For a review of the research on the effects of race, culture, and social class on academic achievement, see Rosemary C. Salomone, *Same, Different, Equal: Rethinking Single-Sex Schooling* (Yale University Press, 2003): 107-114.)

In view of these compelling statistics, there are a number of social and academic rationales that support single-sex education for minority pre-adolescent and adolescent boys in particular. Single-sex schools remove the social distraction of the other sex. They

place the “intellectual” above the “social” which is especially important in communities where students do not identify with academic achievement. In middle and upper class communities, what the sociologist James Coleman in 1960 called the “cruel jungle of rating and dating” is tempered to a significant degree by the high value placed on academic achievement and college admissions (James Coleman, *The Adolescent Society* (Free Press, 1960)). Single-sex schools further provide boys, particularly those raised without a father or other adult and caring male figure in the home, with positive male role models and socially secure settings for establishing a constructive sense of self and more academically oriented goals. They help underprivileged boys situate themselves in an adult world where intellectual ability is especially valued by adult men. They further serve as a counterweight to popular “hip hop” and “rap” culture with its heavy sexual element. They provide a “safe haven” from the social pressures to engage in early sexual activity and the opportunity to channel energies into academic pursuits.

There is a growing body of evidence to suggest that incident to these social and affective benefits, thoughtfully planned single-sex programs have a beneficial effect on academic performance and participation. In examining the research, however, it must first be recognized that empirical findings from the United States are limited by the fact that single-sex schooling only recently has re-emerged in the public sector. The field for gathering data, therefore, is quite limited and new, thereby precluding long-term longitudinal findings. That being said, large-scale studies from other English-speaking countries, like England, Australia, and New Zealand, with a stronger tradition of single-sex schooling, have found significant academic gains for both girls and boys attending single-sex schools. There is further evidence from abroad that single-sex schools increase both interest and course-taking in language arts and foreign languages among boys, academic subjects traditionally less favored by them. A study of graduates of all-male schools in the United States confirmed these findings. Here single-sex schooling promoted interest in the humanities (English and history), which was reflected in the students’ choices of college major and career. On the other hand, graduates of coeducational schools were more likely to major in business than their peers from all-male schools. There also is a growing body of empirical and anecdotal evidence supporting earlier findings that disadvantaged students in particular may reap significant academic and social benefits from single-sex programs (For a review of the research, see Rosemary C. Salomone, *Same, Different, Equal: Rethinking Single-Sex Schooling* (Yale University Press, 2003): 206-35; Rosemary C. Salomone, Single-Sex Programs: Resolving the Research Conundrum, *Teachers College Record*, 108, 4 (April 2006): 778-802).

More pointedly, a systematic review, conducted by the U.S. Department of Education, of single-sex schools in the United States reveals positive effects for the approach on all subject matter achievement tests, with little support for coeducational schooling (See U.S. Department of Education, *Single-Sex Schooling Versus Coeducation Schooling: A Systematic Review* (2005)). The findings reveal even stronger results regarding socio-emotional outcomes. In these two areas (for both boys and girls), between 35 and 45 percent of the studies show outcomes favorable to single-sex schooling while only 2 to 10 percent show outcomes favorable to coed schools. Between 40 and 50 percent of the

studies show “null” results. And while the studies examined in the report vary in their rigor and understandably do not control for all possible variables, the researchers set a relatively high scientific standard and excluded over 300 studies that did not meet that mark. Most of the included studies utilized a sound quasi-experimental design (most common in education research) and controlled for most of the relevant background variables.

In interpreting these findings, it should be understood that educational research is not “pure science.” However, to hold such studies to a more rigorous standard would effectively rule out any research on educational practice and policy. No study in educational research is definitively conclusive; the unending debates over class size, bilingual education, and approaches to reading instruction demonstrate that point. Yet inconclusivity does not suggest negativity. As a member of the expert panel that advised the researchers planning and implementing the U.S. Department of Education study, and as a researcher who holds a Ph.D. in the social sciences (as well as degrees in law) and whose research has been funded by the National Science Foundation, I believe that these findings should be afforded serious weight in concluding that there is at least tentative support in the research for the benefits of single-sex schools on cognitive and socio-emotional outcomes.

These findings are further sustained by data emerging from several all-boys’ charter schools as well as other single-sex schools. In October 2006, the New York State Education Department announced that the Brighter Choice Charter School for Boys, founded in 2002, had placed first in the state’s 3rd and 4th grade math exams among other public schools in the city while tying for first place in 4th grade reading. The Excellence Charter School of Bedford Stuyvesant in New York has met similar success in math and language achievement. In 2004-05, 78 percent of first grade students scored at or above grade level in language while 80 percent scored at or above grade level in math. Several upper level girls’ schools that have been in operation for several years have likewise proved successful. The Young Women’s Leadership Charter School in Chicago ranks number one in the city for the percentage of students graduating in five years (79 percent) and the percentage of graduates enrolled in college or post-secondary education (87 percent). The Young Women’s Leadership School in New York consistently achieves a 100 percent college acceptance rate for its students. Gender organization in these schools admittedly is but one factor, yet it is a significant factor in their success. As the number of public single-sex schools in the United States continues to grow and to exist over a sustained period of time, the field for data gathering consequently will expand to provide more definitive conclusions. In sum, in view of the overwhelming data on minority males and the emerging research on single-sex schools, it can be stated that there is an “exceedingly persuasive justification” for an all-boys’ school such as the Prestige Academy.

On a related matter, the Court’s decision in neither *Hogan* nor *Virginia* directly addresses the question of whether an all-male publicly supported school constitutionally requires the existence of a “substantially equal” all-female publicly supported school. At the same time, neither case presents a clear impediment to establishing one in the absence of the

other. Moreover, as the U.S. Department of Education recognized in the recent revisions to the Title IX regulations discussed below, especially given the start-up costs, it would place an undue burden on charter school organizers to create two substantially equal schools simultaneously. Charter schools, with their emphasis on innovation, present a distinct case where organizers are encouraged to examine new approaches on an incremental basis without addressing all facets of a problem immediately. As cities like New York and Chicago demonstrate, it is not uncommon for there to be a lag of several years between the opening of a single-sex school for one sex and a coordinate school for the other sex especially under the charter school model. In fact, the immediate success of the one often stimulates community interest in establishing the other. In the meantime, within neighboring Delaware school districts, there exist academically rigorous and successful coeducational schools of which girls can now avail themselves. Most prominent among these are the Henry B. Dupont School in Hockessin and the Cab Calloway School in Red Clay. Any girl residing in the proposed Prestige Academy geographic area would be eligible to apply to either of these schools.

Finally, the case of *Garrett v. Board of Education*, 775 F. Supp. 1004 (E.D. Mich. 1991), a case on which opponents of single-sex schools mistakenly rely, demands a brief note. There the federal district court preliminarily enjoined Detroit school officials from opening three Afro-centric academies for at-risk boys. The case, however, never proceeded to trial for a definitive decision on the merits while the ruling has very limited jurisdiction within a specific geographic area of Michigan. More importantly, it predates the Supreme Court's decision in *United States v. Virginia* and recent revisions to the Title IX regulations. It therefore merits no further discussion regarding the proposed Academy.

Point 4: The Prestige Academy Does Not Violate Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 provides that, "No person in the United States, shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Both the Title IX statute (20 U.S.C. § 1620 et. seq.) and the Title IX regulations (34 C.F.R. §106.1 et seq.), enforced by the Department of Education, prohibit single-sex admissions policies in most institutions of higher education with some express exceptions. At the same time, neither contains a similar explicit prohibition with regard to admissions policies in non-vocational elementary and secondary schools. Title IX, therefore, implicitly omits from its prohibition schools such as the Prestige Academy. A careful reading of the legislative history, and particularly contemporaneous statements made by Senator Birch Bayh, the law's sponsor in the Senate, clearly confirm that conclusion.

In October 2006, the Office for Civil Rights of the federal Department of Education issued revised regulations governing Title IX. The revisions came in response to a provision in the 2001 No Child Left Behind Act approving federal funds for innovative educational programs including "same-gender schools and classrooms, consistent with

applicable law” (§ 5131 (a)(23)(2001)), and to the recent proliferation of public single-sex schools and classrooms nationwide. The revised regulations (C.F.R. § 106.34 (c)(1) and (c)(2)) expressly exempt charter schools, such as the Prestige Academy, that are not specifically part of a local educational agency (LEA), from the requirement that recipients of federal funds that operate a school for one sex must provide a “substantially equal single-sex school or coeducational school” for the other sex. The regulations further exempt a chartering authority, in this case the Red Clay School District, that is not “operating” the charter school, from any obligation to provide students of the excluded sex, in this case girls, with a substantially equal school (“Analysis of Comments and Changes No. 23, Charter Schools Exception,” and “No. 24, Chartering Authorities,” *Federal Register*, vol. 71, no. 206, Oct. 25, 2006, 62541).

In closing, as *Hogan* makes clear, regardless of the Title IX statute and the revised Title IX regulations, the bottom line is the federal Constitution. Given the clear factual distinctions between *Hogan* and *Virginia* on the one hand and the proposed Academy on the other, no one can definitively predict how the federal constitutional issues would be resolved if taken to court. The same can be said for the Delaware state Charter School Law which has not been tested in court. That being said, in view of the foregoing legal analysis, supported by compelling social science and educational research findings and data, I see no clear impediments in state or federal law that would preclude the establishment of the proposed Prestige Academy.

If you have any questions, you can contact me at (718) 990-6622 or at salomonr@st.johns.edu.

Sincerely,

Rosemary C. Salomone, Ph.D., J.D., LL.M.
Kenneth Wang Professor of Law

Appendix G
Prestige Academy Family Covenant

PRESTIGE ACADEMY FAMILY COVENANT

In order for students to learn and grow, it is essential that we all do our part. Prestige Academy students, parents, teachers, and administrators all have responsibilities to promote student learning and growth. We are all educational partners who must do our part so that students can learn to the best of their ability.

The Prestige Academy Code of Conduct outlines what students, teachers and the Executive Director must do to ensure student success. This Family Covenant describes important responsibilities and school expectations that families accept once they choose to enroll at this school. Keep in mind that all the items below are drawn directly from the Code of Conduct. We know that the choice you made in coming here is a precious one and we want to make sure that you have a full and clear understanding of your responsibilities.

ATTENDANCE

- I understand that my son will not be permitted to enter the building before 7:15 AM.
- I will ensure that my son comes to school every day on time to begin school at 7:30 AM.
- I understand that if my son is absent without written medical permission more than 15 days of the school year, he will have to repeat his current grade.
- I will make sure that my son promptly makes up missed work following absences.
- I understand that an absence is excused if I have contacted the school and written a detailed note regarding student illness, family emergency, or religious observance.
- I understand that my son will not earn credit for work missed after unexcused absences, including but not limited to: out-of-school suspensions, family vacations, participation at sports tournaments, and attendance at entertainment events.
- I understand that the school day ends at 5:00 PM.
- I understand that my son may also have to attend up to 18 Scholarships Saturdays.

HOMEWORK

- I agree to check my son's homework daily to ensure that it's complete.
- I understand that my son will be required to serve Homework Detention if he does not complete assigned homework or completes homework that does not meet classroom standards.
- I understand that my son cannot be excused from Homework Detention unless there is a family emergency or a student illness.
- I understand that if my son skips Homework Detention, he may be suspended.

CODE OF CONDUCT

- I agree to promote and support the rules of behavior as outlined in the Prestige Academy Student Handbook, and accept responsibility as a partner in my son's learning.
- I understand that my son will be required to serve a detention if he commits a detention-level infraction.
- I understand that it is my son's responsibility to notify me if he earns a detention.
- I understand that my son will be suspended if he misses detention.
- I will come to school for a meeting if my son is suspended, and I understand that my son will not be allowed to return to class until after this meeting occurs.

PROMOTION POLICIES

- I understand that my son needs to pass 6 core academic classes in order to be promoted to the next grade.
- I understand that my son will be automatically retained if he fails 3 or more classes.
- I understand that if my son fails 1 or 2 core academic classes, he must fulfill summer school and pass a minimum competency exam in order to be promoted.
- I will ensure that my son attends Scholarship Saturday if he is failing one or more classes as of the first

progress report and any subsequent progress reports or report cards on which my son is failing for the year.

- I understand that my son may be required to stay for after school extra help or tutoring, and that he is urged to take advantage of extra help opportunities provided by teachers.

STUDENT DRESS POLICY

- I will ensure that my son comes to school in proper dress, according to the guidelines listed in the Prestige Academy Handbook and Code of Conduct.
- I understand that if my son comes to school out of uniform, he may not be permitted to attend class and may need to wait for the appropriate dress to be brought in from home.

STUDENT LUNCH

- I will ensure that my son comes to school with a nutritious breakfast and lunch every day, or I will make arrangements for him to have the school breakfast and/or lunch.

FAMILY SUPPORT

- I agree to support my son's academic work by communicating regularly with my son's teachers, by scheduling appointments to talk with them bi-weekly or as needed, and by attending all three parent-teacher conferences to pick up my student's report card.
- I agree to attend family meetings and other school-sponsored events on a regular basis.
- I agree to volunteer at least once each trimester.

Parent/Guardian Name

Student Name

Parent Guardian Signature

Student Signature

Date

Date

In exchange for what students and families do, we promise to provide students with a safe and orderly environment in which they'll enjoy studying and learning and we promise to prepare each student for college preparatory high schools.

Teacher Signature

Executive Director Signature

Date

Date

Appendix H
Letters of Support

Martha L. Manning
1902 Riverview Avenue
Wilmington DE 19806

December 15, 2006

Dr. Robert J. Andrzejewski
Superintendent
Red Clay Consolidated School District
4550 New Linden Hill Road
Wilmington, DE 19808

Dear Dr. Andrzejewski: ^{Bob}

As the former Executive Director of the Delaware Charter Schools Network and a founding board member of a charter school, I am writing to you in support of the proposed *Prestige Academy*.

Prestige Academy will serve boys in grades 5 – 8. As you well know, middle school is a critical time in the life of a child and his accomplishments in those years will play a large part in his success as a strong, caring individual in his community. A highly structured middle school that will attend to the particular needs of boys will be instrumental in helping prepare them for success in high school and beyond. The drop-out statistics for disadvantaged males, at risk of academic failure, is appalling. We have an obligation to do whatever we possibly can to help these young men prepare for a future that will assure them of a good education and the opportunity to succeed in their chosen fields. We need role models for boys who have seen nothing but despair and who have given up on working for their prosperous futures. The crime statistics in our city are a clear indication that we must do more.

The preparation that has gone into completing and submitting this application is exceptional. *Building Excellent Schools* has a strong track record of preparing its Fellows to open first-rate schools. Lead Founder Jack Perry has the determination and the wherewithal to get this done. His commitment to Wilmington is strong. I am very pleased to support Jack in his efforts and urge you to approve this application.

Please let me know if I can be of any assistance during this process.

Best personal regards,


Martha Manning

NEIGHBORHOOD HOUSE, INC.

1218 B STREET
WILMINGTON, DE 19801

(302) 652-3928
FAX (302) 652-3983

219 WEST GREEN STREET
MIDDLETOWN, DE 19709

(302) 378-7217
FAX (302) 378-7277



December 14, 2006

Board of Directors

The Rev. Dr. Thomas C. Short
Chair

Barbara S. Hicks
Vice Chair

Verlie Albright Gaither
Secretary

LeAnn M. Brock
Assistant Secretary

Barry A. Crozier, C.P.A.
Treasurer

Donny Anderson

Christine Bishop

Mona Breukley

Charles F. Brummell

The Rev. Dr. Thomas P. Donnachie, III

Don C. Brown, Esquire

The Rev. Dr. William Fitzhugh

Florence Garlick

Sheila Harrigan

Timothy F. Hurley

Raheemah Jabbar-Bey

Trina L. Jones

Christine Keels

Laura Lassiter

Domenick V. Macri

The Rev. Robert A. Mongold

Barbara Neuse, Esquire

Dr. James Newton

Keith A. Robinson

Patrick Taggart

Marvin Thomas

The Rev. Dr. James Van Der Wall

Ferris W. Wharton, Esquire

Norman A. Wiggins

Dr. Freeman Williams

Dr. Jacquita Wright-Henderson

Arthur W. Boswell
Executive Director

Dr. Robert J. Andrzejewski
Superintendent
Red Clay School District
4550 New Linden Hill Road
Wilmington, DE 19808

Re: Prestige Academy Charter Application

Dear Dr. Andrzejewski:

As Executive Director of Neighborhood House, Inc., I am writing to express my strong support for establishing the Prestige Academy here in Wilmington, Delaware. Having served various urban inner-city neighborhoods for well over thirty years, I have become increasingly convinced of the potential of single gender school environments to support positive educational development.

Neighborhood House has operated in the income-challenged South Wilmington community since 1927 and therefore has a keen understanding of the many issues urban males confront both within and outside the schools.

We have been impressed by Mr. Perry's comprehensive and thoughtful approach and the extensive training he's received through Building Excellent Schools.

In sum, we believe the vision and structure of Prestige Academy offer significant hope for young men whose current options can and should be expanded. We wholeheartedly urge your approval of their Charter application.

Sincerely,

Arthur W. Boswell
Executive Director

AWB:jam

THE

CHARTER SCHOOL

O F W I L M I N G T O N

100 N. DuPont Road • Wilmington, Delaware 19807 • (302) 651-2727 • Fax (302) 652-1246

December 8, 2006

Dr. Robert J. Andrzejewski
Superintendent
Red Clay Consolidated School District
4550 New Linden Hill Road
Wilmington, DE 19808

Dear Dr. Andrzejewski:

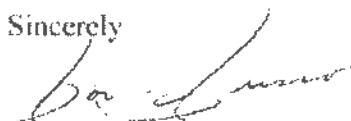
I am happy to recommend Robin Lober to you as a member of the Board of Directors for Prestige Academy. I am very supportive of the efforts of Jack Perry to operate a single-sex, high performance, all male middle school serving grades five through eight in the Wilmington community.

The overall educational success rate for urban males is alarming and the time for tweaking the existing system is over. Now we must take bold measures to reverse the prevailing trends and develop the latent talent of the young men in our cities. Cookie-cutter schools have not produced results and now is the time to customize our educational efforts. Single-sex schools can offer a unique culture to promote academic and behavioral excellence.

Robin will make a great addition to the Prestige Board. She brings not only classroom teaching experience with her but also extensive involvement with students in an extracurricular setting. She has worked many years with our student leaders through student government. She has organized many large scale activities such as proms and graduations. For many years she has been the advisor for our mock trial team which won the state championship last year. Robin has a good feel for young people and she has plenty of fresh ideas. She brings a practical sense of operations to the table.

I applaud Jack Perry's intentions and I am willing to assist him wherever I can to make his dream a reality. When his students reach the high standards he has set out for them and they are considering high school choices. Jack should give me a call. I have a suggestion for him.

Sincerely



Ronald R. Russo
President



December 15, 2006

Dr. Robert J. Andrzejewski
Superintendent
Red Clay School District
4550 New Linden Hill Road
Wilmington, DE 19808

Re: Letter of Support for Prestige Academy

Dear Dr. Andrzejewski:

I am pleased to write this letter of support for Prestige Academy. Student achievement can be maximized as we continue to meet the individual students' interests and needs in many dynamic, relevant, and entrepreneurial ways. To that end, Rodel has co-invested with the Walton Foundation to support Jack Perry in launching a charter school in Wilmington that will support young men in grades 5-8 for admission to and success in demanding college preparatory high schools. Jack is enrolled in the Building Excellent Schools (BES) Fellowship which is a rigorous, year-long training program in general charter school management. The BES Fellowship also provides an extended residency in a high-performing urban charter school and ongoing coaching and support.

Rodel is committed to ensuring that all Delaware parents have an option that suits their child within the public school system. Over the years, I have worked with the founder of Building Excellent Schools (BES), Linda Brown, and she is committed to excellence in academic performance. BES employs a highly selective screening process for school leaders, similar to the KIPP model. Our focus is on supporting a network of high quality schools, the vast majority of them will come from districts (via Vision 2015), and some will come from the charter vehicle. To have a vibrant system, we believe a strong pipeline of new leaders and innovative schools is essential. Hopefully, our partnership with organizations like BES and KIPP will help raise the bar for schools attempting to improve the lives of the most needy students in the state.

Dr. Andrzejewski, we are eager to lend our support to the children, families and staff of Prestige Academy. We look forward to a new school committed to academic rigor which will support urban students. We hope that your district will approve the application for this charter school.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul A. Herdman". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Paul A. Herdman, Ed.D.
President & CEO

Kingswood Community Center, Inc.
"Empowering Families"

2300 Bowers St. Wilmington, DE 19802 • 302.764.9022 • Fax 302.762.7975

December 12, 2006

Dr. Robert J. Andrzejewski
Red Clay Consolidated School District, Superintendent
4550 New Linden Road
Wilmington, DE 19808

Dear: Dr. Andrzejewski:

This letter is being submitted to show the support of Kingswood Community Center for the proposed Prestige All-Male Charter School.

I firmly believe that the concept behind the Prestige all-male charter school in Wilmington is set to accomplish a great deal by addressing a pressing community need. Given the gaps between male and female students, in terms of academic accomplishments, as well as, graduation and higher education admissions rates, an initiative such as the proposed Prestige Academy for males provides a community based solution to these nationally challenging issues. The majority of students in the alternative schools throughout the State are African-American or Hispanic males. Prestige Academy will provide these needy students with the school, community and home based support systems that they will need to reach their full academic and social potential.

The Prestige Academy will be an empowering educational institution within the City of Wilmington. Kingswood Community Center is in total support of the proposed charter and looks forward to working together with the school for the greater good of our children. We the staff of Kingswood look forward to assisting you anyway possible to help the youth of our community.

If you have any questions regarding this letter of support, please feel free to contact me at the numbers listed above.

Sincerely,



Bernadette P. Winston
Executive Director

Thomas A. Edison Charter School



Charles Hughes, Head of School
2200 North Locust Street
Wilmington, DE 19802
Phone: (302) 778-1101 Fax: (302) 778-2232

December 12, 2006

Dr. Robert J. Andrzejewski
Superintendent
Red Clay Consolidated School District
4550 New Linden Road
Wilmington, DE 19808

Dear Mr. Andrzejewski:

As a Reading Specialist at Thomas A. Edison Charter School and a parent, I am writing to express my support to establish the proposed Prestige Academy. Education is one of the keys to success. I have worked with children with dual-diagnoses, physical and/or mental disabilities, and the general population. I have gained invaluable experiences from working with such a varied population of children. It is imperative that we expose our children to structured and stable learning environments on a consistent basis.

There is an immense need in the Wilmington community to address the needs of young minority males. I believe the youth in this community will greatly benefit from the educational plan of Prestige Academy. As a single-sex school, Prestige Academy has the ability to offer custom-tailored and age appropriated learning and instruction, fewer distractions, and more diverse role models.

This type of school is greatly needed in Wilmington. I strongly recommend that you approve the application for Prestige Academy.

Sincerely,

Tanya Hussey
Reading Specialist



Stacey J. Mobley
Senior Vice President, General Counsel
and Chief Administrative Officer

1007 Market Street
Wilmington, DE 19898
(302) 774-6139 Tel (302) 773-4679 Fax

December 12, 2006

Dr. Robert J. Andrzejewski
Superintendent
Red Clay Consolidated School District
4550 New Linden Hill Road
Wilmington, DE 19808

Dear Dr. Andrzejewski:

I write this letter in support of the creation of Prestige Academy charter school. The mission of Prestige Academy will be to prepare young men in grades 5 – 8 for admission to and success in demanding college preparatory high schools. Young men are the most at risk for academic failure in the middle school years. The Academy will be a highly structured, achievement oriented school and provide a strong foundation necessary for these young men to excel in high school and beyond.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Stacey J. Mobley", written over a horizontal line.

Stacey J. Mobley

NORMAN D. GRIFFITHS
City Council Member - 2nd District

City of Wilmington Delaware

LOUIS L. REDDING CITY COUNTY BUILDING
800 FRENCH STREET
WILMINGTON, DE 19801-3537
(302) 571-4180
(FAX) 571-4071

Chair:
Finance Committee

Member:
Cable & Communications Committee
Public Safety Committee



Residence:
2804 Baynard Blvd.
Wilmington, DE 19802
655-8084

Email:
ndg52@aol.com

December 6, 2006

Dr. Robert J. Andrzejewski
Superintendent
Red Clay Consolidated School District
4550 New Linden Hill Road
Wilmington, DE 19808

Re: Letter of Support – Prestige* Academy charter school

Dear Dr. Andrzejewski:

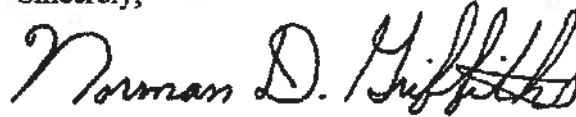
It is with great pleasure that I write to you in support of the charter school application for the Prestige Academy which will be located in the Red Clay Consolidated School District.

As you may be aware, my entire City Council District lies within the Red Clay Consolidated School District. So I have a front row seat in witnessing the current state of young men growing up in the Red Clay District and turning to negative behavior and activity. Whenever a proposal like the Prestige Academy application comes along, I gain hope that we as a society will be successful in turning this trend around. After reading about the proposed charter school, I have no hesitation in lending my support to this endeavor.

Any school that seeks to establish a curriculum designed to prepare young men for college preparatory high school and hopefully on to college is an organization that deserves our support. The number one thing, in my mind, that has caused the current state in Wilmington is the loss of hope. The type of curriculum proposed by the Prestige Academy will present students with a glimpse of what can be, and instill in them the discipline and drive necessary to make it in this competitive world. I was very pleased to see the emphasis that the Prestige Academy will place on academics especially math and science. More than anything else, this type of preparation is essential in order to achieve success in today's technical society.

For these reasons, I encourage you to give favorable consideration to the Prestige Academy charter school's application to operate in the Red Clay Consolidated School District.

Sincerely,

A handwritten signature in cursive script that reads "Norman D. Griffiths". The signature is written in dark ink and is positioned above the printed name.

Norman D. Griffiths

Cc: Jason R. Reeves

*Prestige Academy – proposed name of charter school



A PHI Company

401 Eagle Run Road
PO Box 9239
Newark, DE 19714

Gary R. Stockbridge
President

202-454-5150

December 12, 2006

Dr. Robert J. Andrzejewski
Superintendent
Red Clay Consolidated School District
4550 New Linden Hill Road
Wilmington, DE 19808

Dear Dr. Andrzejewski:

I am very excited about the proposal to establish the Prestige Academy Charter School to serve young men grades 5-8 in Wilmington Delaware and believe that we are in desperate need of this type of institution. I am glad to see a focus on an underserved segment of our community and hope that this focus will help improve the dismal statistics regarding the fundamentals of reading, writing and math in this community. I am glad to see the plan this Charter School has for not only focusing on the core academic curriculum, but also on the key values of Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership. This combination should do well in preparing these young men for a successful future.

Thank you for your consideration.

Sincerely,

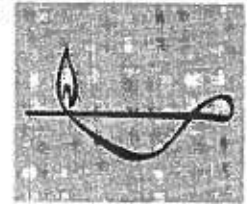
A handwritten signature in black ink, appearing to read "Gary R. Stockbridge".

Gary R. Stockbridge
President

GRS/dmm

Broad Acres Elementary School

710 Beacon Road • Silver Spring, Maryland 20903 • (301) 431-7616



December 11, 2006

Dr. Robert J. Andrzejewski
Superintendent
Red Clay Consolidated School District
4550 New Linden Hill Road
Wilmington, DE 19808

Dear Dr. Andrzejewski:

I am excited to learn of Prestige Academy, the proposed charter middle school for boys in Wilmington, Delaware. As evidenced by the emphasis on middle school reforms throughout the nation, I believe there is a demand to focus on the achievement and preparation of young adolescent students. Children in Wilmington will benefit greatly from Prestige Academy's commitment to develop strategies and initiatives that effectively meet the diverse needs of middle school students and prepare them for the advanced study of high school, post secondary education, and ultimately the future workforce.

By focusing on young males who traditionally lag behind their peers, Prestige Academy will assist in narrowing and ultimately closing the persistent and pervasive academic achievement gap that has plagued the majority of our educational institutions in this country. Moreover, it will play a key role in fulfilling The Red Clay Consolidated School District's goal "to improve the academic achievement of all students."

As National Teacher of the Year, it is my mission to ensure that all children receive an excellent education, so that they may have an opportunity to fulfill their dreams and reach their fullest potential. I have a special interest and devotion to education in Delaware because I am a product of the public schools systems in Delaware. Please consider approval of The Prestige Academy Charter School.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Kimberly C. Oliver".

Kimberly C. Oliver
2006 National Teacher of the Year



Communities In Schools

HELPING KIDS
PREPARE FOR LIFE

Communities In Schools of Delaware

December 11, 2006

Dr. Robert J. Andrzejewski
Superintendent
Red Clay Consolidated School District
4550 New Linden Hill Road
Wilmington, DE 19808

Dear Dr. Andrzejewski,

Communities In Schools believes in a one on one relationship and supports wholeheartedly the efforts being made to start a new Charter School called the Prestige Academy Charter School. Communities In Schools works with students most at risk of dropping out of school and this school's philosophy deals with the many social factors which impact a student's ability to learn and stay in school.

Students by the time they reach 8th grade have so many distractions, temptations and self-esteem issues which unfortunately impact their ability to learn and grow properly into adulthood. In education we often forget about the middle school aged students, concentrating more on their elementary and high school counterparts. This charter school addresses the needs of the middle school aged student and helps them prepare for high school, and the many changes that will take place in their life in the next four years. Our mission is to convert these Middle School students into High School students and keep them in School and prepare them for life.

A student can dropout of school at the age of 16 and 9th grade students have the highest dropout rates of any grade. Dropping out of school is a serious problem with implications reaching far beyond students and their families. Failing to graduate from high school impacts outcomes across domains, including health, employment, economic well-being, and dependence on social assistance. The dropout problem is expensive to corporations and community members, and it is not new. We need a community based approach and the Prestige Academy is that "high touch" approach which will make the difference.

I strongly urge you to support this initiative, and Communities In Schools of Delaware pledges to apart of the solution and pledges to help in the organization, service delivery and set up of this new school. Thank you.

Jim Purcell



President

Communities In Schools of Delaware

COMMUNITIES IN SCHOOLS OF DELAWARE

100 Campus Drive • Dover, Delaware 19904 • Tel: (302) 857-1744 • Fax: (302) 857-1798 • Web Site: www.cisd Delaware.org

Appendix I

Prestige Academy Application Form

PRESTIGE ACADEMY Application for Enrollment for 2008-09

STUDENT INFORMATION

Student name: _____
First Middle Last

Telephone number: _____ Grade you are applying to enter next year: 5 6 7 8

Home address: _____
Street number Street name City State Zip

Gender: Male Female Birth date: _____
Month / Day / Year

Current school: _____ School location: _____
City/Town State

Current grade: 4 5 6 7 Language spoken by parent/guardian: _____

FAMILY INFORMATION

Name of parent/guardian: _____
First Middle Last

Relationship to applicant: _____

Home address: _____
Street number Street name City State Zip

Mailing address: _____
(if different) *Street number Street name City State Zip*

Home phone: _____ Work phone: _____ Cell phone: _____

E-mail address: _____

Name of other parent/guardian: _____
First Middle Last

Relationship to applicant: _____

Home address: _____
(if different) *Street number Street name City State Zip*

Home phone: _____ Work phone: _____ Cell phone: _____
(if different)

E-mail address: _____

Prestige Academy Application page 2

Please provide the following information about the applicant's siblings. Also, indicate whether they are applying to Prestige Academy for Fall 2008. **Please remember that each child will need to submit a separate application for enrollment.**

_____	_____	_____	<input type="checkbox"/> Applying for Fall, 2008
<i>Name</i>	<i>Age</i>	<i>Grade in '08-09</i>	<input type="checkbox"/> Already on the waiting list for grade _____
_____	_____	_____	<input type="checkbox"/> Applying for Fall, 2008
<i>Name</i>	<i>Age</i>	<i>Grade in '08-09</i>	<input type="checkbox"/> Already on the waiting list for grade _____
_____	_____	_____	<input type="checkbox"/> Applying for Fall, 2008
<i>Name</i>	<i>Age</i>	<i>Grade in '08-09</i>	<input type="checkbox"/> Already on the waiting list for grade _____

If you attended one of the information sessions, please indicate the location and how you learned about Prestige Academy:

I attended the following Information Session:	I learned about Prestige Academy from:
<input type="checkbox"/> _____	<input type="checkbox"/> Newspaper Ad (please specify which paper)
<input type="checkbox"/> _____	<input type="checkbox"/> Flyer (please specify where)
<input type="checkbox"/> _____	<input type="checkbox"/> Friend/Family _____
<input type="checkbox"/> _____	<input type="checkbox"/> Radio Ad _____
<input type="checkbox"/> _____	<input type="checkbox"/> Other (please specify) _____
<input type="checkbox"/> _____	

What are the main three reasons that you chose to apply to Prestige Academy?

- Higher academic standards at Prestige Academy
- Small size of school and/or classes
- All boys model
- Dissatisfaction with previous school's education
- Prestige Academy is a safer school
- Prestige Academy has stricter discipline
- My child was doing poorly at his previous school
- Less expensive than previous school
- Location of the school
- The school's college preparatory mission
- My child's previous school was not meeting his needs

APPLICANTS PLEASE NOTE:

It is the responsibility of the applicant to guarantee all information is accurate. Any incomplete or inaccurate applications may be rejected for enrollment consideration. You must notify Prestige Academy if your contact information changes. Signing this form authorizes Prestige Academy to access this student's school records for purposes of evaluating this application. All applications must contain a live signature (not a copy or fax). Only one application may be submitted for each student applying. All questions should be directed to the Executive Director, Phone: (302) 276-5959.

Print Name

Parent/Guardian Signature

Date

Appendix J

Certificate of Intent to Enroll

PRESTIGE ACADEMY
Certification for Enrollment for 2008-09

PLEASE COMPLETE A SEPARATE FORM FOR EACH CHILD

I, _____, parent/guardian of _____
(name of child to be enrolled)

will enroll my child at PRESTIGE ACADEMY for the 2008-2009 school year and acknowledge that I intend for my child to be enrolled in PRESTIGE ACADEMY for the complete school year. I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least 1 school year as set forth in 14 Delaware Code, Section 506 of the Delaware Charter School Law.

Print Name

Parent/Guardian Signature

Date

Appendix L

Weekly Syllabus Form with Homework

Course: 5th Grade Social Studies		Unit Title: The Early Americas/Indigenous Tribes and Colonizers				
Dates: December 8 - 12		Teacher: Mr. Taylor				
<p>Dear Prestige Academy Parents:</p> <p>Each week, you will receive a syllabus outlining what you child(ren) will be learning in class. This week students will be learning about early American civilizations and the explorers who affected them. Students will have reading, written, and drawing assignments throughout the week and a quiz on Friday. Please listen to your children or help them read their assignments throughout the week. Also, quiz them on what they've learned; this will also help them prepare for the Friday quiz.</p> <p>Thank you, Mr. Taylor</p>						
<p>Key Concepts and Vocabulary</p> <p>irrigation, dry freezing, latitude, longitude, compass, sextant, colonize, indigenous</p>						
<p>Aim</p> <p>1. Identify and locate boundaries of early American Empires. 2. Identify leaders of these empires. 3. List and explain technological, agricultural, and political contributions of these empires.</p> <p>List as many early American Empires as you can.</p>		<p>Monday</p> <p>SWBAT: 1. Describe characteristics of African and European explorers and explain their motives for traveling to the Americas. 2. Explain technological developments that allowed Africans and Europeans to travel by sea.</p>	<p>Tuesday</p> <p>SWBAT: 1. Map the routes of major land exploration as linked to Africa, the Caribbean, Britain, and Europe. 2. Locate colonizing boundaries of the Americas as claimed by Spain, France, England, Portugal, the Netherlands, Sweden and Russia.</p>	<p>Wednesday</p> <p>SWBAT: 1. Review the routes of major land exploration as linked to Africa, the Caribbean, Britain, and Europe. 2. Locate colonizing boundaries of the Americas as claimed by Spain, France, England, Portugal, the Netherlands, Sweden and Russia.</p>	<p>Thursday</p> <p>SWBAT: 1. Describe the conflicts in the Americas prior to the Revolutionary War. 2. Explain competitions between European countries to gain control of the Americas.</p>	<p>Friday</p> <p>SWBAT: 1. Describe the cooperation that existed between the colonizers and Indigenous Tribes during the 1600s and 1700s.</p>
<p>Activities</p> <p>1. Review Do Now: Students will evaluate what they already know about these empires or what they do not know about these empires. 2. Direct Instruction: The Americas hundreds of years ago, its people, and their cultures. 3. Q&A/Discussion (students encouraged to answer questions posed by other students or teacher will answer).</p>		<p>1. Review Do Now: Students will correct each other's Do Now assignments. Teacher will give a brief recap. 2. Direct Instruction: Travel in the early ages. How was it different from present day? What made sea travel possible? 3. Q&A/Discussion (students encouraged to answer questions posed by other students or teacher will answer).</p>	<p>1. Review Do Now: Students will correct each other's Do Now assignments. Students will give a brief recap. 2. Direct Instruction: What the Americas were so important to foreign explorers. Who wanted to conquer what territories. 3. Q&A/Discussion (students encouraged to answer questions posed by other students or teacher will answer).</p>	<p>1. Review Do Now: Students will correct each other's Do Now assignments. Teacher will give a brief recap. 2. Direct Instruction: Conflicts and competition for The Americas. 3. Q&A/Discussion (students encouraged to answer questions posed by other students or teacher will answer).</p>	<p>1. Review Do Now: Students will evaluate each other's quizzes then hand them in to the teacher. Class will discuss commonly missed questions. 2. Direct Instruction: Indigenous Tribes, internal conflicts, cooperation with Europeans. 3. Q&A/Discussion (students encouraged to answer questions posed by other students or teacher will answer).</p>	<p>1. Review Do Now: Students will evaluate each other's quizzes then hand them in to the teacher. Class will discuss commonly missed questions. 2. Direct Instruction: Indigenous Tribes, internal conflicts, cooperation with Europeans. 3. Q&A/Discussion (students encouraged to answer questions posed by other students or teacher will answer).</p>
<p>Homework</p> <p>Write a paragraph on each empire by listing the technological, agricultural, and political contributions of these empires.</p>		<p>Create charts outlining continents, explorers, the characteristics of these continents and explorers, and compare and contrast the oceanic technology of the time.</p>	<p>Complete blank maps, based on the geography during the time of the early American Empires. Label The Americas, Africa, the Caribbean, Britain, and Europe and draw the routes by which African and European explorers traveled to the Americas.</p>	<p>Handout: List examples of conflict between each colonizing country and their efforts to secure territory in the Americas. Study for Quiz.</p>	<p>Write a three paragraph paper on the Powhatan Wars in Virginia or the French and Indian War. What sparked the war? Who was involved? Why?</p>	

Appendix M
REAL Rubric

Prestige Academy REAL Rubric:
Am I demonstrating the REAL values that lead to success in school and in life?

Name: _____ Date: ____/____/____	Student Evaluation	Teacher Evaluation
Respect and Responsibility <ul style="list-style-type: none"> • I treat my teachers like PLATINUM: I never talk back, roll my eyes, or suck my teeth. I always treat my teachers with total respect. • Be Nice: I treat my teammates as I wish to be treated. I never tease, laugh at, or put down others. • Bring My Tools: I come to class with all necessary materials. I come to school everyday and I am never late. I wear my uniform properly at all times. • Keep It Clean: I keep my desk, my classroom, our bathrooms and the rest of the school spotless. I pick up trash any time I see it. 	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
<i>Advisor Comments:</i>		
Excellence in Behavior <ul style="list-style-type: none"> • No Excuses: I take responsibility for my actions. I admit when I am wrong, and I apologize to the people I let down. • Be Honest: I tell the truth at all times. I never lie. • Patience Pays: I raise my hand to speak during class. Calling out is disruptive. • Jump to it: I follow all directions the first time. 	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
<i>Advisor Comments:</i>		
Academic Mastery <ul style="list-style-type: none"> • Focus: I commit two eyes, two ears, and one big brain to learning. • SLANT: I Sit up straight, Listen carefully, Ask and answer questions, Nod, and Track with my eyes. I participate actively in class. • Top quality: I do my absolute best on all assignments. I never rush through my work. My homework and class work are always neat and complete. • Academics First: I am constantly mastering new standards. My grades and test scores show dramatic gains. 	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
<i>Advisor Comments:</i>		
Leadership and Service <ul style="list-style-type: none"> • Act like a college student today: Climbing the mountain to college is not easy. To get to college, I must do all my work and treat each class like a priceless gift. Be a leader and not a follower. • Bring an A+ Attitude: I always bring a positive attitude. I never whine, pout or act out when things don't go my way. • Help Others: I am part of Prestige Academy's team and family. I celebrate the achievements of others and always look for ways to support my teammates. 	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
<i>Advisor Comments:</i>		

1 = Never / Very Poor	3 = Half the time or more / Good	5 = Always / Excellent
2 = Once in a while / Mediocre	4 = Almost Always / Very Good	
To qualify for a R, E, A, or L award, you must have all 4s or 5s in that category.	To qualify for the overall REAL Award, you must have a score of 4 or 5 in every category.	

Goal Setting

My goal for the next month is: _____

The steps I will take to achieve this goal are: _____

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

This REAL rubric must be signed by your parent
and returned in your homework folder the next day.

Failure to do this will result in a deduction of your Prestige Dollars.

Appendix N

Educational Program Alignment with Delaware Content Standards

PRESTIGE ACADEMY

Curriculum for Grades 5 – 8

We would like to thank Newark Charter School for providing a strong model of curriculum mapping, and ISDC for sharing the curriculum map that ensures all Delaware Content Standards are matched to the Core Knowledge curriculum.

Overview of Prestige Academy Curriculum for Grades 5 –8 by subject area

English / Language Arts Reading and understanding classic and contemporary quality literature (including poetry, drama, short stories, and novels), and developing excellent writing skills are the core features of the Language Arts curriculum. Students will be given opportunities to write fiction, poetry, and drama, but instruction will emphasize repeated expository writing. Students learn the draft/edit/revision process. They will examine their work with attention to unity, coherence, and emphasis. Expository essays will have a main point and a coherent structure, typically following the pattern of introduction, body, and conclusions. Paragraphs should have a unified focus, be developed with evidence and examples, and have transitions between them. Essays will demonstrate appropriate tone and diction, as well as correct spelling and grammar in their final form. Students will also learn to do research, document facts, develop a point of view, and produce their results in a variety of ways, (research papers, PowerPoint presentations, etc.). Rhetoric and oral presentation are also part of the Language Arts curriculum. *Standards for writing apply across the disciplines.*

Mathematics While specific content will progress across the grade levels and individual teachers will use a variety of instructional materials and methods, the underlying principle of the Mathematics curriculum is that the most effective method of learning mathematics emphasizes frequent, varied practice, and encourages multiple approaches to solving varied types of problems. Emphasis is also placed on understanding that Mathematics has its own vocabulary and patterns of thinking. In fifth and sixth grades, as a prerequisite to students' achieving "higher order problem solving skills," the curriculum will emphasize mastery of basic facts and operations and give students a variety of opportunities to apply the same concept or operation in different types of situations. By the end of sixth grade, students are expected to have a sound grasp of basic facts and an automatic fluency with fundamental operations. In seventh grade, new concepts and procedures in pre-Algebra and Geometry will be introduced. The elements of the 7th and 8th grade curriculum have been chosen because they are representative of the Mathematics typically learned in those grades in countries that have strong math traditions and whose students score well in international comparisons. The curriculum guidelines allow teachers to select topics from traditional textbooks to ensure that the competencies taught are comparable to the competencies of students in the best-achieving systems. Seventh and eighth graders will continue to use previously acquired Mathematics to ensure that the new procedures become automatic and habitual. They will continue to master the use of measuring and drawing instruments, develop their mental arithmetic and approximating abilities, become more familiar with deductive reasoning, and use calculators and computers in a thoughtful way. In addition, eighth graders will become acquainted with use of scientific calculators. By the end of the eighth grade, all students will be well prepared for success in High School Algebra. Note: Depending on the needs and abilities of the students, some students may accelerate their study of mathematics and complete High School Algebra or Geometry in eighth grade.

Science Prestige Academy will be a member of the Delaware Science Coalition and thus use the appropriate science kits to ensure alignment with the Delaware content standards in science.

Social Studies The Social Studies curriculum emphasizes the areas of history and geography and incorporates civics and economics. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, and understanding of the relations between place and culture and an awareness of the characteristics of specific regions and cultures. The fifth/sixth grade curriculum is organized into two separate strands on World History and American History. In fifth grade World history, students study Meso-American Civilizations; European Exploration, Trade and the Clash of Cultures; the Renaissance and the Reformation; England from the Golden Age to the Glorious Revolution; Russia: Early Growth and Expansion; and Feudal Japan. Fifth grade American history covers the Westward Expansion, the Civil War, and Reconstruction, and Native American Cultures and Conflicts. Students also review and further develop map-reading skills and concepts, as well as geographic terms. Prestige Academy will supplement the fifth grade Core Knowledge Sequence with a unit on Delaware history and Geography and a review of major themes in Delaware and U.S. History through the present. Sixth grade World History begins with a study of ancient civilizations and major world religions. The focus will be on the consequences of industrialization in the mid-nineteenth century. Sixth grade American History focuses on Immigration, Industrialization and Urbanizations, and the Reform Movements. Prestige Academy will supplement the Core Knowledge Sequence with a civics unit covering Civil Rights; the Electoral process and the Role of Money and Taxes. In seventh and eighth grade, World and U.S. History are presented in a unified sequence; the central themes are growth and change in American democracy, and interactions with world forces, particularly nationalism and totalitarianism. Seventh grade students study the geography of Europe, the United States, and Japan. Eighth graders study the Middle East, south Asia, China, Canada, Mexico and post-Cole War changes. In addition, there is an intensive eighth grade civics unit covering fundamental principles and structure of American government.

PRESTIGE ACADEMY FIFTH GRADE CURRICULUM

(DE content/performance standards noted in parentheses)

ENGLISH / LANGUAGE

ARTS

WRITING, GRAMMAR & USAGE

A. Writing and Research

1. Produce a variety of types of writing including reports, summaries, letters, descriptions, essays that explain a process or persuade, stories, and poems. (5.115-116, 118-120, 128, 130, 136, 168, 175)
 - develop beginnings, transitions, conclusion (5.110, 113-4), 124-5
 - plan and carry out organizing structure (5.111, 123, 131, 133)
 - develop point of view and support with relevant detail (5.132, 134-135, 167)
2. Short research essay/project (5.185)
 - understanding the purpose and audience for the writing (5.120, 187)
 - define a main idea; maintaining focus providing an introduction and conclusion (5.121)
 - gather, evaluate, and organize information from a variety of texts and technology (5.180-182, 184, 185, 189)
 - use and synthesize information from at least three different sources (5.126-127, 166)

MATHEMATICS

Numbers and number sense

- Read/write numbers to the billions
- Recognize place value to billions (5.218)
- Order and compare numbers to 999,999,99 using $<$ and $>$ (5.219)
- Write numbers in expanded form (5.217)
- Integers
 - locate positive and negative integers on a number line
 - compare integers using $<$, $>$, $=$
 - know that the sum of an integer and its opposite is 0
 - add and subtract positive and negative integers
- Using a number line, locate positive and negative whole numbers
- Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred-thousand.
- Exponents
 - review perfect squares and square roots to 144
 - recognize the square root sign using the terms "squared",

Prestige Academy will be a member of the Delaware Science Coalition and thus use the appropriate science kits to ensure alignment with the Delaware content standards in science.

SCIENCE

SOCIAL STUDIES

A. World History

1. Geography
 - Spatial Sense (5.415, 417)
 - Great lakes of the World
 - Impact on humans on environment (5.418-419)
2. Meso-American Civilizations (5.423-429)
 - Geography
 - Maya, Inca, and Aztec Civilizations
 - Spanish Conquerors
3. European History (5.423-429)
 - Background and Spice Trade
 - Exploration and Colonization
 - Trade and Slavery
4. Renaissance and Reformation (5.423-429)
 - Renaissance
 - Reformation
5. English History (5.423-429)
 - The Golden Age
 - Revolution
6. Russia (5.423-429)
 - History and Culture
 - Geography
7. Feudal Japan (5.423-429)
 - History and Culture
 - Geography

B. American History (5.423-30)

1. Westward Expansion
 - Before the Civil War
 - After the Civil War
2. The Civil War
 - Causes
 - Conflicts
 - Consequences and Reconstruction
3. Native Americans
 - Culture and Life
 - American government Policies
 - Conflicts
4. U.S. Geography (5.416, 21)

C. Civics

1. Constitution: branches of government; checks and balances; Bill of Rights. (5.401-406)
2. Current events and issues (5.407-408)

D. Economics

1. Supply and Demand (5.409-410)
2. Financial Institutions (5.411-412)
3. International Trade (5.413-14)

E. Delaware History

1. History of transportation and communication (5.420, 422)
2. DE place in U.S. history (5.429-430)

"cubed", and "to the nth power", read and evaluate numerical expressions with exponents

- identify the powers of ten up to 10 to the 6th
- Identify a set and the member of a set, as indicated by {}
- Identify numbers under 100 as prime or composite
- Identify prime factors of numbers to 100 and write using exponential notation for multiple primes
- Determine the greatest common factor (GCF), least common multiple (LCM)
- Recognize, analyze, create, extend, and describe a wide variety of numeric and geometric patterns (5.237)
- Use tables, rules, variables, open sentences, and graphs to describe patterns and relationships (5.238)

Ratio and Percent

1. Ratio
 - determine and express simple ratios
 - use ratio to create a simple scale drawing
 - ration and rate; solve problems on speed as a ratio, using the formula $S=D/T$ (or) $= S \times T$
2. Percent
 - recognize the percent sign and understand percent as "per hundred" (5.215)
 - express equivalences between fractions, decimals, and percents,

- organize material into coherent paragraph
- illustrate points with relevant examples (5.112, 122)
- document sources in rudimentary citations and bibliography (5.129)
- use technology to organize data and enhance text (5.186)

B. Speaking and Listening

1. Participate civilly and productively in group discussions (5.137)
2. Give short speeches that are well-organized and well-supported (5.138-141)
3. Use standard pronunciation when speaking to large groups and in formal circumstances (such as a job interview.)
4. Interact appropriately with audience (5.143)
5. Use technology and audiovisual material to enhance presentation (5.142, 176)
6. Read aloud fluently with appropriate expression (5.145)
7. Retell stories and news items with appropriate detail. (5.156-157)
8. Follow detailed oral directions (5.164)

C. Grammar (5.104)

1. Understand what a complete sentence is (5.105)
 - use complex and compound sentences (5.109)
 - identify subject and predicate
 - correct fragments and run-ons

2. Identify subject and verb in a sentence and understand that they must agree (5.107)
3. Know parts of speech and how they are used: nouns, verb (action and auxiliary), adjectives (including articles), adverbs, conjunctions, and interjections.
4. Identify pronouns and understand that they must agree with their antecedent in case (nominative, objective, possessive), number, and gender (5.107)
5. Use basic punctuation introduced in earlier grades and learn how to use a colon before a list and commas with an appositive. (5.106, 108)
6. Learn how to use and punctuate dialogue and quotations. (5.117)
7. Use underlining or italics for titles of books.

D. Spelling

1. Correctly spell one and two syllable words and provide highly probable spelling for difficult words. (5.102)
2. Use a variety of decoding skills to read and spell multi syllable words.(5.103, 5.145)
3. Use dictionary to check and correct words that present difficulty.(5.101)

E. Vocabulary and Reading

1. Know how prefixes and suffixes affect word meaning.
2. Use a variety of reference materials to expand vocabulary(5.147)
3. Learn common sayings and phrases (e.g. "Few and far between.") (5.145)
4. Use a variety of strategies

- and know common equivalences ($1/10 = 10\%$; $1/4 = 25\%$; $1/2 = 50\%$; $3/4 = 75\%$) (5.215)
- find the given percent of a number

Fractions

- Determine the least common denominator (LCD) of fractions with unlike denominators
- recognize equivalent fractions
- put fractions in lowest term
- compare fraction with like and unlike denominators, using the signs $<$, $>$, $=$ (5.219)
- identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal equals 1
- add and subtract:
 - mixed numbers and fractions with like and unlike denominators
 - fractions with like and unlike denominator (5.209, 216)
- multiply and divide fractions
- multiply mixed numbers and fractions
- round fractions to the nearest whole number
- write fractions as decimals (5.215)
- place fractions on a number line (5.223)

Decimals

- read, write, and order decimals to the nearest ten-thousandth(5.218)
- write decimals in expanded form
- read and write decimals on a number line (5.223)

to comprehend meaning (5.146)
5. Understand synonyms, antonyms, homonyms, and homographs. (5.149)

LITERATURE (all listed are core works, to be supplemented by individual teachers) (5.1104-1108)

A. Poetry

1. Core Poems

- The Arrow and The Song (Longfellow)
- Barbara Fritchie (Whittier)
- Battle Hymn of the Republic (Howe)
- A bird came down the walk: I like to see it lap the miles (Dickinson)
- Casey at the Bat (Thayer)
- The Eagle (Tennyson)
- I Hear America Singing (Whitman)
- I, too, sing America (Hughes)
- Incident (Cullen)
- Jabberwocky (Carroll)
- Narcissa (Brooks)
- O Captain! My Captain! (Whitman)
- A Poison Tree; The Tiger (Blake)
- The road Not Taken (Frost)
- The Snowstorm (Emerson)
- Some Opposites (Wilbur)
- A Wise Old Owl (Richards)

B. Fiction

1. Stories (may be read in editions adapted for young readers)

- *The Adventures of Tom Sawyer* (Twain)
- episodes from *Dow Quixote*

round decimals to the nearest tenth; to the nearest hundredth; to the nearest thousandth (5.214)

- estimate decimal sums, differences, and products by rounding (5.212)
- add and subtract decimals through tenths (5.209, 216)
- multiply decimals: by 10, 100, and 1, 000 and by another decimal
- divide decimals by whole numbers and decimals

Computation

1. Addition and Subtraction

- know and understand commutative and associative properties
- make change by counting on and counting back (5.208)

2. Multiplication

- know and understand commutative, associative, and distributive properties (5.210)
- multiply two factors of up to four digits each
- write numbers in expanded form using multiplication
- estimate a product (5.212)
- use mental computation strategies for multiplication, breaking a problem into partial products
- solve word problems involving multiplication

3. Division

- understand multiplication and division as inverse operations
- know what it means for one number to be "divisible" by another number
- know that you cannot divide by 0
- know that any number divided by 1 equals that number

- (de Cervantes)
Little Women (Part First) (Alcott)
- *Narrative of the Life of Frederick Douglass* (Douglass)
- *The Secret Garden* (Burnett)
- *Tales of Sherlock Holmes*, including "The Red-Headed League" (Doyle)
- 2. Myths and Legends
 - A Tale of the Oki Islands (Japanese legend)
 - Morning Star and Scarface: the Sun Dance (Plains Indian legend)
 - American Indian trickster stories (e.g. tales of Coyote, Raven or Grandmother Spider)

C. Non-fiction

- The Gettysburg Address (Lincoln)
- "I will fight no more" (Chief Joseph)

D. Drama

- *A Midsummer Night's Dream* (Shakespeare)

E. Literary Terms

- Dramatic terms: tragedy, comedy, act, scene, Globe Theater
- Pen name (pseudonym)
- Literal and figurative language; imagery; metaphor

- estimate the quotient (5.2.12)
- know how to move the decimal point when dividing by 10, 100, or 1,000
- divide dividends up to four digits by 1-digit, 2-digit and 3-digit divisors
- solve division problems with remainders
- round a repeating decimal quotient
- check division by multiplying and adding remainder
- 4. Solving problems and equations (5.201-5.221)
 - solve and explain word problems with multiple steps
 - solve and explain problems with more than one operation
 - select appropriate methods of calculation from among mental math, paper and pencil, calculators, or computers (5.2.11)
 - determine if an estimate is more appropriate than an exact answer (5.2.13)

Measurement

- convert to common units in problems involving addition and subtraction of different units
- time: solve problems on elapsed time; regroup when multiplying and dividing amounts of time

Geometry

- identify and draw points, segment, rays, lines
- identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting
- measure degrees in angles; know right angle (90°); acute angle (less than 90°); obtuse angle (greater than 90°);

- and simile; symbol; personification (5.155, 170, 199)
 - Onomatopoeia; alliteration
 - Plot, theme, characterization (5.191, 193)
- F. Comprehension Skills**
- Use variety of strategies to comprehend text (5.144, 170)
 - Identify author's and own purposes for reading, listening, or viewing (5.150, 159, 164, 170, 172, 173-174, 178-179, 1100, 1103)
 - Make, revise, and support predictions (5.151, 153)
 - foreshadowing
 - Organize and summarize content of written, oral and visual material (5.158)
 - topic sentences
 - graphic organizers
 - summaries
 - outlines
 - Compare information; distinguish fact from opinion (5.160-161)
 - Ask questions; draw conclusions; make inferences; accept or reject the validity of information using valid reasoning (5.162-3, 169, 173-175, 177-179, 183, 188-90, 198)
 - Respond to written, oral, and visual material and, as appropriate, relate content of written and visual

- straight angle (180°)
- identify and construct different kind of triangles: equilateral, right, isosceles
- know what it means for triangles to be congruent
- identify, draw and manipulate polygons using flips, slides, and turns:: triangle, quadrilateral, pentagon, hexagon, octagon, parallelogram, trapezoid, rhombus, rectangle, square (5.226, 229)
- know that regular polygons have sides of equal length and angles of equal measure
- identify and draw diagonals of polygons
- Circles
 - identify arc, chord, radius (plural: radii), and diameter (radius = $1/2$ diameter)
 - using a compass, draw circles with a given diameter or radius
 - find the circumference of a circle using the formulas $C=2\pi r$ and $C=2\pi r$, using 3.14 as the value of π ; find the area of a circle using the formula $A=\pi r^2$ (5.205)
- Area
 - review formula for perimeter ($P=2\text{length}+2\text{width}$) and area ($A=\text{length} \times \text{width}$) of rectangle and solve problems involving finding area in a variety of standard square units (5.205-6)
 - find the area of triangles using $A=1/2 (b \times h)$

- information to real-life (5.165,191-197,1104-8)
- Evaluate genre and quality of written and visual material (5.1101-1102)

- find the area of a parallelogram using the formula $A=b \times h$
- find the area of an irregular figure by dividing into regular figures for which you know how to find the area
- compute volume of rectangular prisms in cubic units, using the formula $V = l \times w \times h$ (5.207)
- investigate and predict how shapes change when combined or subdivided (5.227)
- given a net (template), build three-dimensional figures (5.228)

Probability and Statistics

- understand probability as a measure of the likelihood that an event will happen (5.236)
- using simple models, express all possible outcomes of a probability experiment as a fraction, as a percent and as a decimal between 0 and 1(5.235)
- collect and organize data in graphic form (bar, line, and circle graphs) and data displays (tables, histograms, scale pictographs) (5.231-233)
- solve problems requiring interpretation and application of graphically displayed data (5.234)
- find the average (mean) of a given set of numbers
- plot points on a coordinate plane, using ordered pairs of positive and negative numbers
- graph simple functions

Pre-Algebra

- recognize variables and solve basic equations using variables (5.220)
- write and solve equations for word problems
- find the value of an expression given the replacement values for the variables
- find value of variable that makes an inequality true (5.222)

PRESTIGE ACADEMY SIXTH GRADE CURRICULUM

(DE content/performance standards noted in parentheses)

ENGLISH/LANGUAGE ARTS

WRITING, GRAMMAR & USAGE

- A. Writing and Research**
1. Review and experiment with techniques of writing report, summaries, letters, descriptions, essays that explain a process or persuade, stories and poems (6.110-121, 190)
 - **Reveal self discovery and reflections (6.109)**
 - **Identify and address the needs of the intended audience (6.123)**
 - **With teacher assistance, experiment with non-standard English as appropriate to purpose of piece (6.118-119)**
 - **Learn/review techniques of description, narration, classification, process analysis, definition, cause-effect, and comparison/contrasting open-ended questions (6.133)**
 - **Learn/review format of letters, summaries, and reports (6.132)**

MATHEMATICS

- Numbers and number sense**
- Read/write numbers to the trillions
 - Recognize place value to hundred-billions
 - Review Integers
 - Locate positive and negative integers on a number line
 - Compare integers using $<$, $>$, $=$
 - Know that the sum of an integer and its opposite is 0
 - Add and subtract positive and negative integers
 - Determine whether a number is a prime or composite
 - Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred-thousand; to the nearest million
 - Compare and order whole numbers, mixed numbers, fractions, and decimals, using the symbols $<$, $>$, $=$ (6.216-7)

SCIENCE

Prestige Academy will be a member of the Delaware Science Coalition and thus use the appropriate science kits to ensure alignment with the Delaware content standards in science.

SOCIAL STUDIES

- A. World History (6.401-2, 416-432)**
1. Geography
 - Spatial sense
 - Great deserts of the World
 2. Lasting ideas from Ancient Civilizations
 - World Religions
 - Ancient Greece
 - Ancient Rome
 3. The Enlightenment
 4. The French Revolution
 5. Romanticism
 6. Industrialism, Capitalism and Socialism (6.408-411)
 - Industrial revolution
 - Capitalism
 - Socialism
 7. Latin America
 - History and Culture
 - Geography
- B. American History (6.401-402)**
1. Immigration
 - Waves of immigration
 - Tensions
 2. Industrialization and Urbanization
 - After the Civil War
 - Labor conditions and Movement (6.408-411)
 - Big business (6.408-411)

<p>2. Learn strategies and conventions for writing a persuasive essay (6.134-141)</p> <ul style="list-style-type: none"> • With teacher assistance, describe a define problem or issue, clearly establishing a need for a solution or point of view (6.135) • Define a thesis and state a clear-cut position on an issue (6.136) • Support the thesis with well-reasoned and/or expert opinion, inductive and deductive reasoning, evidence, examples, statistics and data (6.137,139) • Use convincing language (6.140) • Distinguish evidence from opinion • Anticipate and answer counter-arguments • Maintain a reasonable tone 	<ul style="list-style-type: none"> • Exponents • Review squares and square roots • Review powers of 10 • Using the terms "squared", "cubed", and "to the nth power", read and evaluate numerical expressions with exponents • Write numbers in expanded notation using exponents • Connect representations of decimals, fractions, and percents (6.214) 	<p>3. Reform</p> <ul style="list-style-type: none"> • Populism • The Progressive Era • Reform for African-Americans • Women's Suffrage <p>C. Civics</p> <ol style="list-style-type: none"> 1. Rights: human, civil, property. (6.403-405) 2. Elected Officials (6.406-407) <p>D. Economics</p> <ol style="list-style-type: none"> 1. Taxes (6.412) 2. trade (6.413-415)
<p>3. Research essay/project (6.122,1100)</p> <ul style="list-style-type: none"> • Review basics of information gathering, organization, focus, and structure of informative writing (6.124-130,196,1101-2) • Select authoritative sources and gather relevant data through library, technology, and filed research (6.1103) 	<p>Ratio, Percent and Fractions</p> <ol style="list-style-type: none"> 1. Ratio and Proportion <ul style="list-style-type: none"> • Solve proportions, including word problems involving proportions with one unknown (6.221) • Use ratios and proportions to interpret map scales and scale drawings and other real life situations (6.211) • Set up and solve proportion from similar triangles • Understand the justification for solving proportions by cross-multiplication 2. Percent <ul style="list-style-type: none"> • Convert between fractions, decimals, and percents 	

- summarize, paraphrase, and quote accurately when taking notes
- define a thesis
- organize with an outline
- integrate quotations and data from sources
- acknowledge sources and avoiding plagiarism (6.1102)
- prepare citations and a bibliography

B. Speaking and Listening

1. Participate civilly and productively in group discussions
2. Learn/review strategies for strong, confident oral presentations (6.142-156)
 - frame ideas
 - identify needs of audience
 - summarize main points as needed
 - emphasize key points with verbal and non-verbal strategies
 - adjust language, tone, volume, and length based on verbal and non-verbal response from audience
 - respond to audience questions and comments.
3. Use standard pronunciation when speaking to large groups and in formal circumstances (such as a job interview)
4. Self-monitor pauses, interjections, and jargon (6.152)

- find the given percent of a number, and find what percent a given number is of another number
- solve problem involving percent increase and decrease
- find an unknown number when a percent of the number is known
- use expressions with percents greater than 100% and less than 1%

3. Fractions

- Predict the results of multiplying or dividing by a positive number less than 1 (6.218)
- Use various forms of 1 to demonstrate the equivalence of fractions (6.219)

Patterns and Relationships

- Recognize, analyze, create, extend, describe, and generalize a wide variety of patterns including those involving proportional relationships (6.236)
- Analyze a relationship and describe how to get the next term from the previous term (6.237)
- Identify geometric patterns and relationships and draw or describe the next figure (6.238)

5. Use technology and audio/visual material to enhance presentation (6.152)
6. read aloud fluently with appropriate expression (6.158)
7. Retell stories and news items with appropriate detail (6.168-169)
8. Follow detailed oral directions (6.176)
9. With teacher assistance, recognize discrepancies between speaker's verbal and non-verbal messages (6.183)
10. Use personal interviews, oral reports, and forums for information (6.195)

C. Grammar (6.103)

1. Understand what a complete sentence is (6.104)
 - identify subject and predicate
 - identify independent and dependent clauses
 - correct fragments and run-ons

2. Identify different sentence types and write for variety by using simple sentences; compound sentences; complex sentences; compound-complex sentences.

3. Use basic grammar and punctuation introduced in earlier grades and learn how to use a semi-colon or comma with "and", "but", or "or" to separate the sentences that form a compound sentence (6.105-108)

Computation

1. Addition and Subtraction
 - know and understand commutative and associative properties
 - understand addition and subtraction as inverse operations
 - add and subtract with integers, fractions, and decimal, both positive and negative
2. Multiplication
 - know and understand commutative, associative, and distributive properties
 - multiply multi-digit number, with and without a calculator
 - estimate a product
 - develop, use and explain strategies to multiply with integers, fractions, and decimals, both positive and negative (6.209)
 - understand distributive property of multiplication over addition or subtraction and its use in procedure such as multi-digit multiplication
3. Division
 - understand multiplication and division as inverse operations
 - estimate the quotient
 - know how to move the decimal point when dividing by 10, 100, or 1,000

- 4. Recognize verbs in active voice and passive voice and avoid unnecessary use of passive voice (6.108)
- 5. Recognize and use correctly sit/set, rise/raise, lie/lay.
- 6. Correctly use: good/well; between/among; bring/take; accept/except; who/whom; imply/infer; principle/principal; their/there/they're

D. Spelling

1. Review spelling rules for use of "ie" and "ei"
2. review prefixes and suffixes.
3. Correctly spell most words and continue work with spelling with special attention to commonly misspelled words (6.102-103)
4. use dictionary to check and correct words that present difficulty (6.101)

E. Vocabulary and Reading

1. Learn meaning of common Latin and Greek words that are roots of common English words (e.g. "aqua", Latin meaning "water", used in "aquarium")
2. Use a variety of reference materials to expand vocabulary (6.160)
3. Learn common sayings and phrases (e.g. "Bee in your bonnet.")
4. Use a variety of strategies to comprehend meaning of words (6.159)

- divide multi-digit dividends by 1-digit, 2-digit and 3-digit divisors, with and without a calculator
- divide with integers, fractions, and decimals, both positive and negative
- 4. Solving problems and equations (6.201-4)
 - solve and explain word problems with multiple steps
 - solve and explain problems with more than one operation, according to order of operations, with and without a calculator (6.210)
 - select appropriate methods of calculation from among mental math, paper and pencil, calculators, or computers (6.212)
 - determine if an estimate is more appropriate than an exact answer (6.213)

Measurement

- solve problems requiring conversion of unit within the U.S. Customary System, and within the metric system
- associate prefixes used in the metric system with quantities (e.g. kilo = thousand)

LITERATURE (all listed are core works, to be supplemented by individual teachers (6.157-158, 161-194.1120-1124)

A. Poetry

1. Core poems

- All the world's a stage (from *As You Like It*) (Shakespeare)
- Apostrophe to the Ocean (from *Child Harold's Pilgrimage*, Canto, Nos. 178-184) (Byron)
- I Wandered Lonely as a Cloud (Wordsworth)
- If (Kipling)
- Mother to Son (Hughes)
- Lift Ev'ry Voice and Sing (Johnson)
- A narrow fellow in the grass: there is no frigate like a book (Dickinson)
- A Psalm of Life (Longfellow)
- The Raven (Poe)
- A song of Greatness (a Chippewa song, trans. Mary Austin)
- Stepping by Woods on a snowy Evening (Frost)
- Sympathy (Dunbar)
- The Walloping Window-blind (Carroll)
- Woman Work (Angelou)

2. Elements of Poetry

- meter
- iamb
- Couplet

- time; solve problems on elapsed time; express parts fraction or decimal form
- know when to use unit, a square unit, a cubic unit (6.208)

Geometry (6.223-229)

- identify and use signs that mean congruent, similar, parallel, perpendicular
 - construct parallel lines and a parallelogram
 - construct a perpendicular bisector
 - know that if two lines are parallel, any line perpendicular to one is also perpendicular to the other and that two lines perpendicular to the same line are parallel
 - Angles (6.205, 224)
 - Identify and measure degrees in angles; review terms: right, acute, obtuse, straight
- Bisect and angle**
- Construct an angle congruent to a given angle
 - Construct a figure congruent to a given figure, using reflection over a line of symmetry, and identify corresponding parts (6.229)

Rhyme scheme

- Free verse

B. Fiction

1. Stories (may be read in editions adapted for young readers)

- *The Iliad and the Odyssey* (Homer)
- *The Prince and the Pauper* (Twain)

2. Classical Mythology

- Apollo and Daphne
- Orpheus and Eurydice
- Narcissus and Echo
- Pygmalion and Galatea

C. Drama

- *Julius Caesar* (Shakespeare)

D. Literacy terms

- Epic
- Review; literal and figurative language; imagery; metaphor and simile; symbol; personification (6.167)
- Theme, setting, plot (6.166)
- Character, characterization, motivation (6.1100, 1107, 1109)
- Ambiguity, point of view (6.184, 1119)
- Foreshadowing (6.162)
- Literary devices (6.1115-1116)

Show how congruent plane figures can be made to correspond through reflection, rotation, and translation (6.227)

Triangles

Know that the sum of the measures of the angles of a triangle is 180°

Construct different kinds of triangles

Know terms by which we classify kinds of triangles

Identify congruent angles and sides, and axes of symmetry, in parallelograms, rhombuses, rectangles, and squares and identify real-world geometric relationships (6.228)

Find the area and perimeter of plane figures, or given the area or perimeter find the missing dimension for rectangles, squares, triangles and parallelograms

Circles:

Identify arc, chord, radius (plural: radii), and diameter (radius = $\frac{1}{2}$ diameter)

Using a compass, draw circles with a given

E. Comprehension Skills

- Review and use variety of strategies to comprehend text (6.157, 164)
- Identify author's and own purposes for reading, listening, or viewing (6.161, 185-18, 193-194)
- Make, revise, and support predictions (6.162)
- Assimilate information and prior knowledge to make inference and draw conclusions (6.163)
- Organize and summarize content of written, oral, and visual material (6.170)
Topic sentence
Graphic organizers
Summaries
Outlines
- Compare information; distinguish fact from opinion (6.172-3)
- Ask questions; draw conclusions; make inferences; accept or reject the validity of information using valid reasoning (6.174-175, 192, 1114)
- Respond to written, oral, and visual material and, as appropriate, relate content of written and visual information to real-life (6.177, 1107-1113, 1120-1124)
- Evaluate genre and quality of written and visual material (6.189, 1117-8)

Diameter or radius

Solve problems involving application of the formulas for finding the circumference of a circle

Find the area of a circle using the formula $A = \pi r^2$

Measure and find the ratio of the circumference and the diameter of circular object to obtain an estimate of π (6.206)

- Find volume of a rectangular solids, or given the volume find a missing dimension
- Use physical models to develop the formulas for the area of rectangles and triangles (6.207)
- Dimensions
Identify, describe, compare, and classify two- and three-dimensional figures (6.233)
- Identify two dimensional representations of three-dimensional objects (6.225)

Evaluate expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication (6.188)

Given a net, build three dimensional figures (6.226)

Probability and Statistics

- find the range and measures of central tendency (mean, median, and mode) of a given set of numbers
- understand the difference among the measures of central tendency and when each might be used
- understand the use of a sample to estimate a population parameter and that larger samples provide more stable estimates (6.234)
- Represent all possible outcomes of independent compound events in an organized way and determine the theoretical probability of each outcome
- Compute the probability of any one of a set of disjoint events as the sum of their individual probabilities
- Solve problems requiring interpretations and application of graphically displayed data (6.232)
- Collect and organize data and construct and describe displays of data (6.230-321)

- Given a set of data, find the mean, median, range, and mode (6.2.33)
- Construct a histogram, a tree diagram
- Coordinate plane
- Plot points on a coordinate plane, using ordered pairs of positive and negative number
- Use the terms origin, x-axis, y-axis
- Graph simple functions and solve problems involving use of a coordinate plane (6.2.20)
- Use real-world data to estimate probability for future events (6.2.35)

PRESTIGE ACADEMY SEVENTH GRADE CURRICULUM

(DE content/performance standards noted in parentheses)

ENGLISH/LANGUAGE ARTS

WRITING, GRAMMAR & USAGE

1. **Expository paragraphs and essays** that describe, narrate, persuade and compare and contrast (7.134-141)
 - Demonstrate self-discovery and reflections (7.109)
 - Use appropriate organizing structures including beginning, logical progression, transitions, and effective conclusions (7.110-114, 117, 124, 126-128, 130)
 - Include a variety of details to clarify the ideas for the intended audience (7.123, 125)
 - Use a broad vocabulary and a variety of modes of expression (7.115, 117, 121)
 - Use standard written English, including grammar conventions, proper punctuation and spelling (7.101-108)
 - Use variety of modes and formats (7.131-132)

MATHEMATICS

Pre-Algebra (7.234-237)

- A. Properties of real numbers
 - Know and use the associative commutative and distributive properties by name and in simplifying expressions involving numbers and variables
 - Understand absolute value and evaluate expressions such as $(2x-3) + 3x$ (7.218)
 - Decompose and recompose whole numbers using factors and exponents (7.214)
- B. Linear Applications and Proportionality
 - Know the concept of slope (7.220, 221)
 - Translate situations of proportionality into equations of the form $y=mx$, where m is the constant of proportionality or slope; specifically know and understand $d=rt$ and $I=prt$
 - Show situations of constant proportionality as a line on the coordinate plane

Prestige Academy will be a member of the Delaware Science Coalition and thus use the appropriate science kits to ensure alignment with the Delaware content standards in science.

SCIENCE

SOCIAL STUDIES

- A. **Geography (7.420-426)**
 1. **Western and Central Europe**
 - Physical features
 - Populations and resources
 - Languages and religions
 - Countries and Regions
 - Scandinavia, United Kingdom, France, Benelux, Germany, Austria, Switzerland, Italy, Iberian Peninsula
 2. **Russia**
 - Physical features
 - Regions and resources
 - Cities
 3. **United States**
 - Physical features
 - Review of 50 states and capital and territories
 - Major cities
 - Population: expansion and density
 - Regions and resources
- B. **History (7.427-32)**
 1. **Review earlier grades: World history to 1,500 AD (7.433-436)**
 2. **America Becomes a World Power**
 - U.S. Naval Power
 - Spanish-American War

<ul style="list-style-type: none"> • Use varying points of view (7.116) 2. Research essays / projects (7.122) <ul style="list-style-type: none"> • Ask open-ended questions • Gather relevant data through library, technology, and field research • Summarize, paraphrasing and quoting accurately when taking notes • Define a thesis • Organize with an outline • Integrate quotations, illustrations and data from sources (7.129) • Use primary and secondary sources and avoid plagiarism(7.113) • Prepare citations and a bibliography • Use current technology to create presentations 	<ul style="list-style-type: none"> • Introduce the concept of a function and determine the equation of a linear function given its slope and intercepts in the form $y=mx+b$ • Estimate the values of b and m from a given linear graph <p>C. Polynomial Arithmetic</p> <ul style="list-style-type: none"> • Add, subtract, multiply, and divide monomials and polynomials (divide polynomials by monomials only) • Factor binomials that have a common monomial factor <p>D. Equivalent Equations and Inequalities</p> <ul style="list-style-type: none"> • Review equality properties for equations (7.220, 221) • Know that addition or subtraction of the same value from both sides of an inequality maintain the inequality, but multiplying or dividing by a negative number reverses the inequality; be able to show why using a number line • Simplify and solve linear equations in one variable • Simplify and graph solutions to linear inequalities in one variable <p>E. Integer Exponents</p> <ul style="list-style-type: none"> • Know the meaning of an exponent n when n is positive or negative 	<ul style="list-style-type: none"> • Panama Canal 3. World War I <ul style="list-style-type: none"> • History • Treaties • U.S. Neutrality • U.S. enters WWI • Peace • League of Nations 4. Russian Revolution <ul style="list-style-type: none"> • Tensions • The last Czar • Economic Strains • Revolutions of 1905 and 1917 5. America between the Wars <ul style="list-style-type: none"> • America in the twenties • The Great Depression • Roosevelt and the New Deal 6. World War II <ul style="list-style-type: none"> • Rise of Totalitarianism • World War II in Europe • World War II in the Pacific <p>G. Civics</p> <ol style="list-style-type: none"> 1. forms and powers of gov't (7.401-402) 2. Rule of Law (7.403-406) 3. Politics (7.407-408) <p>H. Economics</p> <ol style="list-style-type: none"> 1. Use of graphing (7.409-410) 2. Goods and services (7.411-415) 3. International Trade (7.416-419)
<p>B. Speaking and Listening</p> <ol style="list-style-type: none"> 1. participate civilly and productively in group discussions 2. give strong, confident oral presentations for a variety of purposes (7.142-156) <ul style="list-style-type: none"> • Adapt presentation for different groups, lengths of time and audience • Emphasize and repeat key points depending on purpose and audience • Interact with and respond to audience 		

3. Use standard pronunciations when speaking to groups and in formal circumstances (e.g. job interview)
4. self-monitor pauses, interjections and jargon (7.152)
5. use technology and audio/visual material to enhance presentation (7.153, 191)
6. Read aloud fluently with appropriate expression (7.158)
7. Retell stories and news items with appropriate detail (7.168-169)
8. Follow detailed oral directions (7.176)
9. With teacher assistance, recognize discrepancies between speaker's verbal and nonverbal messages (7.183)
10. Use personal interviews, oral reports, and forums for information (7.195)

C. Grammar

1. Review standard English grammar; use references and technology to assure proper grammar* (7.104-7.108)
2. Parts of the Sentence: prepositional phrases; subject and verb; auxiliary verbs; nouns; subject-verb agreement; complements; appositives; participles; gerunds and gerund phrases; infinitives and infinitive phrases
3. clauses: independent v. dependent, adjective clauses, adverb clauses; noun clauses.

- Know that a non-zero power is one
- Understand why a negative number to an even power is positive and a negative number to a negative power is negative
- Know the multiplication properties of exponents
- Convert decimal numbers to and from scientific notation (7.216)
- Know the proper order of operations with exponents and apply with and without calculators (7.209)

Geometry (7.222-227)

- A. three-dimensional Objects
 - Describe and construct simple right prisms, cylinders, cones and spheres using the concepts of parallel and perpendicular; calculate the surface
 - Know that the section created by the intersection of a plane and a sphere is a circle
 - Calculate the surface area of a sphere using the equations $SA = 4\pi r^2$
 - Calculate the volume of a sphere using the equation $V = (4/3)\pi r^3$
- B. Angle Pairs
 - Construct parallel lines and a transversal using a compass and straight edge

D. Spelling

Use standard spelling; recognize misspelled words; use dictionary and technology to assure correct spelling (7.101-103, 160)

E. Vocabulary

1. Learn meaning of common Latin and Greek words that are roots of common English words (e.g. "ab" Latin meaning "away from", used in "abnormal", "absent")
2. Learn meaning of Latin foreign words and phrases commonly used in English speech and writing (e.g. "ad hoc")

LITERATURE (all listed are core works, to be supplemented by individual teachers) (7.157-158, 161-194, 1107-1124)

A. Poetry

1. Core Poems
 - Annabel Lee (Poe)
 - Because I could not stop for Death (Dickinson)
 - The Charge of the Light Brigade (Tennyson)
 - The Chimney Sweeper (Blake)
 - Cremation of Sam McGee (Service)
 - Dulce et Decorum Est (Owen)
 - Fire and Ice; Nothing Gold Can Stay (Frost)
 - Heritage (Cullen)
 - Macavity: the Mystery Cat (Eliot)

- Understand equalities of angles: vertical, congruent, complementary, adjacent, corresponding, and alternate interior and alternate exterior

C. Triangles

- Know that a triangle is determined by its three sides or by two sides and the included angle and solve problems
- Use SSS to prove that the construction of the bisector of an angle is valid
- Use SSS to prove that the construction of the perpendicular bisector of a segment is valid
- Prove that the base angles of an isosceles triangle are congruent
- Demonstrate that the sum of the interior angles of a triangle equals 180°
- Know that the shape of a triangle is determined by two (hence all three) of its angles (AA(A) triangle similarity and solve related problems)
- Construct a circle that circumscribes a triangle using compass and straight edge

- The Negro Speaks of Rivers; Harlem; Life is Fine (Hughes)
 - This is Just to say; the Red Wheelbarrow (Williams)
2. Elements of Poetry
- Meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration
 - Forms: ballad; sonnet, lyric, narrative, limerick, haiku
 - Stanzas and refrains
 - Types of rhyme: end, internal, slant, eye
- B. Fiction**
1. Short Stories
- "The Gift of the Magi" (O. Henry)
 - "the Necklace" (de Maupassant)
 - "The Secret Life of Walter Mitty" (Thorber)
 - "the Tell-Tale Heart"; "The Purloined Letter" (Poe)
2. Novels
- *The Call of the Wild* (London)
 - *Dr. Jekyll and Mr. Hyde* (Stevenson)
3. Elements of Fiction
- Review aspects of theme and plot;
 - Point of view in narration omniscient narrator;

- Know and understand the Pythagorean Theorem and its converse and us it to find the length of the missing side of a right triangle and lengths of other line segments and, in some situations, empirically verify that Pythagorean theorem by direct measurement and a calculator
 - Use the Pythagorean Theorem to determine the exact ratios of the sides in 30-60 right triangles and isosceles right triangles
 - Determine the image of a triangle under translations, rotations and reflection
- D. Measurement (7.2.19)
- Choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems
 - Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems
 - Use measures expressed as rates and measures expressed as products to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer

unreliable narrator, third person limited, first person;

- Conflict: external and internal
- Suspense and climax

C. Non-Fiction

1. Essays and Speeches
 - "Shooting an Elephant" (Orwell)
 - "The Night the Bed Fell" (Thurber)
 - "Declaration of War on Japan" (FDR)
2. Autobiography
 - *Diary of a Young Girl* (Anne Frank)

D. Drama

1. *Cyrano de Bergerac* (Rostand)
2. Elements of Drama
 - Tragedy and comedy
 - Aspects of conflict, suspense, and characterizations
 - Soliloquies and asides

E. Literary Terms

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole, oxymoron, parody
- Review previously learned literary terms

- Compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects (7.205-7)
- Know how perimeter, area and volume are affected by changes of scale (7.205-7)
- Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects
- Relate the changes in measurement with a change of scale to the units used and to conversions between units.

Probability and Statistics (7.228-233)

- Show the relationship between two variables using a scatter-plot and describe the apparent relationship informally
- Find the upper and lower quartiles for a data set
- Understand that if p is the probability of an event occurring, $1-p$ is the probability of the event not occurring
- Understand the difference between independent and dependent events

F. Comprehensive Skills

- Review and use variety of strategies to comprehend text (7.157, 164)
 - Identify author's and own purposes for reading, listening or viewing (7.161, 185-18, 193-194)
 - Make, revise and support predictions (7.162)
 - Assimilate information and prior knowledge to make inference and draw conclusions (7.163)
 - Organize and summarize content of written, oral and visual material (7.170)
 - Topic sentences
 - Graphic organizers
 - Summaries
 - Outlines
 - Compare information; distinguish fact from opinion (7.172-3)
 - Ask questions; draw conclusions; make inferences; accept or reject the validity of information using valid reasoning (7.174-175, 192, 1114)
 - Respond to written, oral and visual material and, as appropriate, relate content of written and visual information to real-life (7.177, 1107-1113, 1120-1124)
 - Evaluate genre and quality of written and visual material (7.189, 1117-8)
-
- Use ratios, proportions, and percents to solve problems in real-life situations (7.211)
 - Make estimates before computing with percents and integers and determine if the estimate is reasonable (7.212)
- Mathematical Processes and Computations
- Develop and apply strategies to solve problems (7.201)
 - Use mathematical notation and language to explain and defend solutions (7.202)
 - Make and test conjectures in a variety of mathematical situations (7.203)
 - Evaluate the reasonableness of the solution in the context of the original situation (7.204)
 - Develop use and explain strategies to add, subtract, multiply and divide integers and percents (7.208)
 - Select appropriate methods of calculations form among mental math, paper and pencil, calculators or computers (7.211)

- Evaluate expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication (7.188)

- and percents (7.210, 215, 217)
- Solve real-life problems using ratios, proportions and percents (7.210, 215, 217)
- Understand connection between integers and physical objects (7.210, 218)

PRÉSTIGE ACADEMY EIGHTH GRADE CURRICULUM

(DE content/performance standards noted in parentheses)

ENGLISH / LANGUAGE ARTS

WRITING, GRAMMAR & USAGE

- A. Writing and Research**
 I. Expository paragraphs and essays that describe, narrate, persuade and compare and contrast (8.112, 120-1, 131-2, 134)
- Demonstrate self-discovery and reflection (8.109)
 - Using appropriate organizing structures including beginning, logical progression, transitions and effective conclusions (8.110-1; 113-4; 125-8; 130; 138)
 - Including a variety of details to clarify the ideas for the intended audience (8.112, 123, 137)
 - Using a broad vocabulary and a variety of modes of expression (8.114, 140, 141)
 - Using standard written English, including grammar conventions, proper punctuation and spelling (8.101-108)
- 2. Research essays/projects (8.195-1106)**

MATHEMATICS

Pre-Algebra (8.5201-204) **A. Properties of real numbers (8.213)**

- Be able to raise a positive number to a fractional power and simplify appropriately, including rationalizing the denominator of a simple fraction
- Know and use the rules of exponents extend to fractional exponents (8.232)
- Use the definition of absolute value to solve equations and to understand why "extraneous solutions" are not solutions at all

B. Relations, Functions and Graphs (Two Variables) (8.216-218)

- Be able to plot a set of ordered pair and surmise a reasonable graph of which the points are a part
- Be able to make a reasonable table of ordered pairs from a given function rule, plot the points, and surmise its graph

SCIENCE

Prestige Academy will be a member of the Delaware Science Coalition and thus use the appropriate science kits to ensure alignment with the Delaware content standards in science.

SOCIAL STUDIES

- A. Geography (8.418-426)**
1. India and South Asia
- legacy of British Rule: English language and Rail system
 - populations and resources
 - rivers and weather
 - regions and resources
- 2. China**
- physical features
 - regions and resources
 - cities
- 3. Middle East**
- background
 - religions and languages
 - regions and resources
 - countries: Egypt, Israel, turkey
 - states and cities: Lebanon/Beirut; Jordan/Amman; Syria/Damascus; Iraq/Baghdad and Kurds; Iran/Teheran; Kuwait; Saudi Arabia/Riyadh and Makka
- 4. Mexico**
- regions and resources
 - Mexico City
 - Earthquakes
 - Physical features

- Asking open-ended questions
- Gathering relevant data through library, technology, and field research (8.137, 160)
- Summarizing, paraphrasing and quoting accurately when taking notes
- Defining a thesis
- Organizing with an outline
- Integrating quotation, illustrations and data from sources (8.129, 133)
- Acknowledging sources and avoiding plagiarism
- Preparing a bibliography
- Using current technology to create presentations (8.110)

B. Speaking and Listening

1. participate civilly and productively in group discussions
2. Give strong, confident oral presentations for a variety of purposes (8.142-156)
3. Use standard pronunciation when speaking to large groups and in formal circumstances (such as a job interview)
4. Self-monitor pauses, interjections, and jargon (8.152)
5. use technology and audio/visual material to enhance presentation (8.153, 191)
6. Read aloud fluently with appropriate expression (8.158)
7. Retell stories and news items with appropriate detail (8.168-169)

- Know that the points of intersections of two graphs are simultaneous solutions of the relations that define them and indicate approximate numerical solutions
- C. Linear Equations and functions (Two Variables) (8.219)
- Graph linear equations by finding the x- and y- intercepts
 - Be able to convert between slope-intercept form ($y=mx+b$) and standard form ($ax+by=c$) (8.233)
 - Write an equation for a line given two points or one point and its slope
 - Know lines are parallel or perpendicular from their slope
 - Find the equation of a line perpendicular to a given line that passes through a given point
 - Understand and be able to graph the solutions set of a linear inequality
 - Solve a system of two linear inequalities in two variables algebraically and interpret the answer graphically
 - Solve a system of two linear inequalities in two variables and sketch the solution set.
 - Solve word problems including real-life

- Resources, including oil and gas
 - NAFTA
5. Canada
- 10 Provinces; 2 Territories
 - Rivers and lakes
 - Languages
 - Natural Resources
- B. History (8.427-431)
1. Review earlier grades: US and Delaware history to 1877 (8.432-434)
 2. Breakup of British Empire
 3. People's Republic of China
 4. Cold War Era
 - Korean War
 - McCarthyism
 - Eisenhower Years
 - Kennedy years
 - Space Exploration
 5. Civil Rights movement
 - Legal history
 - Before WWII
 - Non-violence
 - Great Society and Legislation
 - African American militancy
 - Assassinations
 6. Vietnam Era
 - Vietnam War
 - Social and Environmental Activism
 7. Oil Politics
 - League of Nations' mandates
 - Creation of Israel
 - Arab-Israeli conflicts and wars

8. Follow detailed oral directions (8.176)
9. With teacher assistance, recognize discrepancies between speaker's verbal and nonverbal messages (8.183)
10. Use personal interviews, oral reports, and forums for information (8.195)

C. Grammar

1. Review standard English grammar, use references and technology to assure proper grammar (8.104-8.108)
2. Review other punctuation based on sentence structure, including semi-colons and commas with phrases and clauses. (8.107)
3. Review other punctuation, including punctuation of quotations and dialogue; use of parentheses; hyphen; dashes; colons; italics; apostrophes (8.107)
4. Learn about modifiers, including dangling and two-way modifiers
5. Parallelism, including correcting faulty parallelism
6. Review sentences classified by structure: simple, compound, complex and compound-complex. Practice and expand use of varied sentence structure (8.104-5)
7. Use; correct subject-verb/noun-pronoun agreement and consistent verb tense (8.106, 108)

D. Spelling

Use standard spelling; recognize misspelled words; use dictionary and

situations that involve linear equations

D. Arithmetic of Rational Expression (8.208-211, 214, 215)

- Factor second- and higher-degree polynomials when standard techniques apply
- Add, subtract, multiply and divide rational expressions and express in simplest terms

E. Quadratic Equations and Functions (8.234-235)

- Solve quadratic equations in one variable by factoring or by completing the square
- Complete the square to write a quadratic expression as the difference of two squares
- Graph quadratic functions by completing the square to find the vertex and know that their zeros (roots) are the x-intercepts
- Know the quadratic formula and be familiar with its proof by completing the square
- Know how to clear fractions to solve equations that lead to linear or quadratic equations
- Solve word problems, including physical problems such as the motion of an object under force of gravity, and combined rate (work) problems.

- Peace efforts
 - Rise of Islamic Fundamentalism
 - Persian Gulf War
8. End of Cold War
 - Detent
 - Breakup of USSR
 - Contemporary Europe
 - End of Apartheid in South Africa

G. Civics

1. The Constitution (8.403-404)
2. Bill of Rights (8.405-408)
3. Federal v. State Governments (8.401-402)
4. Legislative Branch
5. Executive Branch
6. Judiciary
7. Politics and participation (8.409-410)

H. Economics

1. Competition (8.411)
2. The market Economy (8.412-417)

technology to assure correct spelling (8.101-103, 160)

E. Vocabulary (8.159-60)

1. Learn meaning of common Latin and Greek words that are roots of common English words (e.g. "ars", Latin meaning "art", used in "artist", "artifact")
2. Learn meaning of French foreign words and phrases commonly used in English speech and writing (e.g. "au revoir")

LITERATURE (all listed are core works, to be supplemented by individual teachers) (8.157-158, 161-194, 1107-1124)

A. Poetry

1. Core Poems
 - Buffalo bill's (Cummings)
 - Chicago (Sandburg)
 - Do Not Go Gentle into That good Night (Thomas)
 - How do I love thee? (E.B. Browning)
 - How they Brought the Good News From Ghent to Aix (R. Browning)
 - I dwell in possibility; apparently with no surd/prise (Dickinson)
 - The Lake isle of innisfree (Yeats)
 - Lucy Gray 9or Solitude); My Heart leaps Up (Wordsworth)
 - Mending Wall; the Gift outright (Frost)
 - Mr. Flood's party (E.A. Robinson)

Geometry (8.205-207, 221)

A. Analytic Geometry

- Reinforce the knowledge of algebra a=with geometry and vice versa (8.223)
 - Know that the midpoint of a line segment of any slope, projected perpendicularly onto the horizontal x-axis or vertical y-axis, will be the midpoint of its projection (8.275)
 - Know the similar triangles connections (AA Similarity) with slope and that this is the tangent of the angle the line makes with the x-axis
- B. Introduction to Trigonometry**
- Know that in a right triangle the cosine of an angle is the ratio of the adjacent side to the hypotenuse and the sine is the ratio of the opposite side to the hypotenuse.
 - Know the values of the sine, cosine, and tangent of 1, 30, 45, 60 and 90 degrees and use a scientific calculator to determine the approximate value of any acute angle
 - Use a scientific calculator to determine the approximate value of an acute angle of a given sine, cosine or tangent
- C. Triangles and proofs**

- Polonius's speech from Hamlet "Neither a borrower nor a lender be..."; Sonnet 2 "Shall I compare thee..." (Shakespeare)
 - Ozymandis (Shelley)
 - Spring and Fall (Hopkins)
 - A Supermarket in California (Ginsberg)
 - Theme for English B (Hughes)
 - We Real Cool (Brooks)
2. Elements of poetry
- Meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration, assonance
 - Forms: ballad, sonnet, lyric, narrative, limerick, haiku
 - Stanzas and refrains
 - Types of rhyme: end, internal, slant, eye
 - Metaphor and simile, including extended and mixed metaphors
 - Imagery, symbol, personification
 - Allusion

B. Fiction

1. Short Stories

- "The Bet" (Chekhov)
- "Dr. Heidegger's Experiment" (Hawthorne)
- "God Sees the Truth but Waits" (Tolstoy)
- "An Honest Thief" (Dostoevsky)

- prove that the bisector of an angle is the set of all points equidistant from both sides
- prove that any triangle inscribed in a circle with one side as the diameter is a right triangle
- prove the Pythagorean Theorem
- know that a line tangent to a circle is perpendicular to the radius at the point of tangency
- taking geometry as a model, understand the concept of a mathematical proof, as distinct from an opinion, an approximation, or a conjecture based on specific cases
- in geometry and elsewhere, understand that a single counter example suffices to disprove a general assertion
- examine and recreate relationships between geometric objects using real world examples (8.220, 222, 224)

Probability and Statistics (8.226-231)

- periodically review 7th grade material and use it in developing 8th grade subject matter to reinforce it.

- "The Open Boat" (Crane)
- 2. Novels
 - *Animal Farm* (Orwell)
 - *The Good Earth* (Buck)
- 3. Elements of Fiction
 - Review:
 - Plot and setting
 - Theme
 - Point of view in narrator: omniscient narrator; unreliable narrator, third person limited, first person (8.116)
 - Conflict: external and internal suspense and climax
 - Characterization (8.118-9)
 - As delineated through a character's thoughts, words and deeds: through the narrator's description: and through what other characters say
 - Flat and round; static and dynamic
 - Motivation
 - Protagonist and antagonist
 - Tone and diction (8.117)

C. Non-Fiction

1. Essays and Speeches
 - "Ask not what your country can do for you" (Kennedy)
 - "I have a dream"; "letter from Birmingham Jail" (King)
 - "Death of a Pig" (E.B. White)

- "The marginal World"
(Carson)
- 2. Autobiography
Selections from *I Know Why the Caged Bird Sings* (Maya Angelou)

D. Drama

1. *Twelfth Night* (Shakespeare)
2. Elements of Drama
 - Review:
 - Tragedy and comedy
 - Aspects of conflict, suspense, and characterization
 - Soliloquies and asides
 - Farce and satire
 - Aspects of performance and staging
 - actors and directors
 - sets costumes, props, lighting, music
 - presence of audience

F. Literary Terms

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole, oxymoron, parody

G. Comprehension Skills

- Review and use variety of strategies to comprehend text (8.157, 164)
- Identify author's and own purposes for reading, listening or viewing (8.161, 185-18, 193-194)
- Make, revise, and support predictions (8.162)

- Assimilate information and prior knowledge to make inference and draw conclusions (8.163)
- Organize and summarize content of written, oral and visual material (8.170)
 - Topic sentence
 - Graphic organizers
 - Summaries
 - Outlines
- Compare information; distinguish fact from opinion (8.172-3)
- Ask questions; draw conclusion; make inferences; accept or reject the validity of information using valid reasoning (8.174-175, 192, 1114)
- Respond to written, oral, and visual material and as appropriate, relate content of written and visual information to real-life (8.177, 1107-1113, 1120-1124)
- Evaluate genre and quality of written and visual material (8.189, 1117-8)
- Evaluate expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication (8.188)

Appendix O

Prestige Academy School Calendar

PRESTIGE ACADEMY 2008-09 SCHOOL CALENDAR

Aug 08						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24		26	27	28	29	30
31					16 PD Days	5 SCH Days

Sep 08						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			2	3	4	5
			6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						21 SCH Days

Oct 08						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
			2 SAT SCH Days		1 PD Day	22 SCH Days

Nov 08						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23		25	26			29
30					2 SAT SCH Days	1 PD Day
						17 SCH Days

Dec 08						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2		4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23				27
28						
					2 SAT SCH Days	1 PD Day
						16 SCH Days

Jan 09						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					2 SAT SCH Days	1 PD Day
						18 SCH Days

Feb 09						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						18 SCH Days All

Mar 09						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					2 SAT SCH Days	1 PD Day
						21 SCH Days

Apr 09						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
					2 SAT SCH Days	17 SCH Days

May 09						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
					2 SAT SCH Days	1 PD Day
						19 SCH Days

Jun 09						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					2 SAT SCH Days	1 PD Day
						16 SCH Days

Jul 09						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						10 SUM SCH

2008		
	Regular Attendance	194
	Prof Dev Days - No students	25
	Report Cards & Parent/Teacher Conferences	3
	Scholarship Academy	18
	Interim Assessments	
	Delaware State Testing	
	Start of Trimester	
	Progress Reports Distributed	
	No School	
	Summer School	10

2008		
	Aug 4 - 22	Staff Orientation
	Aug 25	1st Day of School - Trimester 1 Begins
	Sept 1	No School - Labor Day
	Oct 9 - 10	Interim Assessments 1
	Oct 16	PR 1 Distributed
	Oct 17	No School - Staff PD
	Nov 4	No School - Election Day
	Nov 20 - 21	Interim Assessments 2
	Nov 24	Trimester 2 begins
	Nov 27 - Dec 1	No School - Thanksgiving Recess
	Dec 1	No School - Staff PD
	Dec 3	RC 1 - Parent/Teacher Conferences
	Dec 24 - Jan 5	Winter Break

2009		
	Jan 19	No School - MLK Jr. Day
	Jan 22 - 23	Interim Assessments 3
	Jan 29	PR 3 Distributed
	Jan 30	No School - Staff PD
	Feb 16	No School - President's Day
	Mar 5 - 6	Interim Assessments 4
	March 9	Trimester 3 Begins
	Mar 11-12, 16-20	DSTP EXAMS
	Mar 18	RC 2 - Parent/Teacher Conferences
	Mar 23	No School - Staff PD
	Apr 6 - 10	Spring Break
	Apr 30 - May 1	Interim Assessments 5
	May 7	PR 5 Distributed
	May 8	No School - Staff PD
	Jun 17 - 19	Interim Assessments 6 / Final Exams
	Jun 24	RC 3 - Parent/Teacher Conferences
	Jun 25	Last day of School
	Jun 27	Field Day & BBQ
	Jun 28, 29 - 30	No School - Staff PD
	Jul 6 - 17	Scholarship Summer Academy

PR= Progress Report
 PD= Professional Development
 RC= Report Card
 DSTP Make-up March 13, 18 and 23-26

Please note that this is the anticipated 2008-9 schedule and that weather conditions and other extenuating circumstances will require changes to this schedule.

Appendix P

Special Education Forms

1. **TEACHER PARENT COLLABORATION PLAN**
2. **INDIVIDUAL PROGRAM PLAN (IPP)**
3. **NOTICE OF PROCEDURAL SAFEGUARDS: SPECIAL EDUCATION RIGHTS OF PARENTS AND CHILDREN (State of Delaware form)**
4. **REQUEST FOR PERMISSION TO EVALUATE**
5. **NOTICE OF IEP TEAM MEETING**
6. **WAIVER OF TEN (10) DAY WAITING PERIOD**
7. **SUMMARY EVALUATION REPORT**
8. **INDIVIDUAL EDUCATION PROGRAM (IEP) PLAN (State of Delaware form)**
9. **SAMPLE DATA COLLECTION FORMS**
 - a. **Classroom Observation Form for LD Students**
 - b. **Nurse Report**
 - c. **Social History Report**
10. **MANIFESTATION DETERMINATION**
11. **FUNCTIONAL BEHAVIORAL ASSESSMENT PROCESS**

PRESTIGE ACADEMY

Teacher-Parent Collaboration Plan

Student Name:	Grade:	Date:
Homeroom Teacher:		
Referral Source:	Reading Level:	

To be filled out by referral source in collaboration with Parent/Guardian.

1. Identify your concerns in writing. Specify in succinct detail the behaviors the student demonstrates or the issues you recognize as affecting school performance.

2. Collect evidence to support your concerns. Use classroom assessment and/or observe the student in current school settings to isolate strengths and areas of need. Attach any pertinent protocols/note to this form.)

Assessment(s) (Note Name(s) of tool/test): _____
Results:

3. Note Accommodations/Modifications tried.

Proposed Classroom/Family Interventions:

1.
2.
3.
4.

Collaboration Plan follow up:

Date(s) of follow up: _____
Outcome: <input type="checkbox"/> Improvement (continue interventions as needed) <input type="checkbox"/> No significant improvement (determine next step)
Next Step: <input type="checkbox"/> Collaborate to develop revised strategies (indicate revisions in new ink color) <input type="checkbox"/> Schedule Student Support Team Meeting
Meeting Date: _____

PRESTIGE ACADEMY

Individual Program Plan Documentation

Name _____ Grade _____ Teacher(s) _____

Date	Intervention/Accommodation	Duration	Initial Results

NOTICE OF PROCEDURAL SAFEGUARDS

SPECIAL EDUCATION RIGHTS OF PARENTS AND CHILDREN

Under the Individuals with Disabilities Education Act, Part B

Prestige Academy

REQUEST FOR PERMISSION TO EVALUATE

To ensure that your child has an appropriate educational program, we would like to provide an evaluation(s) to aid us in developing the proper educational program for your child.

Date _____

Name _____ Birth date _____ Team _____ Grade: _____ Teacher _____

Parents _____ Address _____ Phone _____

This request for permission to evaluate is for the following reasons: _____

At this time, we would like to administer:

- Appropriate Specialists' Evaluations**
- Achievement-** Individual tests measure progress in major basic skills areas.
- Adaptive-** Effectiveness with which student meets standards of personal independence/social responsibility.
- Intelligence-** Standardized tests measure overall ability level, strengths/weaknesses.
- Perceptual-** These measure visual/motor perception and integration, motor proficiency.
- Personality-** Evaluate emotionality and extent it may interfere with learning. Behavior checklists may be completed by teachers and parents.
- Speech/Language-** May measure any of the following: **Articulation-** Sounds that should be made at a certain age level. **Fluency-** Rate and rhythm of speech. **Language-** Level of receptive (understanding) and/or expressive (using) language.
- Other-** Given as deemed necessary by the specialist to aid in understanding student's educational needs.

Type _____

If you do not agree with this evaluation, the school will not conduct it without first having a hearing on the matter.

Enclosed is a copy of the:

NOTICE OF PROCEDURAL SAFEGUARDS: SPECIAL EDUCATION RIGHTS OF PARENTS AND CHILDREN.

Please return this form, signed, to the school. Thank you for your cooperation.

_____ School Leader _____ Telephone Number _____

If you **AGREE** to the evaluation as outlined above, please sign below; you may revoke this permission at any time.

Parent, Guardian, Surrogate Parent or Student (if 18 years old) _____ Date _____

If you **DO NOT AGREE** to an evaluation as outlined above, please sign below. We will contact you to arrange a conference as soon as possible. You have a right to request a hearing.

Parent, Guardian, Surrogate Parent or Student (if 18 years old) _____ Date _____

Prestige Academy

NOTICE OF IEP TEAM MEETING

NOTICE:	Date:
<input type="checkbox"/> Letter	<input type="checkbox"/> Telephone

2 nd NOTICE:	Date:
<input type="checkbox"/> Letter	<input type="checkbox"/> Telephone

To the Parent(s) of: _____ To the Student: _____
(Student's Full Name) (8th Grade or Older)

The _____ urges you to attend and participate in a meeting on your child which is scheduled for _____ at _____. The time for this meeting is _____. Prior to the scheduled meeting, your child's teachers or the school psychologist may do educational testing in order to update present levels of performance.

The purpose of this meeting is to (check all appropriate):


- 1. Review the results of recent evaluations and consider eligibility.
- 2. Plan your child's individualized education program.
- 3. Determine your child's educational placement.
- 4. Discuss possible changes in your child's program.
- 5. Conduct an annual review of your child's program & consider extended school year services.
- 6. Consider transition planning; your child who is 14 years of age or older is invited to attend.
- 7. Determine if your child's behavior resulting in suspension for more than (10) school days is a manifestation of his/her disability.
- 8. Consider and devise a Functional Behavioral Plan.
- 9. Other: _____

For further information, the people listed below may attend this meeting:

Teacher	_____	Guidance Counselor	_____
Teacher	_____	Speech Pathologist	_____
Director/Adm. Designee	_____	School Psychologist	_____
Spec. Educ. Teacher	_____	Other	_____

If you wish your child or any other individual to attend the meeting with you or if the date is not convenient and we need to arrange a mutually convenient time and place for the meeting, please call me at the school office (302)

Sincerely,

 (Cut)

PLEASE RETURN TO _____ at _____
Student's Name _____
<input type="checkbox"/> I/We will attend the meeting as scheduled.
<input type="checkbox"/> I/We will not be able to attend the meeting at the scheduled time, but I/we would like to reschedule this meeting for: Date _____ Time _____
<input type="checkbox"/> I/We will not be able to attend the meeting, but understand that I/we will receive a copy of the minutes as well as any other relevant information.
PARENTAL SIGNATURE _____ DATE _____

The Prestige Academy does not discriminate on the basis of race, color, gender, religion, age, disability, marital status, national origin, or other legally protected categories in its education programs, activities, employment, or student admissions policies or practices. Inquiries regarding compliance with the above can be directed to the Head of School. This also includes Section 504 and alleged non-compliance with Title IX.

Prestige Academy

WAIVER OF TEN (10) DAY WAITING PERIOD

Student: _____

D.O.B.: _____

Date of Waiver: _____

I understand that I am entitled, by law, to notification ten (10) business days prior to an IEP Team Meeting. I have been provided with written notice of the meeting and understand the information contained in that notice. I am waiving my right to receive this notice ten (10) business days prior to the date of the meeting in order to expedite the special education decision making process. I further understand that this waiver does not constitute a waiver of any other rights I have under federal and state law.

Date, time and location of meeting under this waiver:

(Date) _____ (Time) _____ (Location)

(Parent/Guardian/Parent Surrogate Signature) _____ (Date)

ATTACH COMPLETED "NOTICE OF MEETING" FORM TO THIS WAIVER.

Prestige Academy
SUMMARY EVALUATION REPORT

Initial Evaluation Re-Evaluation Dismissal

Date of Report: _____

Student: _____
Team: _____

D.O.B.: _____
Grade: _____

PURPOSE OF MEETING

To review recent evaluations and determine if the student is eligible to receive special education and related services and classification, if appropriate.

Review of Existing Evaluation Data

- Information/Evaluations Shared by Parent: _____

- Current classroom based assessments and observations by teachers and related services providers:
(e.g. present levels of performance, educational needs of the child, etc.)

- Intelligence and Achievement Test Scores: _____

- Educational/Behavioral History: _____

- Medical History: _____

- Other Pertinent Information Discussed _____

The Prestige Academy does not discriminate on the basis of race, color, gender, religion, age, disability, marital status, national origin, or other legally protected categories in its education programs, activities, employment, or student admissions policies or practices. Inquiries regarding compliance with the above can be directed to the Head of School. This also includes Section 504 and alleged non-compliance with Title IX.

Specific Learning Disability (Complete for LD only)

- Student has been provided with learning experiences appropriate for his/her age ability? Yes No
- Student is achieving commensurate with his/her age and ability level? Yes No
- Relevant behaviors noted during the observation of the student: _____

● The relationship of those behaviors to the student's academic functioning: _____

● Educationally relevant medical findings, if any: _____

● The IEP Team has determined that: _____ has a specific learning disability. The basis for making this determination is a severe discrepancy between ability and achievement in the following areas:

- Oral Expression Basic Reading Skills Mathematics Calculation
- Listening Comprehension Reading Comprehension Mathematics Reasoning
- Written Expression

● Is the severe discrepancy between ability and achievement primarily the result of any of the following?

- Yes No Visual, hearing or motor impairment.
- Yes No Mental retardation.
- Yes No Emotional disturbance.
- Yes No Environmental, cultural, or economics disadvantage.

● The severe discrepancy between ability and achievement is not correctable without special education and related services.
 Yes No

CONCLUSIONS: (Statement of Eligibility)

● Is eligibility based on: (If yes, a child may not be determined eligible.)

- 1. Lack of instruction in reading and math? Yes No
- 2. Limited English Proficiency? Yes No

● Is it the consensus of the IEP Team that _____ does meet does not meet eligibility criteria for the following handicapping condition: _____

Agree with eligibility and/or classification			Disagree with eligibility and/or classification (Attach dissenting opinion for LD's only)		
Signature	Title	Date	Signature	Title	Date
	Parent/Guardian/Surrogate				
	Student				
	General Education Teacher				
	Special Education Teacher				
	Administrator/Designee				

Prestige Academy

Individualized Education Program Plan

I. Student Identification Information

Student Name _____	Parent/Guardian/Surrogate _____ <small>(Circle One)</small>
DOB _____ Grade _____	Address 1 _____ _____
Student ID # _____	Home Phone _____ Wk Phone _____
Student Address _____ _____	Address 2 _____ _____
Telephone _____	Home Phone _____ Wk Phone _____
Disability: _____	_____

II. IEP Status

Initial Date _____	IEP Meeting Date _____	Revised Date _____
Temporary Placement Date: _____	IEP Initiation Date _____	IEP Ending Date _____
Assigned to: _____	IEP Initiation Date _____	IEP Ending Date _____
Principal: _____	IEP Initiation Date _____	IEP Ending Date _____
Parent: _____	IEP Initiation Date _____	IEP Ending Date _____

III. Participants Attending IEP Team Meeting of

Name	Role	Date:
	Parent/Guardian/Surrogate	
	Student	
	General Education Teacher	
	Special Education Teacher	
	Administrator/Designee	

Prestige Academy

Classroom Observation Form for LD Students

Student _____ DOB: _____ Grade _____ Date _____

Teacher _____ Subject _____ # Student in Class _____

Length of Observation _____ Observer _____

Behavior of the student will be rated through use of the following scales:
NOT OBSERVED- 0 NEVER- 1 SOMETIMES- 2 MOST TIMES-3 ALWAYS- 4
Please attach addition comments and observations, if necessary.

Compared to the other students in the classroom, this student...

I. Student- Teacher Interaction

- _____ receives almost constant adult attention
- _____ talks out (blurts out) in class
- _____ stays in seat when required
- _____ responds well to criticism
- _____ refuses to do assigned task
- _____ talks back to teacher
- _____ answers when called upon in class
- _____ verbally assaults teacher

II. Approach to Task

- _____ shows a dislike for school/classroom activities
- _____ daydreams, seems in a world of his/her own
- _____ gives up easily on a task
- _____ has difficulty following oral directions
- _____ has difficulty following written directions
- _____ works well independently
- _____ exhibits a short attention span
- _____ uses class time effectively
- _____ seems list or confused when doing work
- _____ seems to be easily distracted
- _____ completes assignments in allotted time

VI. Class Activity/Subject Observed:

II. Learning Style

- _____ seems to hear, but not respond appropriately
- _____ uses fingers to count or compute problems
- _____ shows difficulty understanding new material
- _____ states, "I can't do that, I forgot, That's too hard, I'm dumb"
- _____ expresses complete thoughts verbally
- _____ expresses complete thoughts in writing
- _____ listens attentively to teacher

IV. Student- Peer Interaction

- _____ verbally assaults other students
- _____ annoys other students
- _____ acts silly for attention
- _____ teases, picks on, makes fun of other students
- _____ responds poorly to criticism
- _____ participates in activities with peers

V. Psychomotor Activity

- _____ fidgets or squirms
- _____ exhibits continual motion
- _____ taps feet, pencils, or drums fingers
- _____ shows poor spacing and/or inconsistent size in written work
- _____ exhibits poor posture
- _____ writes with pencil too heavily or lightly

Prestige Academy

Date Sent:

REFERRAL FOR INDIVIDUAL ASSESSMENT/MEDICAL SUMMARY NURSE REPORT

Student: _____ Grade: _____ Date: _____

RETURN WITHIN FIVE (5) DAYS OF RECEIPT TO:

_____ SPECIAL ED COORDINATOR

1. Allergies No Yes (*Please list*)

2. Medications No Yes (*Please list*)

3. Hospitalizations: No Yes (*Please list reasons and dates*)

4. Vision: Normal Corrected Date of last screening or evaluation: _____
Results _____

5. Hearing: Normal Date of last screening or evaluation: _____
Results _____

6. General Health Good Average Poor

7. Attendance: Good Average Poor

8. Has the student been to a specialist? No Yes
If yes, who? _____ When? _____

Reason: _____

9. Parental History: Normal Complications

10. Birth: Normal Complications

11. Please sign and date:

Nurse's signature

Date

Prestige Academy

Date Sent: _____

**REFERRAL FOR INDIVIDUAL ASSESSMENT
SOCIAL HISTORY**

Student: _____ Grade: _____

RETURN WITHIN FIVE (5) DAYS OF RECEIPT TO:

_____ SPECIAL ED COORDINATOR

1. Does student receive counseling: No Yes

If yes, list provider: _____

Outside Agency: _____

Frequency of Sessions: _____

2. List any pertinent socio-cultural data: _____

Educational history: _____

Home/school behavior: _____

3. Grade(s) repeated: _____

4. Other information: _____

5. Please sign and date:

(Reporter's Signature)

(Date)

Prestige Academy

MANIFESTATION DETERMINATION

Name of Child: _____ Date of Meeting: _____

Behavior subject to disciplinary action: _____

_____ Date occurred: _____

I. Evaluation results _____

Input from parents _____

Observations by staff _____

Clinical interview with child, date: _____

Person: _____

II. A. Were IEP or 504 Plan and placement appropriate, in relation to the behavior subject to disciplinary action? _____ Yes _____ No

Were relevant services/supplementary aids as noted in the IEP or 504 plan provided? _____ Yes _____ No

Were behavior intervention strategies consistent with the IEP or 504 plan placement? _____ Yes _____ No

Explain: _____

B. Given the child's disability, was the child able to understand the impact and consequences of the behavior? _____ Yes _____ No

If no, in what way? _____

C. Given the child's disability, was he/she able to control the behavior?

_____ Yes _____ No

If no, in what way? _____

III. Is the behavior a manifestation of the child's disability?

_____ Yes _____ No

The following modifications/actions are proposed: _____

Please note: If the results of the review determines that the behavior of the child with the disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied. But the child must still be provided a free, appropriate public education (FAPE).

Title	Signature	Agree	Disagree
Parent/Guardian/Surrogate			
Student			
General Education Teacher			
Special Education Teacher			
Director/Designee			

Prestige Academy

FUNCTIONAL BEHAVIORAL ASSESSMENT PROCESS

Student Name _____ Team _____
DOB _____ Date _____

Data Sources Observation Student Interview
Rating Scales Normative Testing Parent Interview
Record Review

I. CONTEXT SPECIFIC INFORMATION

A. Description of the behavior(s) and/or incident: _____

B. Check (✓) if the student's behavior impeded the learning of self _____ or others _____ ?
Causes injury to self _____ or others _____ ?
Presents a safety risk to self _____ or others _____ ?

C. If the behavior is leading up to a disciplinary action, check (✓) type of violation:
____ Alcohol ____ Drugs ____ Weapon (non-firearm) ____ Assault
____ Other violation of code of conduct ____ Truancy

D. What are/were (predicting occurrences) of the behavior? Behavior is most likely to occur:
____ At what time of the day? _____
____ In what setting? _____
____ With whom? _____
____ During what activity (ies)? _____
____ Following what action(s) or event(s)? _____

E. What are/were the consequences? _____

F. What is the educational impact of the behavior? _____

G. What is the perceived function of the behavior? _____

H. What environmental triggers are/were maintaining the behavior? _____

FUNCTIONAL BEHAVIORAL ASSESSMENT PROCESS-Continued

II. RELEVANT FACTORS

Child Characteristics

_____ Cognitive (Identify distorted thoughts, inaccurate attributions, erroneous interpretation of events that play a role in organizing or directing behaviors) _____

_____ Emotional (Identify any emotional factors - anxiety, depression, anger, poor self-concept - that play a role in organizing or directing behaviors) _____

_____ Physiological (Identify any physical limitations or health factors that play a part in organizing or directing behaviors) _____

_____ Communication (Identify what student is trying to say through behavior, as well as any deficits in communication skills) _____

Classroom/School Characteristics

_____ Curriculum/Instruction (Identify how instruction, curriculum, and educational environment play a role in organizing and directing behavior) _____

_____ Classroom Management/Discipline (Describe what has been done to address behavior) _____

Family/Community/Peer Characteristics

_____ Family Issues (Identify any family issues that might play a part in organizing or directing problem behavior) _____

_____ Modeling (Identify the degree to which the behavior imitates the behaviors of others) _____

_____ Other _____

Appendix Q
Prestige Academy Job Descriptions

EXECUTIVE DIRECTOR

Position Summary

The Executive Director of Prestige Academy will be directly accountable to the Board of Directors for the school's academic success, rigorous culture, mission advancement, financial stability and organizational viability. This person will be Prestige Academy's leader with complete administrative oversight.

Reporting

The Executive Director reports directly to the Board of Directors.

Job Expectations

The Executive Director's responsibilities are expansive. As the leader of Prestige Academy, the individual who assumes the Executive Director's position must be prepared to carry many different roles. This position includes management of all areas of the school from academic achievement to personnel management and financial oversight.

Following is a list of the leadership skills and characteristics that the Executive Director will be expected to exhibit.

- Embody, advocate and operationalize the mission, vision and strategic direction of Prestige Academy
- Maintain exceptional ethical standards
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Demonstrate a strong passion for education and youth mentorship by developing mission driven programs and policies
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Embody the characteristics that the school wishes the students to uphold, especially the REAL values
- Achieve dramatic and consistent improvement in student academic performance
- Serve as an *ex-officio* member of the Board of Directors and on all Board committees, providing the essential data, relevant reports, and information necessary to govern the school in a timely manner
- Recruit, appoint, support, manage, and evaluate the Director of Curriculum and Instruction, Dean of Students and Families, Office Manager and all other staff including representatives of all outsourced business functions
- Knowledge of budgetary planning and accounting principles
- Proven understanding of statistical data and analysis
- Proven effectiveness in community relationships and acquiring sponsorship from private sectors
- Knowledge of educational and regulatory compliance at all governmental levels
- Demonstrated ability to communicate performance data, strategies, and metrics effectively to a broad audience
- Knowledge of local and national diversity initiatives
- Support the professional development and growth of faculty and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Coordinate the lottery, admissions, enrollment, and wait-list process
- Provide leadership to identify, initiate and execute educational strategies and tactics
- Present school strategies and performance data to the Board of Directors and larger school community

- Along with the Director of Curriculum and Instruction, lead community meetings, faculty meetings, and administrative meetings
- Administer, teach and lead professional development when appropriate
- Comply with the charter, accountability requirements, and all relevant law

In addition to the leadership responsibilities, the Executive Director will have key administrative duties. Below is an illustrative list of the administrative duties that the Executive Director will be expected to complete.

- Use data driven analysis to evaluate teacher performance and student academic achievement
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement
- Sets goals and objectives, evaluate performance and develop growth/skill strengthening plans for the Director of Curriculum and Instruction and staff.
- Recommend staffing levels and budgetary priorities to the Board of Directors
- Provide leadership and empower Director of Curriculum and Instruction and staff to achieve both measurable and intangible academic deliverables
- Document and disseminate the school's academic and operational processes
- Establish and implement personnel and discipline policies and standards of conduct for students and staff in conjunction with the administrative team
- Develop and implement fundraising initiatives that contribute to student and staff development and meet school's financial commitments
- Mediate and manage school-related conflicts
- Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training.
- Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community
- Lead and resource the application process for governmental funding, including grants
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices
- Provide leadership and resources to ensure regulatory compliance
- Work with the HR team to ensure the school's commitment to diversity and visibility within the urban community
- Prepare and submit timely reports, evaluations, and data to all external agencies and funding sources
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student achievement
- Work with the Board and its Committees and with the Development Director to marshal resources for capital improvements and a permanent facility, for extracurricular curricular opportunities, and supplemental academic programs
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
- Develop school systems and structures that will maximize student learning
- Perform and execute any other tasks as assigned by the Board of Directors

Qualifications and Experience

- Strong commitment to the mission and vision of the Academy
- Passion for education, mentorship, and youth awareness
- Experience in education, strategic planning, staff development, board relations, financial management, and operations

- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Experience in urban education and commitment to marked and measurable success
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations
- Proven success at applying for government grants
- Experienced public speaker
- Preferred minimum of 100 hours of community service
- Well-developed technical and persuasive writer
- Previous high-level management experience
- Personal and professional integrity
- Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes
- Masters level degree preferred

Compensation and Benefits

Compensation will be competitive and commensurate with experience.

Start Date

An exceptional candidate will begin immediately in a part-time consulting role and assume a full time role no later than July 1, 2008. The position will remain open until filled.

Commitment to Diversity

Prestige Academy is actively seeking to build a diverse and experienced team of educators. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We are an equal opportunity employer.

DIRECTOR of CURRICULUM and INSTRUCTION

Position Summary

The Director of Curriculum and Instruction will be primarily responsible for the articulation and implementation of the Prestige Academy curriculum, instructional, and assessment programs. The Director of Curriculum and Instruction will work to recruit and develop a team of educators who believe that every child deserves the academic foundation to access college and professional careers. The Director of Curriculum and Instruction will be directly accountable to the Executive Director for academic excellence and teacher performance.

Job Expectations

The Director of Curriculum and Instruction's responsibilities are expansive. As the instructional leader of Prestige Academy, the individual who assumes the Director of Curriculum and Instruction's position must be prepared to work diligently to obtain academic success within the school.

Following is a list of the leadership skills and characteristics that the Dean of Curriculum and Instruction will be expected to exhibit.

- Embody, advocate and operationalize the mission, vision and strategic direction of Prestige Academy
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Embody the characteristics that the school wishes the students to uphold, especially perseverance, social responsibility, and professionalism
- Achieve dramatic and consistent improvement in student academic performance
- With the Executive Director, recruit, interview, select, evaluate, and retain outstanding faculty members
- Support the professional development and growth of faculty
- Administer, teach and lead professional development when appropriate
- Design and implement a coherent research-based curriculum in the core subjects
- Along with the Executive Director, lead community meetings, faculty meetings, and administrative meetings
- Comply with the charter, accountability requirements, and all relevant law
- Provide all relevant data, reports and information to the administrative team
- Attend and advise the Board of Directors Academic Achievement Committee on a monthly basis
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Support the needs of the faculty and the Director of Student Support in reaching the goal of all children learning
- Work collaboratively with the Executive Director to guide Prestige Academy's growth.
- Observe teachers on a regular basis and provide detailed feedback both written and oral, formal and informal

In addition the leadership expectations, there are also specific administrative responsibilities that the Director of Curriculum and Instruction must uphold. These include but are not limited to:

- Develop school systems and structures that will maximize student learning

- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement
- Assist in student recruitment and family outreach
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school wide consistency
- Design the school's academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of the teacher's summer orientation and professional development
- Coordinate administration to students of all standardized evaluations including six-week interim assessments, city and state tests, and national norm-referenced exams
- Document and disseminate the schools' curriculum units and academic processes
- Mediate and manage conflicting demands of the teaching staff
- Establish personnel policies and standards of conduct in conjunction with the administrative team
- Set and monitor the teaching schedule for the core faculty
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required
- Serve as the primary substitute teacher
- Perform other tasks as assigned by the Executive Director

Qualifications and Experience

- Strong commitment to the mission and vision of Prestige Academy
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
- Exceptional public speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials
- Strong knowledge of curriculum for sixth through twelfth grade students
- Technological proficiency with a basic understanding of statistics, regression and data analysis
- Energy and entrepreneurial spirit for a start-up charter school
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Three to five years of urban teaching and educational leadership experience is preferred
- Masters level or advanced degree preferred

Compensation

Compensation will be competitive and commensurate with experience.

Start Date

An exceptional candidate will begin immediately in a part-time consulting role and assume a full time role no later than July 1, 2007. The position will remain open until filled.

Commitment to Diversity

Prestige Academy is actively seeking to build a diverse and experienced team of educators. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We are an equal opportunity employer.

DIRECTOR of DEVELOPMENT

Position Summary

The Development Director will be primarily responsible for securing funds through grant writing, annual giving campaigns and private donations in support of Prestige Academy's instructional programs, enrichment and extracurricular activities. Under the leadership of the Executive Director, the Development Director has primary responsibility for the execution of an integrated development strategy.

Job Expectations

The Development Director will be responsible for securing additional funds external to state and local appropriations that are critical to accomplishing our mission critical educational initiatives. In addition they serve as the key community ambassador for Prestige Academy. Through their ability to create and sustain lasting and meaningful relationships with community members, committed to supporting the school financially, we will be able to secure all of the funding needed to ensure that our mission and vision are fully implemented.

Development and Fundraising:

- Embody, advocate and operationalize the mission, vision and strategic direction of Prestige Academy
- Support and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Embody the characteristics that the school wishes the students to uphold, especially perseverance, social responsibility, and professionalism
- Create and implement an annual, integrated development plan including a comprehensive fundraising strategy and the execution of all aspects of donor and prospect cultivation, solicitation and stewardship
- Work closely with the Executive Director, Board of Directors, Development Committee, and other volunteer groups to direct development activities
- With Executive Director, set strategies and develop and oversee all fundraising concepts, plans and operations for contributed income from major gifts, annual giving, foundation and corporate grants, and government sources; and participate in organization-wide planning
- Manage donor stewardship events in conjunction with Executive Director and Board.
- Oversee creation of fundraising marketing tools including annual reports, newsletters, and the school's website
- Create proposals and other informational materials, including designing and executing funding appeals and donor acknowledgements
- Maintain work plan and supervise donor tracking and monitoring systems, fundraising database, prospect research, and grant reporting

Public Relations and Marketing:

- Supervise the preparation and release of all communications including newsletters, marketing materials, recruitment and promotional materials, press releases, electronic and print stories and the school's website
- Oversee public relations activities that advance strategic Marketing and Development Goals
- Manage and coordinate staff and Board activities related to marketing or outside consultants as necessary

Qualifications and Experience

- Strong commitment to the mission and vision of Prestige Academy
- Experienced developing, strategic planning, and fundraising
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven leader with a commitment to meeting all development and fundraising targets
- Proven ability to work collaboratively with a diverse team
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
- Exceptional public speaker, writer and editor, especially of grants, marketing documents, annual reports and publicity releases
- Strong network of donor prospects
- Technological proficiency with a basic understanding of Microsoft Office and databases
- Experience managing events, coordinating mass mailings and launching fundraising campaigns
- Energy and entrepreneurial spirit for a start-up charter school
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Three to five years of fund development experience, with proven track record of securing gifts and grants
- Bachelor's Degree

COMPENSATION

Compensation will be competitive and commensurate with experience.

Commitment to Diversity

Prestige Academy is actively seeking to build a diverse and experienced team of educators. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We are an equal opportunity employer.

SPECIAL EDUCATION TEACHER

Position Summary

The Special Education Teacher is accountable for the success of all students. However, the Special Education Teacher focuses primarily on meeting the needs of special education students through the use of integrated comprehensive services.

Job Expectations

Prestige Academy's philosophy is that all students can learn. The Special Education Teacher must believe in that tenet and be fully prepared to achieve it through integrative teaching strategies. The Special Education Teacher will work closely with teachers and families to determine and implement the strategies that are most conducive to individual student's learning capabilities.

Below are some of the leadership characteristics the Special Education Teacher will be expected to exhibit.

- Work closely with the Director of Curriculum and Instruction to develop the procedures and processes to assist students in achievement
- Embody, advocate and operationalize the mission, vision and strategic direction of Prestige Academy
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Embody the characteristics that the school wishes the students to uphold, especially perseverance, social responsibility, and professionalism
- Achieve dramatic and consistent improvement in student academic performance
- With the Executive Director and Director of Curriculum and Instruction, recruit, interview, select, evaluate, and retain outstanding faculty members
- Support the professional development and growth of faculty
- Administer, teach and lead professional development when appropriate
- With the Director of Curriculum and Instruction, support the design and implementation of a coherent research-based curriculum in the core subjects for all students
- Support the professional development and growth of faculty
- Comply with the charter, accountability requirements, and all relevant law
- Provide all relevant data, reports and information to the administrative team

In addition to the leadership expectations, the Special Education Teacher will also be expected to carry some specific administrative duties.

- Schedule students for pull-out services only on an as-needed basis
- Maintain a log of all students on IEPs and 504s and follow all mandated timelines
- Present professional development that will help all teachers incorporate learning techniques in their classes that are beneficial to all students
- Ensure compliance with all state and federal special education requirements
- Coordinate review of student IEPs with general classroom teachers and offer detailed recommendations on successful techniques for meeting accommodations
- Review intake assessments of new students
- Develop flexible ability groupings for students within individual classes with the assistance of teachers

- Confer with parents, administrators, testing specialists, social workers, and professionals to develop IEPs designed to promote students' academic, physical, and social development
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs

Qualifications and Experience

- Certified as Special Education teacher
- Strong commitment to the mission and vision of Prestige Academy
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges
- Exceptional public speaker, write and editor, especially of lesson plans, unit plans, and other curricular materials
- Strong knowledge of curriculum for sixth through twelfth grade students
- Technological proficiency with a basic understanding of statistics, regression and data analysis
- Energy and entrepreneurial spirit for a start-up charter school
- Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Three to five years of urban teaching and educational leadership experience is preferred
- Masters level advanced degree preferred

Compensation and Benefits

Compensation will be competitive and commensurate with experience.

Start Date

An exceptional candidate will begin immediately in a consulting role and assume a full-time role no later than July 1, 2008. The position will remain open until filled.

Commitment to Diversity

Prestige Academy is actively seeking to build a diverse and experienced team of educators. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We are an equal opportunity employer.

DEAN of STUDENTS and FAMILIES

Position Summary

The primary role of the Dean of Students and Families is to support Prestige Academy's students and families through effective and constant communication, dissemination of information, and fair enforcement of school policies and procedures.

Job Expectations

The Dean of Students and Families is responsible for dealing with student needs, building and maintaining parent relationships, and the character development of our students. The Dean of Students and Families is an important member of the administrative team.

Below are some of the leadership characteristics the Dean of Students and Families will be expected to exhibit.

- **Embody the characteristics that the school values, especially perseverance, social responsibility, and professionalism**
- **Provide all relevant data, reports and information to the administrative team**
- **Organize, help administer and serve as a liaison to the Parent's Organization the academic and behavioral standards**
- **Sustain and monitor a safe, orderly, disciplined culture of high academic and behavioral standards**
- **Provide all relevant documentation and reporting to the rest of the Administrative Team**
- **Communicate with families on a regular and consistent basis**
- **Assist in the development of structures and systems to assist in building consistency within the school**
- **Lead community meetings, school culture meetings, and other committees**
- **Provide specific professional development to the rest of the faculty when appropriate**

In addition to the leadership expectations, the Dean of Students and Families will also be expected to carry some specific administrative duties.

- **Coordinate disciplinary systems including merit, demerits, in-school suspensions, and paychecks**
- **Evaluate behavior through detailed data analysis of student and teacher performance on a wide variety of metrics and present the data to school constituencies in an easily accessible format**
- **Provide the necessary support to faculty so that they can help administer the school's policies**
- **Prepare and submit timely reports and evaluations to all funding sources and external agencies**
- **Organize and coordinate the end of the year trips for each prospective grade level**
- **Oversee Homework Club, Scholarship Saturdays, and detentions**
- **Complete other tasks assigned by the Executive Director**

Qualifications and Experience

- **Strong commitment to the mission and vision of Prestige Academy**
- **Experienced in education, strategic planning, and communication techniques**
- **Experience with youth programs, successfully working with urban youth**
- **Motivational and energetic leader who is committed to excellence**
- **Unwavering in pursuit of excellence even in the face of difficult opposition and challenge**
- **Teaching or administrative experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages**
- **Proven ability to work collaboratively with a diversity of people**

- Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges
- Exceptional public speaker and writer
- Strong knowledge of curriculum for sixth through twelfth grade students
- Energy and entrepreneurial spirit for a start-up charter school
- Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Three to five years of urban teaching and educational leadership experience is preferred
- Masters level advanced degree preferred

Compensation & Benefits

Compensation will be competitive and commensurate with experience.

Start Date

An exceptional candidate will assume a full-time role no later than July 1, 2008. The position will remain open until filled.

Commitment to Diversity

Prestige Academy is actively seeking to build a diverse and experienced team of educators. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We are an equal opportunity employer.

OFFICE MANAGER

Position Summary

The Office Manager is responsible for the daily operations of the front office, under the general supervision of the Executive Director.

Job Expectations

The role of a strong Office Manager is imperative in the overall success of Prestige Academy. This person will be in direct communication with all of the Academy's stakeholders and will maintain the infrastructure needed to support a school of systems, structures, and successes.

Below is a list of the skills, expectations, and duties of the Office Manager candidate.

- Believe in the school mission that all students should be prepared to access college and professional careers
- Exhibit strong reception skills, including answering phones, door, and mail correspondence
- Collect and enter data into administrative databases
- Order, manage, and maintain inventory of school supplies
- Independently, or in accordance with general instructions, compose correspondence concerning a wide range of subjects requiring a thorough knowledge of policies, regulations, and operational procedures
- Collect and enter student attendance and make follow-up calls with families
- Coordinate school mailings
- Coordinate daily distribution of homework and detentions
- Develop and edit school newsletters
- Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation
- Help coordinate special events
- Maintain school calendar
- Contact parents and emergency assistance agencies in the case of serious illness or injury
- Create systems to file all important school documents
- May take notes in meetings and conferences and prepare accurate summaries
- Complete other responsibilities as the Executive Director, Dean of Curriculum and Instruction may request.

Qualifications and Experience

- College degree preferred
- Previous experience as an administrative assistant (preferably three or more years)
- Proficiency in all Microsoft applications
- Proper English usage, grammar, spelling and punctuation
- Knowledge of modern office methods and equipment, including computer terminals, hardware, software, printers, copiers, and telecommunications (fax, phone, e-mail)
- Well developed organizational skills
- Effective oral and written communication skills
- Ability to compose correspondence independently
- Ability to apply policies and procedures related to assigned duties and responsibilities

- Prior experience in urban communities preferred
- Positive attitude and strong work ethic

Compensation & Benefits

Compensation will be competitive and commensurate with experience.

Start Date

An exceptional candidate will assume a full time role no later than June 1, 2008. The position will remain open until filled.

Commitment to Diversity

Prestige Academy is actively seeking to build a diverse and experienced team of educators. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We are an equal opportunity employer.

FOUNDING TEACHER

Position Summary

Prestige Academy seeks Founding Teachers in the following areas: Reading, Writing, Math, Science, Social Studies, Art and Physical Education.

Responsibilities

Prestige Academy's environment welcomes teachers who are relentless in their aim to see student growth and who want to hone their skills as effective teachers in the classroom. Below are some of the tasks required of teachers.

- Teach at least four classes each day
- Teach an advisory period
- Tutor at least two days after school
- Teach at least one enrichment class each day
- Teach at least one Scholarship Saturday each semester
- Document all syllabi, lesson plans, assignments, and other curricular materials
- Work closely with the Director of Curriculum and Instruction, Special Educator, and the Dean of Students and Families to develop and implement strategies for all students to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Maintain the school culture of high academic and behavioral expectations through continuous reflection
- Use the detailed data analysis of student performance to inform best practices
- Assist in student arrival and departure, transitions between class periods, and lunch periods
- Complete their tasks as assigned by the Executive Director or Dean of Curriculum and Instruction

Qualifications and Experience

- Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis
- Minimum three years of urban teaching preferred
- Certification in the subject area to be taught preferred
- Advanced degrees in education or content area preferred

- Professional demeanor

Compensation and Benefits

Compensation will be competitive and commensurate with experience.

Start Date

An exceptional candidate will assume a full time role no later than July 1, 2008.

The position will remain open until filled.

Commitment to Diversity

Prestige Academy is actively seeking to build a diverse and experienced team of educators. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We are an equal opportunity employer.

Appendix R
Prestige Academy Implementation Plan

Prestige Academy Implementation Plan
 Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
 Board of Directors=BD,

Task/ Planning Area/ Timeline

STUDENT/COMMUNITY OUTREACH

Informational Flyer

Design informational flyer/packet
 (Person Responsible=ED)

Post flyers and leaflets in communities
 (Person Responsible=ED and BD)

Post flyer on website
 (Person Responsible=ED and BD)

Identify community organizations to help with awareness generation
 (Person Responsible=ED and BD)

Work with community organizations to generate awareness & interest
 (Person Responsible=ED and BD)

Initiate broader recruiting and marketing campaign via advertisements, etc.-
 (additional marketing to community)
 (Person Responsible=ED and BD)

Enrollment Form

Design student enrollment form
 (Person Responsible=ED)

07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-May
08-June
08-July
08-August
Task Completed

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-May
08-June
08-July
08-August
Task Completed

Make enrollment form available
(Person Responsible=ED)

Post enrollment form on website
(Person Responsible=ED and BD)

Information Sessions

Secure locations for information sessions
(Person Responsible=ED)

Create sign up sheets for information sessions
(Person Responsible=ED)

Host information sessions
(Person Responsible=ED)

Publicity Campaign

Write & Fax press release
(Person Responsible=ED)

Contact press Board and staff connections
(Person Responsible=ED,BD)

Admissions and Lottery

Collect enrollment forms
(Person Responsible=ED)

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

Task/ Planning Area/ Timeline	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-May	08-June	08-July	08-August	Task Completed
Final day for enrollment form submission																		
Secure lottery announcer (Person Responsible=ED, BD)																		
Secure lottery location (Person Responsible=ED, BD)																		
Establish lottery protocol (Person Responsible=ED)																		
Highlight lottery date on website (Person Responsible=ED)																		
Post lottery date in local papers (Person Responsible=ED)																		
Practice lottery protocol (Person Responsible=ED)																		
Conduct admissions lottery (Person Responsible=ED)																		
Notify families of status (Person Responsible=ED)																		
Establish wait list (or repeat lottery) (Person Responsible=ED)																		
Confirm acceptances - home visits (Person Responsible=ED)																		

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-May	08-June	08-July	08-August	Task Completed
-------------------------------	----------	--------	---------	---------	-----------	--------------	------------	-------------	-------------	------------	-------------	----------	----------	--------	---------	---------	-----------	----------------

Request student records for incoming students
(Person Responsible=ED or designee)

Receive student records *(Person Responsible=ED or designee)*

FACILITY PLAN

Have school facility expert view and evaluate site
(Innovative Schools Development Corporation (ISDC))

Negotiate lease *(Person Responsible=ED and BD, ISDC)*

Sign lease *(Person Responsible=ED, BD)*

Secure financing *(Person Responsible=ED, BD, ISDC)*

Perform renovations (owner of building)

Pass final inspection and receive occupancy certificate

Facilities Procurement

Hire gen. contractor & architect to view/evaluate potential sites
(Person Responsible=ED, BD, ISDC)

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

Task Completed	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-May	08-June	08-July	08-August
----------------	----------	--------	---------	---------	-----------	--------------	------------	-------------	-------------	------------	-------------	----------	----------	--------	---------	---------	-----------

Have legal counsel structure contract w/ cost, performance measures and penalties (*Person Responsible=ED, BD, ISDC*)

Preliminary inspection made

Hire contractor(*Person Responsible=ED, BD, ISDC*)

Acquisition of furniture and materials (*Person Responsible=ED, BD, ISDC*)

Prepare building infrastructure (lights, phones, IT networking) (*ISDC outside service*)

Building Readiness

Develop checklist for occupancy permit (3/07-*Person Responsible=ED, BD, ISDC*)

Contact police and fire departments (*Person Responsible=ED, BD, ISDC*)

Undergo fire inspection

Undergo building inspection (6.1)

Contact Board of Health (6.1) (*Person Responsible=ED, BD, ISDC*)

Prestige Academy Implementation Plan Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI Board of Directors=BD,		Task/ Planning Area/ Timeline	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-May	08-June	08-July	08-August	Task Completed
		Develop fire drill policy, schedule, route (<i>Person Responsible=ED,BD, ISDC</i>)																		
		Obtain property insurance (<i>Person Responsible=ED,BD, ISDC</i>)																		
GOVERNANCE																				
<i>Board Expansion and Transition to Board of Directors</i>																				
		Recruit and nominate new Board members (<i>Person Responsible=ED,BD,)</i>																		
		Move from Founding Board to Governing Board of Directors																		
<i>Governance Strategy</i>																				
		Define role of Board members (<i>Person Responsible=ED,BD,)</i>																		
		Define relationship of Board and Executive Director (<i>Person Responsible=ED,BD,)</i>																		
		Define communication methods (<i>Person Responsible=ED,BD,)</i>																		
		Define decision-making processes (<i>Person Responsible=ED,BD,)</i>																		

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

Task Completed
 08-August
 08-July
 08-June
 08-May
 08-April
 08-March
 08-February
 08-January
 07-December
 07-November
 07-October
 07-September
 07-August
 07-July
 07-June
 07-May
 07-April

Approve policies(*Person Responsible=, BD,)*

Arrange Board liability (*Person Responsible=ED,BD,)*

Develop Board Calendar Pick set day and time to consistently hold meetings. Print schedule. (*Person Responsible=ED,BD,)*

Board Structure

Finalize by-laws. Ensure entire Board has copy and that critical issues have been discussed and agreed upon by the Board 1/07 (*Person Responsible=ED,BD,)*

Create job descriptions for full Board 12/06 (*Person Responsible=ED,BD,)*

Create job descriptions for Board officers 12/06 (*Person Responsible=ED, BD,)*

Create Board members handbook 3/07(*Person Responsible=ED, BD,)*

Board Meetings

Develop agenda format(*Person Responsible=ED,BD,)*

Develop consistent format for Board meeting packets (that go out 2 wks. prior to Board meetings) (*Person Responsible=ED,BD,)*

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-May	08-June	08-July	08-August	Task Completed
-------------------------------	----------	--------	---------	---------	-----------	--------------	------------	-------------	-------------	------------	-------------	----------	----------	--------	---------	---------	-----------	----------------

Begin creating and implementing a more formal and public meeting process (**Person Responsible=ED, BD,**)

Have observers attend meetings and provide feedback about process, facilitation, etc. (**Person Responsible=ED, BD,**)

Develop checklist that Board members use to evaluate meetings. Debrief using checklist at end of each meeting (**Person Responsible=ED, BD,**)

Use formal meeting minutes and make same available to public (**Person Responsible=ED, BD,**)

Track attendance at all committee/Board meetings (**Person Responsible=ED, BD,**)

Create binders for all official policies (**Person Responsible=ED, BD,**)

Develop comprehensive policies, procedures, and handbooks needed before school opening. (Look at the Policy Sampler produced by the National Center for Nonprofit Boards.) (**Person Responsible=ED, BD,**)

Executive Director

Refine position description for the Executive Director (**Person Responsible, BD,**)

Determine performance indicators and assessment for ED (**Person Responsible, BD,**)

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-May
08-June
08-July
08-August
Task Completed

Develop process for ED evaluation (*Person Responsible=BD,*)

Confirm set salary range based on industry standards(*Person Responsible=BD,*)

Hire Executive Director (*Person Responsible=ED,BD,*)

Board Development

Create a Board development plan to include orientation of new members, retreats, workshops, etc. (12.01 -4.07)

Host Board Retreat 1.07 (*Person Responsible=ED, .)*

FUND DEVELOPMENT PLAN

Develop statement of need (1.1.15 - 3.3.1) (*Person Responsible=ED,BD,*)

Develop Board prospect guidelines and strategies for targeting angel donors (1.1.15 - 3.3.1) (*Person Responsible=ED,BD,*)

Secure funding from local, state, and national foundations

Identify high probability granting organizations (*Person Responsible=ED,BD,*)

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

Develop and submit proposals (*Person Responsible=ED,BD,*)

Secure funding from Individual Donations

Identify prospects for individual giving (*Person Responsible=ED, Development Director ,BD,*)

Plan and host series of events for securing donations (*Person Responsible=ED, Development Director ,BD,*)

Cultivate and solicit potential donors (continuous) (*Person Responsible=ED, Development Director ,BD,*)

SCHOOL WIDE SYSTEMS

Data Management

Create filing system (*Person Responsible=ED,IT*)

Develop database for student reporting (e.g. bi-weekly progress reports) (*Person Responsible=ED,*)

Develop student attendance reporting system (*Person Responsible=ED,*)

Procurement

07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-May
08-June
08-July
08-August
Task Completed

Prestige Academy Implementation Plan
 Person Responsible: Executive Director=ED, Director of
 Curriculum and Instruction=DCI
 Board of Directors=BD,

Task/ Planning Area/ Timeline

07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-May
08-June
08-July
08-August
Task Completed

Purchase supplies and materials for program (*Person Responsible=ED,*)

Family Outreach

Write family letter re: Parent Orientation (*Person Responsible=ED,*)

Mail family letter re: Parent Orientation (*Person Responsible=Ed or designee.*)

Call all families re: Parent Orientation (*Person Responsible=ED or designee.*)

Prepare pre-opening Parent Orientation protocol and materials(*Person Responsible=ED or designee.*)

Hold pre-opening Parent Orientation(*Person Responsible=ED.*)

CURRICULUM, TEACHING, AND LEARNING

Curriculum Development

Identify preliminary models for instruction (*Person Responsible=ED and DCI.*)

Site visits and analyses of "best practice" charter/public schools models (*Person Responsible=ED,DCI.*)

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline	Task Completed															
	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-May	08-June	08-July

Attend national and local educational conferences (<i>Person Responsible=E,DDCI</i>)																		
Create and finalize curriculum plans and timelines (<i>Person Responsible=ED,DCI</i>)																		
Create benchmarks aligned with state standards and curriculum frameworks (<i>Person Responsible=ED,DCI</i>)																		
Create scope and sequence for each grade (<i>Person Responsible=ED,DCI</i>)																		
Purchase materials and textbooks (<i>Person Responsible=ED,DCI</i>)																		
Purchase standardized testing materials (<i>Person Responsible=ED,DCI</i>)																		
Assessment																		
Define assessment strategy and timeline (<i>Person Responsible=ED,DCI</i>)																		
Create baseline assessments on Excel for data analysis (<i>Person Responsible=ED,DCI</i>)																		
Conduct baseline testing of all students (<i>Person Responsible=,DCI, Teachers</i>)																		
Enter data from diagnostic tests (<i>Person Responsible=ED, DCI,Teachers</i>)																		

Prestige Academy Implementation Plan
 Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
 Board of Directors=BD,

Task/ Planning Area/ Timeline

07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-May
08-June
08-July
08-August
Task Completed

Develop curriculum (Person Responsible=ED,DCI,Teachers)

INSTRUCTIONAL PROGRAM

--Scope and sequence for math and reading (Person Responsible=ED,DCI,Teachers)

--Standards/frameworks for grade five (Person Responsible=ED,DCI,Teachers)

--Scope and sequence for grade five(Person Responsible=ED,DCI,Teachers)

--Preliminary in-house benchmarks - all subjects(Person Responsible=ED,DCI,Teachers)

--Data analysis for benchmarks (Person Responsible=ED,DCI,Teachers)

--Purchase materials, etc. (Person Responsible=ED,DCI,)

Create Six week assessments - Math, Reading, Social Studies, Science, and Writing

Create Six week Assessments(Person Responsible=ED,DCI,Teachers)

Create student handbook, code of conduct 12.06

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI, Board of Directors=BD,

Task/ Planning Area/ Timeline	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-June	08-July	08-August	Task Completed
-------------------------------	----------	--------	---------	---------	-----------	--------------	------------	-------------	-------------	------------	-------------	----------	----------	---------	---------	-----------	----------------

Finalize school calendar (<i>Person Responsible=ED,DCI,Teachers</i>)																	
Develop class configuration - classroom model (<i>Person Responsible=ED,DCI,Teachers</i>)																	
Organize tutoring workshops and after school tutoring schedules(<i>Person Responsible=ED,DCI,Teachers</i>)																	

SPECIAL EDUCATION

Recruit SPED coordinator/teacher (<i>Person Responsible=ED,DCI</i>)																	
Identify and secure specific texts and materials (<i>Person Responsible=ED,DCI,Teachers</i>)																	
Identify SPED student population (<i>Person Responsible=ED,DCI,Teachers</i>)																	
Acquire student records - SPED records (<i>Person Responsible=ED,DCI,Teachers</i>)																	
Activate child study teams - w/ Special Education Teacher (<i>Person Responsible=ED,DCI,Teachers</i>)																	
Secure parent approval (<i>Person Responsible=ED,DCI,Teachers</i>)																	
Develop IEPs - if needed (update and review) (<i>Person Responsible=ED,DCI,Teachers</i>)																	

Prestige Academy Implementation Plan

**Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,**

Task Completed
07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-June
08-July
08-August

Task/ Planning Area/ Timeline

Develop financial reporting templates (budget vs. actual) and policy (**Person Responsible=ED,BD,ISDC**)

Design process forms (purchase orders, expense forms) and policy (**Person Responsible=ED,BD,ISDC**)

Elect Board Treasurer - (**Person Responsible=ED,BD**)

Develop segregation of funds policy (public/private) (**Person Responsible=ED,BD,ISDC**)

Establish payroll (**Person Responsible=ED,BD,ISDC**)

Develop schedule of Board financial reviews (**Person Responsible=ED,BD,ISDC**)

Develop chart of accounts to track income, expenses, assets, liabilities, cash flows (**Person Responsible=ED,BD,ISDC**)

Establish local bank accounts 1.07(**Person Responsible=ED,BD,ISDC**)

Define investment/savings strategy (**Person Responsible=ED,BD,ISDC**)

PERSONNEL

School organization

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-June
08-July
08-August

Create org chart and job descriptions 12/.06(*Person Responsible=ED,BD,*)

Hiring

Advertise/distribute job descriptions (*Person Responsible=ED,BD*)

School Branding: Develop literature for school folders with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission(*Person Responsible=ED,BD*)

Create job descriptions, flyers, and ads(*Person Responsible=ED,BD,ISDC*)

Design the interview process (look at models) (*Person Responsible=ED,BD*)

Design compensation and benefits packages (*Person Responsible=ED,BD,ISDC*)

Design a filing/documentation process (*Person Responsible=ED*)

Identify potential recruitment opportunities (*Person Responsible=ED*)

Advertise in community newspapers and use database of area colleges and universities to set up interviews and post opportunities on websites (*Person Responsible=ED*)

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

Task/ Planning Area/ Timeline	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-June	08-July	08-August	Task Completed
Block out days for interviews on a calendar (Person Responsible=ED)																	
Create various "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4. Salary/benefits information sheet (Person Responsible=ED,BD,ISDC)																	
Design benefit packages, including retirement (Person Responsible=ED,BD,ISDC)																	
Hire Principal/Director of Curriculum and Instruction part-time (Person Responsible=ED)																	
Hire Office Manager part-time(Person Responsible=ED)																	
Recruit and hire teachers (place ads, etc.) (Person Responsible=ED)																	
Negotiate and sign agreements for contracted services (Person Responsible=ED,BD)																	
Develop professional development plans(Person Responsible=ED,BD,Dev't Director)																	
Define policies and procedures for evaluation of staff (Person Responsible=ED,DCI)																	
Develop staff handbook (Person Responsible=ED,BD)																	

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-June
08-July
08-August
Task Completed

Perform nationwide background checks on employees
(Person Responsible=ED)

Have new staff fill out Employee Information forms (i.e. emergency contact)
(Person Responsible=ED)

Plan and hold staff orientation *(Person Responsible=ED,ISDC)*

FOOD SERVICE

Identify free/reduced lunch student procedures; file federal grant applications
(Person Responsible=ED,ISDC)

Determine food service arrangement *(Person Responsible=ED,ISDC)*

Select vendor and draft contract *(Person Responsible=ED, BD,ISDC)*

Sign contract *(Person Responsible=ED, BD,)*

Develop food service policies (menu, delivery time, logistics, etc.) *(Person Responsible=ED,ISDC)*

HEALTH AND SAFETY

Identify nurse resources *(Person Responsible=ED ,ISDC)*

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-June	08-July	08-August	Task Completed
Identify first aid resources (<i>Person Responsible=ED,Nurse</i>)																	
Develop a system for record-keeping (<i>Person Responsible=ED,Nurse</i>)																	
Develop policy for non-compliance by parents (<i>Person Responsible=ED</i>)																	
Acquire medical forms - from parents (included in application) (<i>Person Responsible=ED,Nurse</i>)																	
Check for completeness (<i>Person Responsible=ED,Nurse</i>)																	
Create and distribute health and safety handbook (<i>Person Responsible=ED</i>)																	
School Outreach and Partnerships																	
Identify community partnership opportunities (continuous) (<i>Person Responsible=ED,BD</i>)																	
Meet with potential partner organizations - off site P.E.(if applicable) (<i>Person Responsible=ED,BD</i>)																	
Negotiate and sign agreement (if applicable year one) (<i>Person Responsible=ED,BD</i>)																	
Develop protocols for strategic alliance (continuous) (<i>Person Responsible=ED,BD</i>)																	

Prestige Academy Implementation Plan
 Person Responsible: Executive Director=ED, Director of
 Curriculum and Instruction=DCI
 Board of Directors=BD,

Task/ Planning Area/ Timeline

PARENTS AND COMMUNITY

Parent/Student Handbook(s)

Edit handbook(s) (*Person Responsible=ED,BD,*)

Submit edited copy to printer (*Person Responsible=ED*)

Distribute final copies to parents/students(*Person Responsible=ED*)

COMMUNICATION

Purchase letterhead with school logo
 (*Person Responsible=ED,BD,*)

Work with a graphic designer to create website
 (*Person Responsible=ED,BD*)12.07

Set up website (*Person Responsible=ED*)

Set up nonprofit mailing status with Post Office

School Procedures

07-April
 07-May
 07-June
 07-July
 07-August
 07-September
 07-October
 07-November
 07-December
 08-January
 08-February
 08-March
 08-April
 08-June
 08-July
 08-August
 Task Completed

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline	Task Completed																
	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-June	08-July	08-August	
Develop filing system to store student academic, disciplinary & health records (<i>Person Responsible=ED, Nurse</i>)																	
Define how information will flow within school (i.e. who's called when student is sick, who's contacted about discipline infractions) (<i>Person Responsible=ED, Nurse</i>)																	
Define procedure for visitors entering building (<i>Person Responsible=ED</i>)																	
Develop forms necessary to track and monitor visitors (<i>Person Responsible=ED</i>)																	
Select provider for internet access (DSL, cable) (<i>Person Responsible=ED</i>)																	
Set up Intranet (so all computers are linked) (<i>Person Responsible=ED, Service Provider</i>)																	
Define how staff will communicate (email, walkie talkie, phones) (<i>Person Responsible=ED</i>)																	
Set up phone systems and answering services (<i>Person Responsible=ED, Service Provider</i>)																	
PURCHASING																	
Create comprehensive list of items needed through Dec. 1, 2008 (<i>Person Responsible=ED</i>)																	
Purchase classroom equipment and furniture (<i>Person Responsible=ED</i>)																	

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

Task Completed

07-April
07-May
07-June
07-July
07-August
07-September
07-October
07-November
07-December
08-January
08-February
08-March
08-April
08-June
08-July
08-August

Purchase office equipment and furniture (*Person Responsible=ED,*)

Purchase postage meter (*Person Responsible=ED,*)

Purchase restroom supplies (*Person Responsible=ED,*)

Purchase cleaning products (*Person Responsible=ED,*)

Purchase library materials (*Person Responsible=ED,*)

Purchase art materials (*Person Responsible=ED,*)

Purchase PE equipment(*Person Responsible=ED,*)

Purchase medical supplies & furniture (*Person Responsible=ED,*)

Purchase P.A. system (*Person Responsible=ED,*)

Purchase office supplies (*Person Responsible=ED,*)

CONTRACT PERSONNEL

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-June	08-July	08-August	Task Completed
-------------------------------	----------	--------	---------	---------	-----------	--------------	------------	-------------	-------------	------------	-------------	----------	----------	---------	---------	-----------	----------------

Identify electrician, plumber, and handyman (*Person Responsible=ED.*)

Identify janitorial services (*Person Responsible=ED.*)

Identify counselor, speech pathologist, art teacher etc. (*Person Responsible=ED.*)

TECHNOLOGY

Identify special contract service providers: counselor, speech pathologist, occupational therapist (*Person Responsible=ED.*)

Write tech plan (*Person Responsible=ED.*)

Computers for teachers (*Person Responsible=ED.*)

Cell phones for admin (*Person Responsible=ED.*)

Install phones for teachers (*Person Responsible=ED.*)

Blackberry's for Administrative Staff (*Person Responsible=ED.*)

UNIFORMS

Prestige Academy Implementation Plan
Person Responsible: Executive Director=ED, Director of Curriculum and Instruction=DCI
Board of Directors=BD,

Task/ Planning Area/ Timeline

Task/ Planning Area/ Timeline	07-April	07-May	07-June	07-July	07-August	07-September	07-October	07-November	07-December	08-January	08-February	08-March	08-April	08-May	08-June	08-July	08-August	Task Completed
Contract for student uniforms (<i>Person Responsible=ED,</i>)																		
Contract for student PE uniforms (<i>Person Responsible=ED,</i>)																		

Appendix S

Innovative School Development Corporation Documents

December 13, 2006

Jack Perry
Prestige Academy
c/o
Building Excellent Schools
262 Washington Street
Boston, MA 02108
7th Floor

Re: ISDC Letter Agreement # 031

Dear Jack,

This Letter of Agreement dated as of December 13, 2006 (the "Agreement") serves as authorization from Prestige Academy (PA) to Innovative Schools Development Corporation ("ISDC") to provide business and project management services. This Agreement will cover the period beginning with this Agreement's final execution date and ending on June 30, 2008.

1. Scope of Services

For the period beginning upon the final execution of this Agreement and ending on June 30, 2008, ISDC will provide business and project management services, which include, but are not limited to, the following:

SERVICES DURING STARTUP:

1. Business Services

- A. Review final budgets being submitted with PA charter application package
- B. Assist with the preparation of various financial projections required by PA.
- C. Prepare financial update documents for PA's quarterly or monthly board of directors meetings.
- D. Prepare reports for PA's budget vs. actual performance and near-term cash needs.
- E. Assist in the development of budget documentation for the upcoming fiscal year, including attendance at various required budget meetings with PA's Director and finance committee.
- F. Prepare various ad hoc financial reports, as required from time-to-time by DOE and PA's Director.
- G. Attend and participate in periodic meetings of PA's finance committee or board of directors (upon request).

- H. Assist the PA Director with the management of PA's bank borrowing relationships, including attendance at meetings with bank officers, providing selected financial reports and analyses, etc.(upon request).
- I. Coordinate with PA personnel to process all financial transactions utilizing the Delaware Financial Management System (DFMS).
- J. Coordinate with PA to process all salary and benefit payments utilizing the PHRST and Time and Labor state payroll systems.
- K. Work with PA to facilitate coordination between PHRST and DEEDS systems (the state of Delaware teacher certification system).
- L. Perform other financial duties as mutually agreed upon by PA and ISDC.

2. Facilities Development

- A. Assist school in locating and selecting site
- B. Assist PA with financing options for leasehold improvements or purchase of property and/or mortgage
- C. Assist school with lease negotiation (Buchannon, Ingersol, Rooney bill pass through)
- D. Manage construction project

3. Technology Support (contingent service, if needed)

- A. Design and implement a technology plan.
- B. Develop VPN solution for remote access
- C. Install, maintain and repair computer networks and equipment including servers, routers, switches, cables, etc.
- D. Provide desktop computer support for all desktop systems (hardware and software) including printers, scanners and other equipment.

4. School Operations & Academics (contingent service, if needed)

- A. Review policies and procedures
- B. Review major contracts and propose changes if needed: transportation, food, student health
- C. Review personnel/organizational structure and recommend improvements
- D. Assist with curriculum mapping and development

- E. Assist school with the development of special education processes and procedures
- F. Assist school in assessment planning and selection

The services listed above will be provided using ISDC's standard billing rate of \$85/hr for senior staff, \$65/hr for specialists and \$55/hr for junior staff. All work hours provided by ISDC, including travel time between the ISDC office and the PA location are included in the charge. Time worked between 10/06 and 7/1/07 will be accrued and billed to the school upon receipt of their federal funds start up grant. PA is free to pick any or all of the above services they so choose. Should PA wish to expand the scope of services beyond those in this Agreement, PA would be billed at a rate of \$85 hour for all additional work. No work outside of the scope of this Agreement will be performed without the express and prior authorization of PA.

2. Personnel

PA and ISDC will appoint representatives to the following positions in order to address and resolve promptly all issues related to the successful performance of services defined above:

2.1 PA Project Manager – _____

2.2 ISDC Project Manager -- Joanne Schlosberg

2.3 ISDC staff within other areas of the company may participate in portions of this project as deemed necessary by the assigned ISDC Project Manager, if approved in advance by the PA Project Manager.

3. Payment.

PA shall be invoiced monthly by ISDC in an amount reflecting the number of hours worked for the previous month. PA will make payment to ISDC within thirty (30) days of the receipt of an invoice.

4. No Representation or Warranties.

The ultimate decision maker in all processes related to the finances, project management and operations of the school is PA. As such, ISDC is in no position to make any representations or warranties relative to the ultimate results of the consulting services provided in conjunction with this Agreement, or to the success of any decision or event contingent upon these services.

5. Liability.

The maximum liability of either party under this Agreement is limited to the amount payable to ISDC for these services, except that interest shall accrue on any delinquent payment. Either party can void this Agreement with thirty (30) days of final execution by written notice.

Please let me know if you have any questions or concerns. If you accept this Agreement please acknowledge acceptance by signing below and returning the signed Agreement to my attention while retaining a copy for your files.

I am looking forward to having the opportunity to work with you and others at PA!

Best Regards,

Gary W. Fredericks, President & CEO
On behalf of Innovative Schools Development Corporation

Read and Accepted by _____, _____ of Prestige Academy
Title

By: _____

Title: _____

Date: _____

ISDC Client List 12-20-2006

Client Name	Location	Status of Relationship	Service Provided	School Rating
Kumba Academy	Wilmington, DE	Closed	renewal application assistance	Commendable
Newark Charter School	Newark, DE	Current	Acctg & financial reporting	Superior
Marion T Academy	Wilmington, DE	close in 30 days	Acctg & financial reporting, tech	Academic Watch
East Side Charter School	Wilmington, DE	Current	Acctg & financial reporting	Academic Review
Moyer Academy	Wilmington, DE	Current	Acctg & financial reporting, bookkeeping, tech, Loan guaranty	N/A
Odyssey Charter School	Wilmington, DE	Current	general consulting	N/A
Delaware Military Academy	Wilmington, DE	Current	Loan guaranty	Superior
Family Foundations Academy	New Castle, DE	Current	Acctg & financial reporting, tech, Loan guaranty	N/A
Sussex Academy of Arts & Science	Georgetown, DE	Current	Acctg & financial reporting	Superior
Academy of Dover	Dover, DE	Current	Acctg & financial reporting, tech, bookkeeping, curriculum, marketing	Commendable

LICENSE NO. 2003104464

STATE OF DELAWARE

DIVISION OF REVENUE

VALID

01/01/06 - 12/31/08

NOT TRANSFERABLE

LICENSED PROFESSIONAL AND/OR PRSL SRVCS-UNCLASSIFIED

PROFESSIONAL AND/OR PERSONAL SERVICES

2008

VALIDATED

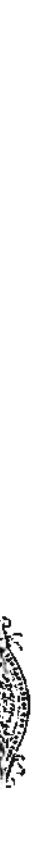
BUSINESS LICENSE

BUSINESS LOCATION

INNOVATIVE SCHOOLS DEVELOPMENT

100 W 10TH ST STE 403

WILMINGTON DE 19801-1643



PATRICK T. CARTER

DIRECTOR OF REVENUE

614326

POST CONSPICUOUSLY

SUBS CODE

099

GROUP CODE

007

DLN: 05 54435 00

DATE ISSUED: 01/09/06

LICENSE FEE: \$ 225.00

MAILING ADDRESS

#BWNKHPS

#193X EUJW03 LM03/006#

INNOVATIVE SCHOOLS DEVELOPMENT

100 W 10TH ST STE 403

WILMINGTON DE 19801-1643

IS HEREBY LICENSED TO PRACTICE, CONDUCT OR ENGAGE IN THE OCCUPATION OR BUSINESS ACTIVITY INDICATED ABOVE IN ACCORDANCE WITH THE LICENSE APPLICATION DULY FILED PURSUANT TO TITLE 30, DEL. CODE.

Appendix T
Personnel Manual

**PRESTIGE ACADEMY
EMPLOYEE HANDBOOK DRAFT**

TABLE OF CONTENTS

INTRODUCTION	5
IMPORTANT NOTICES	5
EQUAL OPPORTUNITY	5
HARASSMENT	6
HARASSMENT OR DISCRIMINATION COMPLAINT PROCEDURE.....	6
ACCOMMODATIONS OF INDIVIDUALS WITH DISABILITIES.....	7
IMMIGRATION LAW COMPLIANCE.....	7
CODE OF CONDUCT	7
EMPLOYEE ATTENDANCE AND PUNCTUALITY	8
SALARIES AND WAGES.....	8
PAY PERIODS	8
HOURS	8
BREAKS.....	8
OVERTIME.....	9
OPEN DOOR POLICY	9
PERSONNEL RECORDS	9
REFERENCE CHECKS.....	9
CONFIDENTIALITY.....	10
TELEPHONE	9
PERSONAL PROPERTY	10
DRESS CODE	10
SMOKING.....	10
USE AND CARE OF EQUIPMENT.....	10

TECHNOLOGY RESOURCES POLICY	10
WORKPLACE VIOLENCE.....	11
WORKPLACE SEARCHES	11
AT-WILL EMPLOYMENT	11
LEAVES OF ABSENCE.....	11
OTHER TIME OFF	12
Teacher Absences	12
Vacations and Holidays	12
Jury Duty.....	12
Witness Duty.....	13
Voting..	13
MEDICAL INSURANCE	13
WORKERS COMPENSATION.....	13

INTRODUCTION

We are pleased to have you join us at Prestige Academy. As a new employee, you may have questions about Prestige Academy's benefits and employment guidelines. This handbook was written for you with those needs in mind. Please read this handbook. It outlines your benefits and provides a framework of Prestige Academy's expectations of its employees.

IMPORTANT NOTICES

1. The information contained in this handbook is the most current at the time of printing and supersedes all previous handbooks, policies, or practices by Prestige Academy.
2. Prestige Academy reserves the right to alter, amend, change, modify, or terminate any terms, benefits, or provisions contained in this handbook or any other Prestige Academy documents, plans, policies, or procedures at any time, with or without notice to the employee.
3. **The provisions contained in this handbook are informational in nature only. They are not intended to, and do not, create or constitute a contract of employment or promise of any kind between Prestige Academy and its employees.**
4. **Employment with Prestige Academy is "at will," meaning that it may be terminated by the employee or Prestige Academy at any time, with or without notice and with or without cause.**
5. Any promises, representations, or statements concerning "fair" treatment or the like, whether in this handbook or otherwise, are in the nature of a goal only, and are not enforceable as a contract or promise.
6. No agent or other representative of Prestige Academy, except the Executive Director of the school, has the authority to make any promises, representations, or statements concerning employment for a specified period of time or contrary to the policies outlined in this Handbook. Further, any such promise, representation, or statement by the Executive Director must be in writing and signed by both parties.

EQUAL OPPORTUNITY

Prestige Academy is an equal opportunity employer. We believe that having a diverse work environment strengthens our ability to serve the needs of our students. We believe in providing ~~an~~ equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. This policy applies to all terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

HARASSMENT

Prestige Academy expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. Improper interference with the ability of Prestige Academy's employees to perform their expected job duties is not tolerated. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes.

Sexual harassment is considered to be:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
 - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
 - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
2. Offensive comments, jokes, innuendoes, and other sexually oriented statements.
3. Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

HARASSMENT OR DISCRIMINATION COMPLAINT PROCEDURE

The Executive Director and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

If you experience any job-related harassment based on your sex, race, national origin, disability, or another factor protected by law, or believe that you have been treated in an unlawful, discriminatory manner, promptly report the incident to your supervisor or to the Executive Director.

Complaints will be investigated promptly. Your complaint will be kept confidential to the extent possible.

If Prestige Academy determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment.

Prestige Academy prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

ACCOMMODATIONS OF INDIVIDUALS WITH DISABILITIES

Qualified individuals with a disability may make a request for reasonable accommodation to the Executive Director. On receipt of an accommodation request, The Executive Director will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Prestige Academy might make to help overcome those limitations. Prestige Academy may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations.

The Executive Director in conjunction with the appropriate school representatives identified as having a need to know), will determine the feasibility of the requested accommodation.

The Executive Director will inform the requesting individual of Prestige Academy's decision on the accommodation request or on how to make a reasonable accommodation.

IMMIGRATION LAW COMPLIANCE

Prestige Academy does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the U.S. under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

CODE OF CONDUCT

An obligation rests with every employee to render honest, efficient and courteous performance of duties. As an integral member of the Prestige Academy team, you are expected to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit a high degree of integrity at all times. We ask that employees take responsibility and be held accountable for adhering to this philosophy.

We enlist the help and concern of all employees to ensure that work areas are safe and free of hazardous conditions.

When performance or conduct falls short of our standards or expectations, the school may take action, which in its opinion, is appropriate.

Disciplinary actions can range from a formal discussion with an employee about the matter to an immediate discharge. Action taken by the school in individual cases should not be assumed to establish a precedent in other circumstances.

EMPLOYEE ATTENDANCE AND PUNCTUALITY

The overall operation of Prestige Academy depends on the presence of all of our employees. Therefore, all employees are expected to report to work on time, on all scheduled workdays and during all regular work hours.

If you are unable to work or you will be late for work, you must notify the Executive Director no later than one hour before your regular starting time. You must call the Executive Director each day of your absence, no later than one hour before your regular starting time, until a date of return has been established.

If an employee is absent without giving notice, the employee may be considered as having voluntarily resigned. In addition, absenteeism that is deemed excessive in the Executive Director's sole discretion may result in discharge.

SALARIES AND WAGES

Prestige Academy will consider a wide variety of factors in setting its salary pay scale. These may include, but are not limited to:

- Prior teaching performance at Prestige Academy or elsewhere
- Level of education
- Years of teaching experience

PAY PERIODS

Pay dates fall on the 15th and the last day of each month.

Withholding and deductions will be made for all employees of federal, state and/or city taxes as well as for other authorized deductions such as health care plan costs, etc.

HOURS

All full-time salaried employees (teachers and administrators) are required to be at the school from 7:00 AM to 5:30 PM on every school day, Monday-Friday, and from 7:00 AM to 5:00 PM on Wednesdays. All full-time employees are also required to attend all special events, including but not limited to parent information sessions and field trips.

All teachers and administrators are expected to do whatever is necessary to ensure that we provide the highest quality instruction and support to our students. This includes teaching all regularly scheduled classes, serving as in-house substitutes for teacher absences, actively participating in all staff meetings, frequently communicating with parents and consistently modeling the school's REAL values.

BREAKS

All employees are expected to manage their time wisely throughout the school day. Please use your discretion in determining when to take breaks. At no time should breaks interfere with

instructional time or instructional delivery. As a general rule of thumb, break time should not exceed 60 minutes per day.

Non-exempt employees are expected to take one 15-minute break after every four hours worked and a 30-minute lunch break.

OVERTIME

Nonexempt employees will receive 1-1/2 times their hourly wage for (1) all hours actually worked in excess of forty hours in a week, (2) all hours worked in excess of 12 twelve hours per day, or (3) all hours worked in excess of twelve consecutive hours, whichever calculation provides the highest wage.

Example: Prestige Academy pays bi-weekly

Week #1	44 hrs actually worked
Week #2	30 hrs actually worked

Your pay will reflect 4 hours of overtime for week #1 plus 40 hours of regular time. Week #2 pay will be for 30 hours of regular time.

OPEN DOOR POLICY

If you have a work-related problem or feel that procedures are not properly applied, we have an open door policy. However, you are encouraged to take your problems to your immediate supervisor before proceeding to the Executive Director as the majority of misunderstandings can be resolved between employees themselves and/or their supervisor.

PERSONNEL RECORDS

Prestige Academy keeps a personnel file on each employee. To ensure that your personnel file is up-to-date at all times, notify the Office Manager in writing of any changes in your name, telephone numbers, marital status, number of dependents, beneficiary designations, scholastic achievements, the individuals to notify in case of an emergency, and so forth.

REFERENCE CHECKS

All inquiries regarding a current or former Prestige Academy employee must be referred to the Executive Director.

Should an employee receive a written request for a reference, he or she should refer the request to the Executive Director for handling. No Prestige Academy employee may issue a reference letter to any current or former employee without the permission of the Executive Director.

Under no circumstances should any Prestige Academy employee release any information about any current or former Prestige Academy employee over the telephone. All telephone inquiries regarding any current or former employee of Prestige Academy must be referred to the Executive Director.

In response to an outside request for information regarding a current or former Prestige Academy employee, the Executive Director will furnish or verify only an employee's name, dates of employment, job title and department. No other data or information regarding any current or former Prestige Academy employee, or his or her employment with Prestige Academy, will be released unless the employee authorizes Prestige Academy, in writing, to release such information or Prestige Academy is required by law to furnish any information.

CONFIDENTIALITY

All of the operations, activities, business affairs, and records of Prestige Academy are confidential and employees must, therefore, treat all such matters accordingly. No school related information, including without limitation, documents, files, records, computer files or similar materials (except in the ordinary course of performing duties on behalf of Prestige Academy) may be removed from work premises without permission from the Executive Director. Additionally, the contents of Prestige Academy's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required by a business purpose.

PERSONAL PROPERTY

Teachers may bring their own property to school for their classroom or their desk. The school is not responsible for any property lost or stolen, during, or outside of school hours. Teachers are discouraged from keeping valuables at school.

DRESS CODE

Teachers are expected to maintain the highest degree of professionalism throughout the term of their employment at Prestige Academy. All male teachers are expected to wear dress shirts, ties, dress slacks, and dress shoes on each school day. All female teachers are expected to wear comparable professional attire, including dress slacks or skirts and dress shoes.

SMOKING

Prestige Academy is a smoke-free campus. Teachers may not smoke anywhere on campus, anywhere off campus that is visible from on campus, or anywhere that they reasonably expect to encounter students during the school day.

USE AND CARE OF EQUIPMENT

All equipment, furniture, and other materials provided by the school are the property of Prestige Academy. Teachers are expected to treat all equipment with the utmost respect. In general, school materials should not be taken home, with the obvious exceptions of laptop computers and supplies needed to complete work at home.

TECHNOLOGY RESOURCES POLICY

The technology resources of the school are made available to teachers in order to ensure the delivery of the academic mission of the school. As a result, technology resources should be used for these expressed purposes:

- Teacher use of the Internet and their computers during the school day is intended for academic and teaching purposes only. Personal use of the Internet or email should be avoided.
- It is strictly forbidden to use school technology to access inappropriate Internet materials (such as pornography), to access any illegal materials, or to conduct any illegal business.
- All files on the school computers and all emails sent or received through a school account are the property of the school and may be monitored or seized at any time at the discretion of the Executive Director. As a result, there is no reasonable expectation of privacy when using the school's technology resources. **Use of Prestige Academy's e-mail, voice mail, Internet access, and other electronic information resources constitutes the employee's acknowledgment of and consent to this policy and Prestige Academy's right to monitor.**

The school reserves the right to take disciplinary action for inappropriate use of its technology resources up to and including termination of employment.

WORKPLACE VIOLENCE

Prestige Academy prohibits any acts or threats of violence by any employee against any other employee in or about school premises or elsewhere at any time. Prestige Academy also prohibits any acts or threats of violence by a Prestige Academy employee against students, parents, or visitors on school premises at any time or while he or she is engaged in business on behalf of Prestige Academy, on or off school premises.

WORKPLACE SEARCHES

To safeguard the safety and property of our employees, our students, and the school, Prestige Academy reserves the right to inspect any packages, parcels, purses, handbags, briefcases, lunchboxes, or any other possessions or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises.

It is considered to be part of each employee's job at Prestige Academy to cooperate with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

AT-WILL EMPLOYMENT

You are free to terminate your employment with Prestige Academy at any time, with or without a reason, and Prestige Academy has the right to terminate your employment at any time, with or without notice or a reason. Although Prestige Academy may choose to terminate employment for cause, cause is not required. This is called "at-will" employment.

LEAVES OF ABSENCE

Prestige Academy will likely apply for short term disability insurance and will draft this policy to correspond with the terms of the applicable insurance policy. Prestige Academy hopes to be

able to provide a paid leave of absence to employees who qualify for coverage under the relevant policy.

OTHER TIME OFF

Teacher Absences

Prestige Academy does not provide its employees with formal sick or personal leave time. We understand that situations may arise, and that staff may need to take a personal day due to personal illness or other emergencies.

Teachers will be required to notify Prestige Academy 24 hours in advance for such a situation and identify an appropriate staff or administrator to substitute for his/her classes. Teachers are expected to take care of all personal business or appointments after school or on non-school days.

Vacations and Holidays

With the exception of personal days, described above, and school holidays, teachers do not receive vacation time. Teachers begin and end employment as stated in the terms of their contract. In general, there is a break between the date that the contract ends and the date that the new contract will begin. These dates typically coincide with the annual school calendar.

Administrators and staff work year-round, but receive 2 weeks of paid vacation during the summer.

All school holidays are detailed in the school calendar.

Jury Duty

If you are called to jury duty, you must inform your supervisor as soon as possible and provide a copy of the summons. You will receive leave for jury duty. You will be paid your regular wages, up to \$50 per day, for the first three days of jury duty that you would otherwise have been scheduled to work. Thereafter, jury duty is unpaid, except that if you are an exempt employee, there will be no deduction in your salary because of jury duty in any week in which work is performed. Prestige Academy has no obligation to pay wages for jury duty until and unless you tender to your supervisor a juror service certificate provided by the Court confirming that you were on jury duty during that period. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

Witness Duty

You may be required by law to appear in court as a witness. If you give reasonable advance notice to your supervisor, you will be able to take unpaid time off.

Voting

Employees may have up to two hours off for voting either at the beginning or the end of their scheduled work hours if arrangements are made with their supervisor at least one day before the election. The supervisor may specify whether the time is to be taken at the beginning or the end of the employee's scheduled work hours.

MEDICAL INSURANCE

Prestige Academy will offer one or more medical insurance plans to its employees on terms to be determined.

WORKERS COMPENSATION

All employees are covered by Workers Compensation Insurance for job-related illnesses or injuries. In the case of an injury while on the job, immediate medical attention should be sought if necessary. The employee should be taken to the nearest hospital emergency room for treatment. No matter how minor an injury may seem, all injuries should be reported to the supervisor as soon as possible, but no later than four days after the injury/illness. Failure to timely report an injury may result in a loss of or reduction in Workers' Compensation.

ACKNOWLEDGMENT FORM

I hereby acknowledge that I have received a copy of the Prestige Academy Employee Handbook. I agree to comply with the policies set forth in the Handbook. I understand that if I have any questions about the matters contained in the Handbook, I should ask my supervisor or the Executive Director.

I understand that the Handbook is informational in nature only, and that it is not intended to, and does not, create or constitute a contract of employment. I understand that my employment is "at will," meaning that it may be terminated by Prestige Academy or me at any time, with or without notice and with or without cause.

I understand that any promises, representations, or statements concerning "fair" treatment or the like, whether in this Handbook or otherwise, are in the nature of a goal only, and are not enforceable as a contract or promise.

I understand that no supervisor, agent, or other representative of Prestige Academy, except the Executive Director, has the authority to make any promises, representations, or statements concerning employment for a specified period of time or contrary to the policies outlined in this Handbook. Further, I understand that any such promise, representation, or statement by the Executive Director must be in writing and signed by both parties.

I understand that the provisions of the Handbook are the most current at this time and supersede all previous policies, manuals or handbooks issued by Prestige Academy. Further, I understand that the provisions of the Handbook are subject to modification at any time, at the sole discretion of Prestige Academy, with or without notice to me. I agree to comply with any such modification upon publication.

Signature: _____

Name: _____
(Print)

Date: _____

Appendix U

Prestige Academy Code of Conduct-Draft

THE SCHOOL¹

An Overview

Prestige Academy will open to students in grade 5 in August of 2008. The school will then expand one grade each year until we serve students from grade 5-8.

The Board of Directors, faculty, and staff bring a variety of perspectives and skills to our school. As parents, we look to expand the educational opportunities of Delaware's children, hoping to reinvigorate local interest in public schools. As educators, we are interested in providing the optimal education for students. As residents of Delaware, we are familiar with the challenges facing the public school system, and are vitally concerned with what we can do to improve the education of our students. As professionals who work and live in Delaware, we are interested in creating a generation of well-rounded students, skilled in the core subject areas that will serve as the foundation of future jobs. As academics, we are familiar with the public and educational policy issues facing Delaware, and are interested in helping charter schools produce replicable reforms. As leaders, we are eager to help create and foster the skills necessary for our students to benefit their communities. And finally, as lifelong students ourselves, we are interested in instilling in our students a love of learning and a visceral understanding of the importance of education.

OUR MISSION, VISION, AND CORE VALUES

Prestige Academy

Our Mission

Prestige Academy prepares young men in grades 5-8 for admission to and success in demanding college preparatory high schools. In a highly structured, achievement-oriented school culture, Prestige Academy students develop a strong academic foundation in the core subjects and the REAL values necessary for success: Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership.

Our Vision

We envision a safe, well-disciplined, achievement-oriented middle school where boys in grades 5-8 learn, master, and apply foundational skills and content knowledge in the core subjects, and develop the strong character necessary for success in school and in life. We will provide the choice of a college preparatory, single gender middle school to families residing in Red Clay, and will open with grade 5, grow one grade per year, and at full grade capacity serve 400 boys in grades 5-8. Within a single gender environment, and utilizing a data-driven instructional model, we expect all students to perform at or above grade level as measured on standards-based external and internal assessments. We will graduate students fully prepared to gain admission to and succeed within college preparatory high schools and with the determination to continue on to the colleges and universities of their choice.

We will achieve our mission through:

- 1) rigorous academics with frequent evaluation;
- 2) exemplary teaching;
- 3) more time to learn engaging curriculum; and
- 4) a respectful school culture with a disciplined environment.

¹ This Handbook was adapted in large part from the Boston Collegiate (South Boston Harbor Academy) Student & Family Handbook. We thank Brett Peiser, the Executive Director and Sue Walsh, the Principal for sharing their hard work with us.

Our Core Values

- **R**espect means treating others with care and courtesy and representing yourself, family and school in a way in which they would be proud. Responsibility means always being prepared for school, life and circumstances that come your way - it also means following through and giving your best effort in all you do.
- **E**xcellence in behavior means doing what is right without reward - even when you are not told to and no one is watching.
- **A**cademic mastery is coming to school prepared to work hard - it means completing homework every night, allowing the teacher to teach so you can learn, and preparing well for exams.
- **L**eadership is demonstrated by helping your fellow man and doing whatever you can to better your local and global community. We will create opportunities for students to contribute to the community through various academic and service activities, ensuring our boys develop or refine positive habits, values, and virtuous character in order to become productive responsible men.

RESPONSIBILITY AND ACCOUNTABILITY

Students, Parents, and Teachers

PHILOSOPHY

The choice to send your son to Prestige Academy was a precious one, and one that demonstrates your high hopes and expectations of your son, yourselves, and us. We share those dreams, and are committed to making them a reality as we prepare your son for college and the world beyond, but we cannot do it without you.

Prestige Academy is based on shared responsibility and accountability. As students, families, and teachers, we each must fulfill our responsibilities and we each must be held accountable for doing so.

For students, it means we are going to expect a lot from you. Just like your responsibilities at home—cleaning your room or doing the dishes—and just like the responsibilities you'll have when you get older—voting in an election or serving on a jury—you'll be expected to do certain things and behave in certain ways as a Prestige Academy student. You are expected to act respectfully towards all fellow students and all staff. You are expected to attend school daily and punctually, ready to actively participate in all classes. You are expected to complete all homework assignments fully and well, to stay for tutoring when needed, and to work productively in Homework Club when required. Finally, you are expected to accept all consequences of your behavior.

For families, it means we are going to expect a lot from you as well. Along with those countless and seemingly endless responsibilities you carry as parents, we also expect you to do certain things as a Prestige Academy family. Like your son, you are expected to act respectfully to all members of our school community. You are expected to ensure that your son arrives daily and punctually, ready to actively participate in all classes. You are expected to oversee your son's completion of all homework assignments, support mandatory tutoring, and honor the requirement of Homework Detention. Finally, you are expected to require your son to fully accept all consequences of his behavior.

For teachers, it means we continue to expect a lot from ourselves. Along with the daily responsibilities we carry as educators, we also expect ourselves to do certain things and behave in certain ways as Prestige Academy teachers. We, too, are expected to act respectfully to all members of our school community. We are expected to prepare engaging, demanding lessons in all of our classes every day, to assign and evaluate appropriate homework assignments each night, to provide tutoring regularly after school, and to assign students to Homework Detention when needed. Finally, we expect to be held accountable for our behavior as teachers dedicated to the mission of preparing young men for admission to and success in demanding college preparatory high schools.

For all of us, the Prestige Family Accountability Covenant represents some of the most important responsibilities for being a member of the Prestige Academy community. For students, the Covenant makes you aware of what being a Prestige Academy student is all about. For families, the Covenant identifies your important role in the life of your son and that of the school. We all have responsibilities to meet. In exchange for what students and families do, we promise to provide students with a safe and orderly environment in which they'll enjoy studying and learning and we promise to prepare each student for demanding high school programs on their way to college. It's not a complete list of what needs to be done. We're sure we'll all have more to do. But it gives a clear idea of your vital role as families...and what it will take to make this year a successful one.

PRESTIGE ACADEMY FAMILY COVENANT

In order for students to learn and grow, it is essential that we all do our part. Prestige Academy students, parents, teachers, and administrators all have responsibilities to promote student learning and growth. We are all educational partners who must do our part so that students can learn to the best of their ability.

The Prestige Academy Code of Conduct outlines what students, teachers and the Executive Director must do to ensure student success. This Family Covenant describes important responsibilities and school expectations that families accept once they choose to enroll at this school. Keep in mind that all the items below are drawn directly from the Code of Conduct. We know that the choice you made in coming here is a precious one and we want to make sure that you have a full and clear understanding of your responsibilities.

ATTENDANCE

- I understand that my son will not be permitted to enter the building before 7:15 AM.
- I will ensure that my son comes to school every day on time to begin school at 7:30 AM.
- I understand that if my son is absent without written medical permission more than 15 days of the school year, he will have to repeat his current grade.
- I will make sure that my son promptly makes up missed work following absences.
- I understand that an absence is excused if I have contacted the school and written a detailed note regarding student illness, family emergency, or religious observance.
- I understand that my son will not earn credit for work missed after unexcused absences, including but not limited to: out-of-school suspensions, family vacations, participation at sports tournaments, and attendance at entertainment events.
- I understand that the school day ends at 5:00 PM.
- I understand that my son may also have to attend up to 18 Scholarships Saturdays.

HOMEWORK

- I agree to check my son's homework daily to ensure that it's complete.
- I understand that my son will be required to serve Homework Detention if he does not complete assigned homework or completes homework that does not meet classroom standards.
- I understand that my son cannot be excused from Homework Detention unless there is a family emergency or a student illness.
- I understand that if my son skips Homework Detention, he may be suspended.

CODE OF CONDUCT

- I agree to promote and support the rules of behavior as outlined in the Prestige Academy Student Handbook, and accept responsibility as a partner in my son's learning.
- I understand that my son will be required to serve a detention if he commits a detention-level infraction.
- I understand that it is my son's responsibility to notify me if he earns a detention.
- I understand that my son will be suspended if he misses detention.
- I will come to school for a meeting if my son is suspended, and I understand that my son will not be allowed to return to class until after this meeting occurs.

PROMOTION POLICIES

- I understand that my son needs to pass 6 core academic classes in order to be promoted to the next grade.
- I understand that my son will be automatically retained if he fails 3 or more classes.

- I understand that if my son fails 1 or 2 core academic classes, he must fulfill summer school and pass a minimum competency exam in order to be promoted.
- I will ensure that my son attends Scholarship Saturday if he is failing one or more classes as of the first progress report and any subsequent progress reports or report cards on which my son is failing for the year.
- I understand that my son may be required to stay for after school extra help or tutoring, and that he is urged to take advantage of extra help opportunities provided by teachers.

STUDENT DRESS POLICY

- I will ensure that my son comes to school in proper dress, according to the guidelines listed in the Prestige Academy Handbook and Code of Conduct.
- I understand that if my son comes to school out of uniform, he may not be permitted to attend class and may need to wait for the appropriate dress to be brought in from home.

STUDENT LUNCH

- I will ensure that my son comes to school with a nutritious breakfast and lunch every day, or I will make arrangements for him to have the school breakfast and/or lunch.

FAMILY SUPPORT

- I agree to support my son's academic work by communicating regularly with my son's teachers, by scheduling appointments to talk with them bi-weekly or as needed, and by attending all three parent-teacher conferences to pick up my student's report card.
- I agree to attend family meetings and other school-sponsored events on a regular basis.
- I agree to volunteer at least once each trimester.

Parent/Guardian Name

Student Name

Parent Guardian Signature

Student Signature

Date

Date

In exchange for what students and families do, we promise to provide students with a safe and orderly environment in which they'll enjoy studying and learning and we promise to prepare each student for college preparatory high schools.

Teacher Signature

Executive Director Signature

Date

Date

CODE OF CONDUCT

High Standards for Academics, High Standards for Behavior

SAFE, STRUCTURED, AND SUPPORTIVE ENVIRONMENT

Prestige Academy is unequivocally committed to providing a safe and orderly environment in which students can improve their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen. Therefore, we cannot overemphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, *for every infraction, there will be a consequence.* This is the basis of our student code of conduct.

RESPECTFUL AND COURTEOUS ENVIRONMENT

Prestige Academy is also committed to maintaining a respectful and courteous environment in which students are expected to demonstrate those daily behaviors that are part of any respectful community. Students should politely greet staff each morning, as well as welcome any guests who are visiting the building with a handshake, a pleasant greeting, and an introduction.

Students will practice these skills and be expected to demonstrate them each day. These social skills are an important factor not only in creating the type of school environment we desire, but are an essential part of every student's growth into young adulthood.

PRESTIGE DOLLAR SYSTEM

As we work to provide a productive learning environment, it is equally important for us to acknowledge and reward desirable behavior in students. We accomplish this primarily through the Prestige Dollar system.

Prestige Dollars acknowledge individual acts that promote a positive community or support academic achievement. Students can earn Prestige Dollars from a staff member for a variety of reasons, including but not limited to:

- volunteering to help a student or teacher
- volunteering service to the school
- taking initiative
- showing courtesy
- performing an act of kindness
- outstanding effort or improvement
- doing what's expected when others are not.

Students accumulate Prestige Dollars over time and can use them for special privileges.

KEEPING IT REAL REWARDS

During every period of the school day, classes receive a rubric score from one to five that assesses their performance as a group. The rubric encourages students to work together in their efforts to improve academic achievement. The rubric score is based on the following observable criteria:

- **Respect** means treating others with care and courtesy and representing yourself, family and school in a way in which they would be proud. Responsibility means always being prepared for school, life and circumstances that come your way - it also means following through and giving your best effort in all you do.
- **Excellence in behavior** means doing what is right without reward - even when you are not told to and no one is watching.
- **Academic mastery** is coming to school prepared to work hard - it means completing homework every night, allowing the teacher to teach so you can learn, and preparing well for exams.
- **Leadership** is demonstrated by helping your fellow man and doing whatever you can to better your local and global community. We will create opportunities for students to contribute to the community through various academic and service activities, ensuring our boys develop or refine positive habits, values, and virtuous character in order to become productive responsible men.

Also,

- having necessary materials for class and maintaining a clean space
- work ethic in class
- degree of respect and cooperation in class
- degree of participation and alertness
- quality of questions and comments

Teachers record KEEPING-IT-REAL rubric scores at the end of every class and tally scores at the end of every week. Classes receive rewards for consistently high rubric scores, such as ordering lunch from a restaurant, watching a movie after school, or taking a field trip.

SCHOOL-RELATED DISCIPLINARY OFFENSES

Below is a description of school-related disciplinary offenses for which a student may be subject to detention, in-school suspension, out-of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- while the student is on school grounds or school-related transportation;
- during a school-sponsored activity; or
- during events sufficiently linked to school.

The list of offenses that follows is not meant to be comprehensive; there may be other circumstances that warrant disciplinary measures as well. And along with the list of consequences that result from such offenses, students may also earn a loss of privileges, which include but are not limited to:

- sitting in their seat during breaks;
- eating lunch in the office and/or in lunch detention;
- missing school events, trips, or activities (including dances and assemblies);
- remaining in school for the entire day during ½ days;
- serving Saturday detention;

- losing bus privileges;
- reflecting on their behavior orally and/or in writing;
- apologizing to their peers in small groups or at a school assembly; and
- performing extra service for the school.

Demerits and Detentions

If a student commits any of the following infractions, the student may receive a demerit, may receive detention, may lose some or all school privileges including bus privileges, may be sent out of class, and/or may be sent home for the rest of the day. Infractions include, but are not limited to:

- Disrespecting a fellow student
- Disrespecting faculty, staff, or other member of school community
- Disrespecting school property
- Being out of uniform
- Arriving late to school or class
- Chewing gum
- Disrupting class
- Being unprepared for class
- Horse playing in class, school, on school-related transportation, or during a school-sponsored activity
- Physical contact that causes a disruption, or makes other students feel uncomfortable or excluded
- Failing to produce a signed progress report or report card the day after distribution
- Other behaviors deemed inappropriate by school staff

Students are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, or questioning a staff person's action or authority. Such disrespect will not be tolerated, and demerits, detentions, and other consequences will be issued appropriately.

If a student is required to leave a classroom due to their behavior, the student must meet with the teacher to resolve the problem prior to the student returning to the classroom.

A meeting between the student and his parent or guardian, and the student's classroom teacher, Dean of Students and Families, or Executive Director may be required in order to address the student's behavior and plan for improvement.

In-School/Out-of-School Suspension

If a student commits one of the infractions listed below, the student may receive an in- or out-of-school suspension. Before the student's return to class, the student, his parent or guardian, and the student's classroom teacher, Dean of Students and Families, or Executive Director, will meet in order to address the student's behavior and plan for improvement. Infractions include:

- Gross disrespect of a fellow student
- Gross disrespect of faculty, staff, or school transportation provider
- Gross disrespect of school property
- Using or possessing over-the-counter medication inappropriately

- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Cutting school or class, including Homework Detention
- Excessive demerits and/or repeated afterschool detentions
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, floor, building, or school-sponsored activity
- Use of a cell phone, pager, or other electronic device during school or during a school-sponsored activity
- Unauthorized use of the building facilities
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work (including the use of language translation sites and term paper sites on the Internet)
- Repeated and fundamental disregard of school policies and procedures

Expulsion

Under certain circumstances, students may be subject to suspension and /or expulsion by the Executive Director as explained below.

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to illegal narcotics of any kind, may be subject to expulsion from the school by the .
- b) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the Executive Director.
- c) Any student who is charged with a violation of either paragraph a) or b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Executive Director.

After said hearing, the Executive Director may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the Executive Director to have violated either paragraph a) or b).

- d) Any student who has been expelled from a school or school district pursuant to these provisions shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the Executive Director of his or her appeal. The student has the right to counsel at a hearing before the Executive Director. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

- e) If said student applies for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the Executive Director a written statement of the reasons for said expulsion.

Students and families should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

Students and families should also note that given the organizational structure of charter schools, Prestige Academy should be considered both the school and the school district.

In addition to those categories provided by statute, students may face expulsion as a result of the following infractions:

- Repeated or excessive out-of-school suspensions
- Repeated and fundamental disregard of school policies and procedures
- Assault against fellow students or other members of the school community who are not considered educational personnel
- Destruction or attempted destruction of school property including arson
- Possession of alcohol on school premises or at a school-sponsored or school-related event

It is in the authority of the Executive Director to suspend or expel a student who has been charged with a felony if the Executive Director determines that the student's continued presence would have a detrimental effect on the general welfare of the school.

In addition to any of the preceding infractions, any breaches of Federal law, Delaware State law, or bylaws of the City of Wilmington may be handled in cooperation with the Delaware Police Department and may result in expulsion.

PROCEDURES FOR DISCIPLINARY ACTION

Detention

Students may be required to serve one or more hours of school detention if they fail to meet school expectations. Students will be notified of their detention for that afternoon. No exceptions will be made.

If a student fails to attend a designated detention session, he may face an in school or out of school suspension.

Suspensions and Expulsions

The student will be removed from class or school, and will be sent to the Main Office, Dean of Students and Families' office, or another designated school location, following which the student's parent or guardian will be notified of the incident by the Dean or another representative of the school.

I. Short-Term Suspension

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days:

- a. oral or written notice of the charges;

- b. if the student denies the charges, an oral or written explanation of the evidence against him; and
- c. an opportunity to present his version of the relevant facts.

In the case of danger or a risk of substantial disruption, this process will occur immediately after rather than before the suspension.

II. *Expulsion or Long-Term Suspension*

For expulsion or suspension longer than ten days, the student shall receive:

- a. written notice of the charges;
- b. the right to be represented by a lawyer or advocate (at the student's expense);
- c. adequate time to prepare for the hearing;
- d. the right to present witnesses and to cross examine witnesses presented by the school; and
- e. a reasonably prompt, written decision including specific grounds for the decision.

The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.

Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

A. *The role of the Executive Director and Board of Directors in Suspension and/or Expulsion*

The Executive Director is vested with the authority to suspend and/or expel students in the following four circumstances:

1. Student possession of dangerous weapon;
2. Student possession of controlled substance;
3. Student assault of educational personnel; or
4. Student charged with or convicted of a felony.

All decisions by the Executive Director regarding suspension or expulsion of a student for any of the above-cited reason(s) are subject to review by the Board of Directors.

Expulsion for all offenses except for the four listed above, must involve the Board of Directors. Expulsion shall be defined as permanent exclusion from Prestige Academy Charter School. Upon receipt of the expulsion decision from the Executive Director, the Board of Directors will consider the expulsion of a student. In addition to any other procedures approved by the Directors, the following procedures will apply:

1. The Executive Director may commence an expulsion proceeding before the Directors by providing the Board with notice of the reasons for the expulsion.
2. Prior to any decision by the Directors to uphold the expulsion of the student, the student will be provided with written notice of the following:
 - a. Charges and a statement of the evidence;
 - b. Date, time, and place of a hearing;
 - c. Notice of the right at the hearing to:
 - i. be represented by legal counsel (at the student's/parent's own expense)

- ii. present additional or new evidence not already presented or reflected in the record
 - iii. confront and cross-examine witnesses
3. Hearings to consider the expulsion of a student will be held in executive session unless the student or parent requests an open hearing.
4. A student and/or parent, upon request, will have the right to review the student's records in accordance with the Delaware Student Records Regulations or other applicable law.
5. The decision by the Directors will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision.

The purpose of the Board's consideration of the expulsion is to ensure that the school followed the proper procedures and legal requirements in making its decision, not to retry the facts of the case.

Student Restraint

Prestige Academy maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but rather include a clear set of consequences including demerits, detentions, loss of privileges, suspensions, and expulsions.

Corporal punishment of pupils is prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, a Executive Director shall file a detailed report of such with the school board. All personnel authorized to administer any forms of restraint shall be trained annually in accordance with Department of Education guidelines.

With Respect to Special Needs Students

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Executive Director.

COMPLAINT PROCESS

Both the school and the Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, a meeting should be scheduled with the Executive Director. If no resolution has been reached, the Board encourages attendance at the next regularly scheduled meeting of the Board of Directors to try and resolve the situation.

If an individual believes that the school has violated any provision of the charter school law or regulations, he may file a formal complaint with the Board of Directors. After receiving the complaint, the Board must send a written response to the individual within 30 days. If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education. A parent/guardian may file a complaint with DOE at any time if he believes that the school has violated any federal or state law or regulation.

MISCELLANEOUS GUIDELINES

Respecting the Community

The school is located in a residential neighborhood. Therefore, all members of the school community need to be highly respectful of those who live nearby.

- Students traveling to and from school on foot or via the subway need to conduct themselves as if they were in the school hallways: travel on the sidewalk in a safe and orderly fashion; dispose of waste appropriately; do not loiter outside or near the school building; and do not touch anything that may be residents' personal property.
- Families who drive their children to or from school must not block access to the street or cause other disruptions to traffic patterns.
- In general, all members of the school community need to be sensitive to how their actions affect the neighbors.

School Bus and Prestige Behavior

Students who take the school bus to school are expected to act responsibly and respectfully at all times because they are students for Prestige Academy. The school takes a number of measures to facilitate responsible and respectful behavior, including but not limited to:

- A Executive Director or his/her designee reviews expectations for appropriate behavior at all Family Orientations;
- Teachers review expectations for appropriate behavior in class;
- The Dean of Students and Families or his/her designee meets students each morning to ensure appropriate student behaviors; and
- The Dean of Students and Families contacts any parent whose son has failed to act responsibly and respectfully on the school bus and imposes the appropriate consequences for the misbehavior, following those guidelines set out in the Student Code of Conduct.

If the Dean of Students and Families determines that the student has behaved inappropriately on the bus, the Dean may impose any of the following consequences:

- First offense: Automatic detention, possible suspension, and loss of privileges for one week.
- Second offense: Automatic detention, possible suspension, and loss of privileges for one month.
- Third offense: Automatic detention, possible suspension, and loss of privileges for the remainder of the school year.

If the student's behavior is so egregious that it warrants an out-of-school suspension, that student risks losing privileges for the entire year, even if it is the first offense.

Community Service and College Expeditions, Field Trips and End-of-Year Field Lessons

Prestige Academy requires outside learning experiences and special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip or event will be sent home prior to the trip/event, and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend as a result of an earlier incident – will not be eligible to participate, and will be required to attend school that day. If parents or other volunteers assist with such trips or events, students must afford these chaperones the

same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. The use of portable electronic devices is prohibited on field trips unless the trip leader specifically indicates otherwise. Past or recent inappropriate behavior, or excessive demerits and/or suspensions, may result in detention, suspension, or loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including but not limited to weekly and quarterly progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Any student who forges their parent or guardian's signature, or forges parental or guardian approval on any official or unofficial school communication, will face an in-school or out-of-school suspension.

Cheating, Plagiarism, and Copying Other's Work

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair but in the case of plagiarism, illegal. There should never be a time when students should feel the need to look at someone else's exam, use a resource such as the Web inappropriately (i.e., term paper sites, translation sites), or copy someone else's homework, project, or paper. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction. Specific guidelines regarding plagiarism will be reviewed with students. The school will determine appropriate consequences but cheating, plagiarism, and copying other's work may result in an out-of-school suspension, additional work to be completed, and a significant loss of academic credit.

Lying

Lying to a staff member for any reason is grounds for an immediate suspension.

IN THE CLASSROOM

Student Expectations and Classroom Procedures

ATTENDANCE POLICY

Excessive absences will not be tolerated. If a student is absent with or without excuse for more than 15 days of the school year, that student may fail all of his classes for the year and will need to repeat his current grade.

Parents and guardians are expected to call the school as early as possible but no later than 7:00 am if their son will not be attending school for any reason. Earlier, written permission is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voice mail if necessary. If a student is not in homeroom and the school has not been notified that he will be absent, his parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please leave or list your son's name, your relationship to the son, and the reason for and date(s) of the son's absence.

All questions regarding student attendance and attendance records should be directed to the school's Office Manager.

A student is considered absent with a legitimate excuse when the student's family has contacted the school regarding student illness, family emergency, or religious observance at least one half hour ahead of the absence and follow up with a written note from a doctor or appropriate official when the student returns to school. All other absences will be considered unexcused, including but not limited to, family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason.

Work will not be provided in advance of unexcused absences or during out-of-school suspensions. Any class work, homework, projects, quizzes, or exams – including midterms and finals – missed during unexcused absences will be counted as a zero and cannot be made up.

During in-school suspensions, completed homework will receive credit, and all missed quizzes and tests may be completed in a timely manner. All class work missed during in-school suspensions, however, will earn a zero and cannot be made up.

If prior notification had not already been provided, upon the student's return to school from an absence, whether it is the next day or on some day after, the student is required to bring a signed note from his parent or guardian explaining in detail the reason for the absence. If a student made a medical visit, a note from his doctor is required in lieu of the parent note.

Since repeated absences means missing class, and missing class affects academic achievement, excessive absences will result in lower class grades since part of a student's grade is based on his performance in class. Therefore, it is imperative that students are at school, on time, every day.

If a student is absent for the first five days of school, or at least 10 consecutive days during the school without successful contact between the family and the school to explain his absences, that student will be considered to have withdrawn from Prestige Academy and will be considered un-enrolled from the school.

Students who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

Weather Related Closings

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. Prestige Academy follows the exact same cancellation policies as Red Clay Consolidated Public Schools so if Red Clay Public Schools are closed, so is Prestige Academy.

LATENESS

Students are late to school who arrive after 7:30am sharp. This may mean that you are marked late for arriving at 7:31 and 2 seconds. Late students should first go to the Main Office to sign in and students late to school who arrive in the middle of a class period may need to wait in the Main Office for the next period to begin.

Excessive lateness will not be tolerated. Students who are late will be issued a demerit and have a Prestige Dollars deduction of \$10 upon arrival for each of the first 3 incidents. After the 3rd incident of lateness, the Dean of Students and Families will contact and inform the family. After the 5th lateness, the student must immediately report to the Dean of Students and Families, who will call the family to schedule a mandatory family meeting before the student is allowed to return to classes. After the 5th lateness, a student will be counted as absent for every three late arrivals.

EARLY DISMISSAL POLICY

Unless a parent or guardian has contacted the school in advance and provided a signed note to the school explaining the situation, and the school has granted permission, no student will be dismissed early from school. In addition, the parent or guardian must sign the student out in the Main Office before removing the student from school grounds. Students will not be dismissed unless the parent or guardian has physically come to the Main Office.

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 8:00 A.M. of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Families are encouraged to consider the class period start and ending times when determining early dismissal requests.

The school will record students who are dismissed from school for more than two full class periods as absent for the entire day. The school will record students who are dismissed from school for up to two full class periods as present but late.

Students who repeatedly miss the same classes as a result of early dismissals may be required to make up missed class time and may earn full-day absences as a result.

HOMEWORK AND EXAMS

Homework Detention

Each student is expected to complete all of his assigned homework on time every day.

All homework is collected during Breakfast at 7:30 am each day. If a student does not satisfactorily complete his assigned homework, he will be required to spend at least one hour in Homework Detention that day making up the missed work, beginning the next night's work, or completing any other work assigned by the Homework Detention supervisor. Please note that students stay for Homework Detention either because the assignment was not completed or because the homework was completed poorly and not up to classroom standards.

If a student is absent with excuse, the student will need to complete the homework no later than one day after his return (unless the teacher has given approval for an extension). If the student is absent without excuse, the homework assignment will be considered missing and will not be able to be made up. We urge all absent students to call the Homework Hotline or a classmate for the day's assignments so that missed assignments can be made up as quickly as possibly.

Homework Hotline

If a student is absent, or is present but did not copy down or would like to check his assignments, he can call the school after 5:30 pm to listen to the current day's homework assignments on the school's voice-mail system. We also encourage all families to call the Homework Hotline in order to check the day's assignments. Please note that the school expects each student to write down his homework in each class, each day, in his organizer. Without any guarantees, the school will do its best to ensure that the voice mail is continuously accessible and reflects the most current list of assignments.

Exams and Quizzes

If a student is absent with excuse for a test, he should be prepared to make it up on the day he returns, unless the teacher has made alternative arrangements. If a student is absent without excuse, he cannot make up the test, including midterm and final exams, and zeroes will be factored in to the student's grade.

STUDENT SUPPLIES

While this is certainly not a complete list of everything students need to be successful at Prestige Academy, the following is a list of supplies all students are expected to have by the first day of school:

- 2 ballpoint pens, blue or black ink
- 2 pencils, yellow or mechanical
- 1 yellow highlighter pen, any size tip
- 2 packs of wide-ruled, loose-leaf paper, at least 100 sheets in each pack
- 1 pack of lined, 3"x 5" index cards, at least 50 cards in the pack
- 1 composition notebook, black or green marble
- 1 two-inch, 3-ring binder, white plain front cover
- 5 subject dividers with pockets/folders
- 5 book covers

- silent reading book (to be kept with students at all times for Silent Sustained Reading, in case an exam finishes early, etc.)

The school will also be asking each student to purchase a specific calendar/organizer that will help students keep track of assignments and when things are due. Students will be able to purchase the calendar/organizer through the school.

Please note that there may be additional items students will need to bring to school as the year progresses but please make sure that at the very minimum, the above items are purchased by the first day of class.

We encourage all students not to bring non-essential items of value to school – monetary or otherwise. Students who bring inappropriate items to school, including, but not limited to toys, hats, walkmen, CD players, laser pointers, beepers, pagers, and cell phones, will have such items confiscated. A parent or guardian must come to the school to retrieve the confiscated items though the school will hold onto any such items for at least one week or longer after it has been taken away.

STUDENT DRESS POLICY

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the school has a dress policy for students that applies to all school days and school-sponsored events.

Students who do not follow the guidelines appropriately will not be permitted to attend class, and will need to wait for the appropriate dress to be brought in by their families.

Prestige Students Shall Wear:

- Short or long sleeve light blue Oxford dress shirt.
- Tie
- Royal purple crew or V-neck sweater
Prestige Academy logo.
- Khaki-colored dress pants, straight leg or regular fit without side pockets**
- Brown or black shoes, loafer or lace-up style only***
- Brown or black belt (required)
- Khaki-colored shorts in warmer weather****

****No low-rise, flare, bell-bottom, cargo, wide-legged, or overly tight pants are permitted.** Khaki-colored dress pants should be straight leg or regular fit, and not made of denim or jean material. They should not be ripped or frayed at the bottom.

*****Only traditional loafer or lace-up style shoes are permitted.** Work boots are not permitted. Open-toe shoes and sandals are not permitted at any point during the year, nor are shoes that look like sneakers.

******In June, July, and August, students should feel free to wear khaki-colored shorts (no cargo shorts), belts, all white or all black sneakers, and white or black socks.** From September through May, students must adhere to the regular student dress policy. In June, students should feel free once again to wear khaki-colored shorts (no cargo shorts), belts, white or black sneakers, and white or black socks. If pants are worn during August, September, and June, only shoes may be worn; sneakers may never be worn with pants.

When students enter the school building, they must be in the proper uniform; they cannot change into the school uniform upon arrival. Students also may not change out of their uniform before dismissal. Doing so will result in detention.

At all times during the school day – including afterschool – shirts must be tucked in. Students who do not have their shirts tucked in will be given a demerit.

Students whose uniform does not adhere to any of the above guidelines will not be permitted to attend class and may need to wait for appropriate dress to be brought in by their families. Repeated disregard of the dress policy will involve the Dean of Students and Families and the family.

Hats, Hair, and Jewelry

Once students enter the school building, the wearing of hats, headwraps, bandanas, or kerchiefs is not permitted unless it is in accordance with religious observation. Hats worn in the school building will be confiscated. Hair colors or shades of hair other than black, brown, blond, or red are also not permitted. Dyed hair or a hairstyle that serves as a distraction – at the determination of the school – will not be permitted.

Jewelry should be appropriate for a professional, school setting and may not serve as a distraction to others or it will be confiscated. Medium- or large-sized chains must stay inside a student's shirt and any ear, face, or tongue piercing must be removed before entering school. **Students who do not adhere to these guidelines will not be permitted to attend class.**

Physical Education Attire

In order to participate in physical education activities at the school, students must wear the appropriate PE attire. Students will bring their PE attire to school and change before PE class.

Guidelines for students include:

- *Required.* Plain white or plain black sneakers and white or black athletic socks.
- *Required.* For middle school students, navy blue T-shirts with the school's logo.
- *Required.* Navy blue athletic shorts, with the school's logo (shorts can only be worn in August, September, and June, though students can wear sweatpants during these three months as well)
- *Required.* Navy blue sweatpants, with the school's logo
- *Optional.* Navy blue, long-sleeved sweatshirts with the school's logo

There are no appropriate replacements for the gym uniform; all students must wear the school PE uniform. Students who wear track, wind, or nylon pants, any athletic clothing with any non-school logo (large or small), a shirt worn inside out, or sweatpants that are ripped or frayed at the bottom, will be considered out-of-uniform.

STUDENT SCHEDULE

If we want students to learn more, we need to expect them to spend more time learning. Our longer school day and longer school year afford students this very opportunity. The typical Prestige Academy student follows this sample schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:30-8:30	Breakfast Brain Work Homework Hand In	Breakfast Brain Work Homework Hand In	Breakfast Brain Work Homework Hand In	Breakfast Brain Work Homework Hand In	Breakfast Brain Work Homework Hand In	Breakfast Brain Work Homework Hand In
8:30-9:00	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
9:00-9:30	Reading	Reading	Reading	Reading	Reading	Reading
9:30-10:00	Writing	Writing	Writing	Writing	Writing	Writing
10:00-10:30	Snack / Break	Snack / Break	Snack / Break	Snack / Break	Snack / Break	Snack / Break
10:30-11:00	Math 1	Math 1	Math 1	Math 1	Math 1	Math 2
11:00-11:30	Math 2	Math 2	Math 2	Math 2	Math 2	Math 2
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	Physical Activity DEAR	Physical Activity DEAR	Physical Activity DEAR	Physical Activity DEAR	Physical Activity DEAR	Physical Activity DEAR
12:30-1:00	Science	Science	Science	Science	Science	Science
1:00-2:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:00-3:00	Character Education	Character Education	Character Education	Character Education	Character Education	Character Education
3:00-3:30	Homework / Scholar Support	Homework / Scholar Support	Homework / Scholar Support	Homework / Scholar Support	Homework / Scholar Support	Homework / Scholar Support
3:30-4:30	Enrichment / Detention	Enrichment / Detention	Enrichment / Detention	Enrichment / Detention	Enrichment / Detention	Enrichment / Detention
4:30-5:00						

Supplement Not Supplant Policy

At Prestige Academy, we hold high expectations for all students. We do this by instituting supports for all students and through procedures and programs that supplement our regular 8:00 AM – 3:00 PM school program. The two primary components of our supplemental programs are Scholarship Academy as well as Scholarship Saturday.

Scholarship Saturday

While some students find academic success during the regular school week, some students continue to require supplemental support on Saturday. The Prestige Academy Scholarship Saturday program focuses on work completion and skills development, and has as its goal that all students are able to reach our school's high academic standards. This supplemental program is available to all students who need it and required for any student currently failing any course.

Saturday School is held from 8:00 AM—12:00 PM on selective Saturdays during the academic year and is staffed by Prestige Academy teachers. Teachers provide support and instruction to address each student's academic weaknesses and help to develop those habits and skills necessary for academic success. Scholarship Saturday provides an opportunity for students to read for English class, organize school materials, improve work from the previous week (thus receiving extra credit), and complete homework due for Monday—all with the support and guidance of their teachers.

At the end of each subsequent progress report/report card period or quarter, students enrolled in Scholarship Saturday will be congratulated if they are passing their classes, thereby graduating out of the program, or required to continue attending if they are still failing. Each quarter new students may be invited into Scholarship Saturday, based upon their current academic performance.

Please note, if a student has already attended a block of sessions – and the family has already attended an orientation – and is subsequently issued another invitation to Scholarship Saturday, the family is required to RSVP for the new block, but is not required to attend another orientation.

Clean School

Given the school's emphasis on responsibility, each class will be responsible for cleaning their classroom after lunch and at the end of the day, according to a posted cleaning schedule. Each class will have responsibility for cleaning some part of the school's public space as well. While the school also employs professional maintenance services, it is important that everyone in the school – students and staff alike – participate in daily cleaning activities, especially to ensure shared, common spaces are kept neat and clean. The Prestige Academy creed includes leaving a place cleaner than one found it.

Sports

Athletic participation is strongly encouraged by Prestige Academy's faculty since it promotes teamwork, sportsmanship, scholarship, hard work, and commitment. However, students may only participate on school-sponsored sports teams if they: 1) are in satisfactory academic standing; 2) receive permission from their parents or guardians; 3) submit a signed team contract to the Athletic Director; 4) pay team dues, if any; and 5) have on file with the School Nurse verification that they have successfully passed a physical over the past year. Students are strongly encouraged to secure a physical as early in the year as possible.

Health Education

Prestige Academy provides a comprehensive health education curriculum designed to provide students with the knowledge and skills to make responsible, well-informed personal health decisions. The health education curriculum covers a wide variety of topics, including human sexuality issues, appropriate to the students' developmental levels.

CLASSROOM BEHAVIOR AND EXPECTATIONS

Prior to entering a classroom, students are expected to line up in an silent straight single file line along the wall outside their rooms to wait until all preceding students have left the room, and their teacher has invited them in to sit down.

Upon entrance into the classroom, students in all grades should take their seats quietly and without interference and take out the books and supplies they will need for the class. Students should place all book bags neatly on the floor when not in use, as these items are not allowed to remain on the student's lap or back during class. Students are also not allowed to have any food or drink in class. No student is allowed to have his head on the desk at any point during class. Students should remain in their seats at all times unless given permission to move about by the teacher (including throwing trash away, getting a tissue, and sharpening a pencil). Every student is expected to actively participate in class work through participating in the discussion or activity, taking notes, and following the lesson. At all times, students are expected to have with them an outside reading book, which they can take out if they have completed the work assigned by the teacher. Students failing to follow these expectations, including being late to class or not in their seats, may receive a demerit or detention as a result.

Once students are settled into class, three items will always be on the board:

1. **Do Now.** In each class, the teacher will place on the board a brief "Do Now" problem or activity that students should begin completing silently as soon as they take their seats.
2. **Aim and Agenda.** After completing the "Do Now" activity, students should be prepared to write down the day's Aim and/or lesson objectives and read through the Agenda.
3. **Homework.** After copying the lesson objectives, students should be sure to write down the next day's homework.

During class, students should understand that there are certain necessary procedures that must be in place in order for effective learning to take place. These include:

1. **Raising Hands.** Students should know that if they would like to participate in class discussions, they should silently raise their hands to offer a question or comment. Students are never expected to call out of turn in any of their classes and are never expected to leave their seats without the teacher's express permission to do so.
2. **Gum Chewing.** Students should know that there is no gum chewing in the building at any time. Students chewing gum will be issued demerits. Students who repeatedly disregard this rule face more serious consequences or loss of privileges.
3. **Bathroom Procedures.** Students should know that the bathroom may not be used during class periods, or during post-lunch or afternoon class clean-up. Students will have sufficient time during the morning breaks and afternoon breaks to use the bathroom.

4. **Silent Reading Book.** Students are required to have with them, at all times during the day, a silent reading book.

Students are dismissed at the discretion of their teacher. No student should leave his seat or class until instructed by their teacher. Finally, since teachers' classes are sometimes videotaped for internal instructional development, students may be occasionally videotaped during the normal course of a lesson.

ASSESSMENT

In addition to traditional classroom assessment measures and science project and other performance evaluations, Prestige Academy uses several other assessment tools to evaluate the progress of our students:

1. **Delaware State Testing Program.** So that students are held to the same standards as other students in Delaware, Prestige Academy administers all DSTP, State tests consistent with the rest of the Delaware student population.
2. **Stanford-10 Achievement Tests.** To demonstrate student progress in a manner consistent with other Delaware public schools, Prestige Academy uses the Stanford-10 Tests to pre- and post-test students. Testing schedules are discussed with students and families at the beginning of each school year though generally, students new to the school take the Stanford-10 in the fall upon their entrance while all students – new and returning alike – take the exam in the spring.
3. **Six Week Assessments.** To demonstrate regular student progress throughout the year, and to address students' on-going academic needs, Prestige Academy administers Six-week assessments in all classes. These assessments are developed by Prestige Academy faculty based on the school's expectations for what each student should know and be able to do at the end of each middle school grade level. Testing schedules are discussed with students and families during the school year.
4. **Progress Reports, Report Cards, and School-Parent Meetings.** Teachers and staff use progress reports and three report cards to communicate students' academic and behavioral performance. Progress reports are sent home with students to be signed by their parents and brought back to school the next school day. Report cards must be picked up in school by a family member from the student's teacher. Additionally, all students receive weekly Prestige Dollars reports that a parent or guardian must sign. Parents will be expected to meet with their children's teachers during the three Family-Teacher Conferences held each year. If a student or family owes any school materials or funds at the end of the school year, the final report card will be withheld until those materials are returned or paid for, and all accounts are clear.

SUMMER ACADEMY

Summer remediation is required if a student fails one or two core academic classes for the year with a grade below 70. (Please note, a student must earn at least 70 in each of their classes. Any grades below 70 will not be rounded up.) Summer remediation allows the opportunity for students to develop and demonstrate that mastery and thus the potential of being promoted into the next grade.

At the end of Summer Academy, the student will be required to pass a minimum competency test in the one or two subjects they failed during the year in order to demonstrate mastery of grade-level material and earn promotion to the next grade. Students who need summer remediation and do not fulfill all requirements will automatically be retained.

BUILDING SAFETY AND SECURITY

Prestige Academy

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

CLOSED CAMPUS

Under no circumstances are students to leave the school building or use any exit other than the main one without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the Main Office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure. All doors to enter from the outside will be locked at all times, including the building's main entrance. Students should be aware that since the school is located in a residential neighborhood, there are private homes and neighbors to whom they should be respectful and courteous at all times. Once students have entered school in the morning, they may not leave the building – including for food after school – unless a staff member escorts them.

VISITOR POLICY

Prestige Academy always welcomes and encourages visitors, both from within and outside of our school community, into our school. However, in order to assure the safety and well being of all students and staff, all visitors – including parents and guardians – are required to report directly to either the Main Office. All visitors will be required to have a visitors' pass once they have checked into the Main Office. Any visitor who does not report to the office, or is found in the building without authorization and a visitors' pass, will be asked to leave immediately and the authorities called if the request is not adhered to.

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms, including Homework Detention and detention, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

FIRE SAFETY AND EVACUATION PROCEDURES

Please note, some procedures may change once the school year has officially begun. Students will be notified of and trained in any significant changes.

In case of an emergency – if a student or staff member sees fire or smells smoke—he should close the door – and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff members who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first week of school, and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In case of a more serious emergency, should it be necessary to evacuate our school before, during, or after the school day—and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day—school staff and students will evacuate from the school's building. Staff will line up students in a safe and orderly fashion on the sidewalks outside of the evacuation site.

The school will conduct two evacuation drills per year. Drills entail staff and students following the procedures outlined in our Evacuation Plans, with staff lining up students in a quiet and coherent manner on the sidewalks. After staff takes attendance, all staff and students will promptly return to school.

A copy of each Evacuation Plan is available from the Executive Director upon a family's written request.

TRANSPORTATION AND SAFETY

Arrival and Dismissal

Students should not arrive at school earlier than 7:15AM. At dismissal, students should either leave the school building, or attend the school-sponsored activity of their choice. Students need to wait in the Main Office or in another designated after-school location, under the supervision of a staff member. Middle school students may not wait outside without staff supervision.

We ask for families to please cooperate with this policy to guarantee a safe, timely, and orderly environment for all students and families as we begin school.

Bus Transportation

It should be clear to all students and their families that the school bus is a form of school-sponsored transportation. Therefore, appropriate behavior as laid out in the Student Code of Conduct is expected at all times. After the first incident of inappropriate behavior, a student may receive a detention, a suspension, and/or the loss of privileges for one week. If a second incident occurs, a student may receive a detention, a suspension, and/or the loss of privileges for one month. Should a third incident occur, or if the first or second incident was sufficiently egregious, the student may lose privileges for the entire school year.

Students Who Walk

For students who have elected to walk to and from school, a number of streets must be crossed. Families should instruct students to use all of the appropriate crossing lights at each intersection, and to cross each intersection only when it is safe to do so within the designated crosswalks. Parents are urged to call the local Delaware Police Department for questions or concerns.

STUDENT SEARCHES

In order to maintain the security of all its students, Prestige Academy reserves the right to conduct searches of its students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search.

School cubbies, lockers and desks, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

GENERAL SCHOOL INFORMATION

Prestige Academy

TO CONTACT US

Prestige Academy
XXXXXXXXXXXX
Tel. 302-276-5959
Fax. XXXXXXXX
www.prestigeacademycs.org

We are committed to establishing and maintaining an open and respectful line of communication between families and Prestige Academy staff, each of whom has their own phone extension and e-mail address. Families should contact staff by telephone or e-mail and understand that we will try and return calls within 24 hours in the event that a message is left. Families will also have an opportunity to meet with staff during the three scheduled parent-teacher conference days. In addition, meetings can be arranged at any time by appointment. If a parent needs to see a staff person more immediately, the parent should report directly to the appropriate Main Office, which will facilitate the soonest possible contact.

While we certainly welcome, encourage, and appreciate contact between families and teachers, we also ask that families be respectful of the enormous and constant demands made on all of our staff. For example, consistently contacting a faculty member several times per week, can impact his ability to provide the best learning experience for all students. We encourage families to use the school's system by treating a student's Homeroom teacher as the point person in order to coherently address or answer any questions.

STUDENT PHONE USE

Students may only use the Main Office phone during the school day for emergencies. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. Any phone other than the Main Offices' phone is prohibited for student use.

SCHOOL WEB SITE

Families should regularly check the school's Web site for recent news, updates, and upcoming events. If you have any suggestions for the Web site, please contact the school's Technology Coordinator. In addition, we also urge families to regularly check with their children (and their book bags) to see if any notices have recently been distributed to bring home (including the weekly newsletters).

SCHOOL BREAKFAST AND LUNCH

Students may eat breakfast at the school in the morning before school. The school's breakfast program includes milk, juice, and a variety of items such as bagels, muffins, or breakfast bars. Breakfast is served each day between 7:15 and 7:45 AM. After eating their breakfast, students should proceed promptly to their classrooms. No breakfast will be served after 7:45 AM.

MEDICAL RECORDS AND HEALTH SERVICES

Delaware state law requires all students enrolling in a new school to have a physical examination before entering the school. Before a student can enroll in the school, the school must have on file the following forms:

- **Delaware School Health Record.** This form contains records showing that the student has: 1) had a physical exam prior to the start of the school year; 2) up-to-date immunizations; and 3) had screening for vision, hearing, and scoliosis.
- **Authorization for Dispensing Medication in School Form.** If a son must receive medication during the school day, this form must contain the instructions and signature of the physician who ordered the medication and be signed by a parent or guardian.
- **Physician Information Release Form.** This form must be filled out and signed by a parent or guardian, so that the school may contact a student's physician in case of an emergency.
- **Office/Health Emergency Card.** This form provides important information about a student's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached. No student will be allowed to enter school without having this form on file.

Health Services

The school's nurse or an appropriate designee will be at the school to administer medication to students who require it during the school day, and to provide counseling as-needed on health-related issues, first aid to injured students, and care to ill students. Selected staff members are certified in Red Cross Standard First Aid and/or CPR.

If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the nurse's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day, or contact to the school to make other arrangements.

This requirement applies to all medication, including Tylenol, aspirin, and asthma inhalers. If a student needs to take Tylenol or aspirin during the school day, the student must have on file the authorization signed by his physician and a parent or guardian, giving the school permission to administer the medication during the school year. In addition, each day the student needs the medication, he must bring the medication and a note from a parent or guardian: 1) giving the school nurse permission to administer the Tylenol or aspirin; and 2) informing the nurse when the son was last given the Tylenol or aspirin. If such authorization is not on file, the parent or guardian of the student must come to the school to administer the Tylenol or aspirin directly. If a student needs to have an asthma inhaler at school, the student must provide the school nurse with the order from a physician stating that the student needs to carry the inhaler. The order must also be signed by a parent or guardian, and the student must provide the nurse with a second inhaler that will be kept in the nurse's office.

While the school nurse is responsible for supervising the school's prescription medication administration program, the school has registered with the Department of Public Health a Board-approved plan that

allows the delegation of the administration of medication to unlicensed school personnel under certain circumstances.

First Aid Provision and Medical Emergencies

Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the school nurse or by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. Injuries requiring more extensive treatment will be taken care of at the closest medical facility. In the event that a son requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent, guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is essential that we have on file each student's Office/Health Emergency Card, which provides up-to-date contact information for parents and guardians, and which gives the school permission to initiate emergency medical treatment if a parent or guardian cannot be reached.

Health and Illness

The school requests that children do not come to school if they are contagiously ill. If school staff believes that a son needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual staff attention that interferes with the safety and regular functioning of the classroom, the school will contact families and ask them to pick up and take their son home. Parents will be contacted if a son has a moderate to high fever; is experiencing vomiting or diarrhea; shows signs of contagious diseases; and/or has an illness that prevents the son from participating in activities.

STUDENT RECORDS

(1) Standardized Testing

All students who are new to Prestige Academy take the Stanford 10 Achievement Test upon entrance into the school. All students in grades 5-8 at Prestige Academy take a different version of the Stanford 10 exam either in June of each academic year, in order to measure their progress from the fall administration.

In addition, as is required by the state, all students participate in Delaware State Testing Program.

From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information

(2) Student Records

a) General

Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records. Copies of the Delaware Student Records Regulations ("Regulations"), detailing these rights, are available in the Main Office. The following is a general overview of the provisions in the Regulations.

Access and Amendment: A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the building Executive Director.

Confidentiality: Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff members employed or under contract to the school have access to records as needed to perform their duties. Prestige Academy also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

b) Access by non-custodial parents

Delaware General Laws governs access to student records by a parent who does not have physical custody of a student. Generally, law requires a non-custodial parent seeking access to a student record to submit a written request and other documentation to the Executive Director on an annual basis. Parents who have questions or concerns regarding access to records by non-custodial parents are requested to contact the Executive Director for detailed information regarding the procedures that must be followed.

Parents and eligible students have a right to file a complaint concerning alleged failures by a school district to comply with the requirements of the student records laws and regulations with the Delaware Office of Education. Complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

NONDISCRIMINATION

Prestige Academy does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Prestige Academy on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Prestige Academy on the basis of race, sex, color, religion, national origin, or sexual orientation.

HARASSMENT

Prestige Academy is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Prestige Academy requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definition Of Harassment

In General. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior, may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment. While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Prestige Academy.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Directors, subject to applicable procedural requirements.

GRIEVANCE PROCEDURE

1. Where to File a Complaint.

Any student or employee who believes that Prestige Academy has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Executive Director. If the Executive Director is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Board of Directors. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."

Director of Curriculum and Instruction
Executive Director

Complaints of harassment by peers: In the event the complaint consists of a student's allegation that another student is harassing him based upon the above-referenced classifications, the student may, in the alternative, file the complaint with the complaint manager (hereinafter referred to as "Building Complaint Manager"), Dean of Students and Families.

Complaints of discrimination based upon disability: A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the *Parents' Rights Brochure* rather than this Grievance Procedure.

A copy of the brochure is available from the Executive Director.

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

II. Contents of Complaints and Timelines for Filing.

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator, or any person of the grievant's choosing may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.
2. The name (and address and telephone number if not a student or employee) of the grievant representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

III. Investigation and Resolution of the Complaint.

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (30) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by Prestige Academy involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the time lines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific time line for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievant/respondents and witnesses will be maintained, to the extent consistent with Prestige Academy's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

IV. Appeals

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Directors.

The Board of Directors will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

Generally, a grievant may file a complaint with the U.S. Department of Education, Office for Civil Rights:

1. within 180 calendar days of alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Prestige Academy's final disposition on a complaint filed through Prestige Academy, or
3. within 60 calendar days of receiving a final decision by the Delaware Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Prestige Academy.

NCLB, SCHOOL REPORT CARDS, AND HIGHLY QUALIFIED TEACHERS

No Child Left Behind (NCLB) is federal legislation enacted with the goal of all students reaching academic proficiency by 2014 and all students being taught by a Highly Qualified teacher by 2006. As part of that goal, schools are required to issue to parents an annual report card that specifies the school's mission, indicates the demographic breakdown of its student body, presents their performance on standardized exams and specifies the percentage of Highly Qualified teachers as defined by NCLB. Parents can request in writing to the Executive Director the educational credentials and licensure of any of their students' teachers. A list of our teachers with their educational credentials and professional backgrounds is included annually within this Handbook.

INTERNET ACCEPTABLE USE POLICY

I. Acceptable Use

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Prestige Academy offers Internet access to its students and staff. The primary purpose of providing access to the Internet is to support the educational mission of Prestige Academy. Prestige Academy expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. Prestige Academy makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of Prestige Academy's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Prestige Academy has installed special filtering software in an effort to block access to material that is not appropriate for children.

The Internet also allows for easy communication between individuals and groups, and therefore allows for quick and efficient communication between school and home. Families are encouraged to contact teachers via e-mail to set up appointments to discuss any student or school issues, or to ask brief questions, but should not use e-mail for extended conversations. Students should not contact teachers or other school staff directly through e-mail, but rather should speak to the teacher in school or, if necessary, ask for their parent's assistance with e-mail if such contact is appropriate. All components of the Code of Conduct and any resulting disciplinary procedures are applicable to e-mail communication from a student to a teacher or any other school staff.

The school maintains a computer lab to which students have access under adult supervision during designated times after school. Students are not allowed to bring discs from home into school to print materials, and should not assume access to the computer lab outside of the lab's supervised hours.

II. Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of Prestige Academy's Internet Service:

- accessing personal e-mail correspondence;
- accessing websites during class other than those identified by the teacher as appropriate for class;
- disclosing, using or disseminating personal identification information about self or others;

- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or Executive Directors;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- overriding the Internet filtering software.

III. Safety Issues

Use of the Internet has potential dangers.

The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell the Computer Teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify the Computer Teacher.

IV. Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. Prestige Academy reserves the right to examine all data stored on diskettes involved in the user's use of Prestige Academy's Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

V. Violations

Access to Prestige Academy's Internet service is a privilege not a right. Prestige Academy reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through Prestige Academy's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

STATEMENT OF UNDERSTANDING

Prestige Academy

I have received and read a copy of Prestige Academy's Code of Conduct Handbook and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask my parent or guardian, or other member of the school community for a further explanation.

Student Name

Parent/Guardian Name

Student Signature

Parent/Guardian Signature

Date

Date

**No student will be allowed to attend class if a current signed copy of the Statement of Understanding has not been returned to the school. If a family has more than one son attending the school, a separate Statement of Understanding must be returned for each son.*

We thank you for your cooperation and wish you the best for the new school year.

Appendix V

Prestige Academy Draft-Crisis Response Manual

Prestige Academy

Crisis Response Manual

*In an effort to be prepared for an emergency/crisis,
Prestige Academy staff members are expected to review this manual periodically.¹*

¹ We are grateful for the support and guidance of Excel Academy Charter School and for their generous sharing of materials that informed the creation of this manual.

Table of Contents

General Crisis Procedure	4
Five Steps to Know	
Emergency Preparation Procedures	5
Before Start of School Year	
When Students Are in School	
Administrative Contacts	6
Home/Cell Phone Numbers	
Building Staff Trained in First Aid/CPR	7
CPR and First Aid	
CPR Only	
Location of First Aid Kits	8
Location of Kits	
Designated Evacuation Areas	9
On-site Evacuation Area	
Off-site Evacuation Area	
Release of Students	10
Students Who Get Picked Up	
Walkers/Public Transportation	
Students Who Ride the Prestige Bus	
Media Procedure During a Crisis/Emergency Situation	
Procedure	
Abduction (Kidnapping/Non-custodial Parent)	12
Procedure	
Bomb Threat of Bomb Discovery	13
In the Event a Bomb Threat is Received	
If Threat is Received by Phone	
If Suspicious Package if Received by Mail	

If Suspicious Object is Discovered	
Intruder/Trespasser/Disruptive Person	14
No Reason to be in Building	
Intruder has a Weapon	
Armed Intruder in the Neighborhood	
Disruptive Behavior/Assault/Hostage Situation	
If Shots have been Fired	
Fire Alarm Activation	16
If there is a Fire	
If a Fire is Discovered within the School	
Hazardous Materials Leak or Spill	17
Actions Prior to the Incident	
In case Leak or Spill Occurs	
Explosion with Fire and Injuries	18
First Adult to Respond	
School Nurse or Other Trained Personnel	
Role of Teachers and Other Staff	
Major Medical Event	19
First Adult on the Scene	
In Case of Life-Threatening Injuries	
In Case of Poisoning or Substance Overdose	
Suicide Threat	21
Procedure	
Severe Weather/Tornado	22
Tornado Watch	
Tornado Warning	
Town/Community Disaster	23
Procedure	
Appendices: Evacuation Plan; School Floor Plan; Quick Reference Matrix	24

GENERAL CRISIS PROCEDURE

Five Steps to Know

Step 1: Notify emergency services—FIRE, POLICE, and AMBULANCE - DIAL 911 IMMEDIATELY

Important Information for dialing 911

- Your name and location
- The exact nature of the emergency
- The location of the emergency
- The number and location of any injured people
- The number and description of any suspects and weapons (and names of suspects, if available)
- Designate the meeting point for arriving officers to find the Executive Director²
- Stay on the line with the dispatcher for any additional information.

*If Executive Director is not available contact Director of Curriculum and Instruction, Dean of Students or other available Administrative Staff.

Step 2: Confirm safety of students and staff.

- Fire/Burglar Alarm Company Executive Director and Operations Manager have codes.)
- Fire Department Non-emergency #TBD³
- Police Department Non-emergency #TBD
- Gas Company Customer Service #TBD; Emergencies #TBD
- Electric Company Customer Service #TBD

Step 3: Notify Administrator (i.e. Executive Director, Director of Curriculum and Instruction or Dean of Students).

Step 4: Call other relevant emergency services and keep the designated phone line (i.e. fax line) open for communications with emergency personnel.

Step 5: In certain emergency situations, an administrator may notify faculty and staff to do one or more of the following:

- Full Evacuation Teachers and staff evacuate all students under their control to the On-site Designated Evacuation Area (i.e. parking lot) indicated by the administrator.
- Partial Evacuation Teachers and staff evacuate all students under their control to the On-site Designated Evacuation Area (i.e. parking lot) IF the administrator indicates that their section of the school is to be evacuated.
- Relocation Teachers and staff relocate all students' under their control to another section of the school designated by the administrator.
- Lockdown of Classrooms Teachers and staff close classroom and other doors. Maintain order and keep the students quiet and clear of doors and windows.

Always have restrooms, offices, and other areas checked for students during a crisis.

CODES: Dangerous Intruder (Code Room) Shots Fired (Code Floor) Serious Injury (Code Blue)

² In the event an evacuation is necessary during sever weather (i.e. extreme cold, rain, etc.), teachers and staff will evacuate all students under their control to the Off-site Designated Evacuation Area.

³ All phone numbers are TBD per the writing of this draft, and will be finalized based upon appropriate local numbers per the final location of and thus services for the school facility.

EMERGENCY PREPARATION PROCEDURES

Before Start of School Year

1. Review the *Crisis Response Manual* and building emergency plan with all staff during Orientation before school convenes or immediately after the school year is underway.
 - Review the appropriateness and accuracy of the Crisis Response Manual, taking particular note of any changes at Prestige Academy which impact the plan and assessing any information provided by utilization of the Manual during the prior year.
 - Identify Chain of Command for the building. Update list included in this section.
 - Identify persons who know First Aid/CPR.
 - Review location of all building fire alarms and extinguishers.
 - Review utility shut-off locations and procedures. Designated personnel should attach diagrams of floor plans and other necessary information to the back of their manuals.
 - Review signal system for announcing different crises and their termination, including CODE BLUE (serious injury), CODE ROOM (dangerous intruder), and CODE FLOOR (shots fired.).
 - With appropriate staff, review the operation of the emergency phone line to be kept open for communications with emergency personnel. This will be the fax line.
 - Designate responsibilities for crisis situations, including search of premises and aid for persons with disabilities.
2. Maintain copies of *Crisis Response Manual* next to all secure telephone (i.e. fax line).
3. Post signs in each room/area identifying proper exit in case of fire. Designate building areas (i.e. Community Circle area) to be used in case of severe weather or other emergency situations in which you do not leave the building.
4. Identify the building's alternate site, the place students are taken when a building must be evacuated (i.e. parking lot).
5. Set up schedule for testing building's emergency equipment on a regular basis (battery-operated phone and radio, flashlights, bullhorn, fire extinguishers, etc.). A log should be kept of all tests.
6. Keep an updated roster of students.

When Students Are in School

1. Practice these crisis procedures with students as required by state law:
 - Fire Drill
 - Evacuation Drill
2. The Office Manager or Executive Director should keep a record of all drills.

* * * * *

ADMINISTRATIVE CONTACTS⁴

NAME

HOME/CELL PHONE NUMBER

Executive Director

Director of Curriculum and Instruction

Dean of Students

Office Manager

Nurse

* * * * *

⁴ All names and contact info will be provided in final draft once staff has been hired.

BUILDING STAFF TRAINED IN FIRST AID/CPR

CPR and First Aid:

CPR Only:

* * * * *

LOCATION OF FIRST AID KITS

The First Aid Kits are stored in:

- Nurse's Office
- Main Office
- Teachers' Office

* * * * *

DESIGNATED EVACUATION AREAS

Prestige Academy will use TBD⁵ as its On-site Designated Evacuation Area.
Prestige will use TBD as its Off-site Designated Evacuation Area.

* * * * *

⁵ All such areas will be identified and specified in the final draft once the school location has been secured.

RELEASE OF STUDENTS

If students are to be released due to crisis situation, notify the Director of Curriculum & Instruction and/or Executive Director. Prestige Academy will seek to notify parents/guardians that students are being released.

DO NOT release any child to an adult (parent, guardian, or neighbor) until a positive identification of the adult is made through a driver's license or other photo ID. Record both the child's and the adult's name.

Students Who Get Picked Up

Students who get picked up by parents ~~should~~^{will} remain with staff until parents are contacted. (to be confirmed)

Walkers/Public Transportation

Students who walk (or take public transportation) to and from school will be released with instructions to leave campus and go to their home or designated site listed on their emergency card.

Students Who Ride the Prestige Academy Bus

Students who ride the Prestige bus will be dropped off at their regular bus stop.

* * * * *

MEDIA PROCEDURE DURING A CRISIS/EMERGENCY SITUATION

Refer all media to the Executive Director. All public statements will be issued by the Executive Director.

The media monitors 911 calls, and reporters often arrive on the scene as quickly as the emergency vehicles.

1. Endeavor to protect the privacy of any victim(s) or their families.
2. If possible, restrict cameras and “on the scene” interviews of students and staff. Refer all reporters to the Executive Director. Establish a Communication Center on-site, if necessary.

* * * * *

ABDUCTION (Kidnapping/Non-custodial Parent)

- All persons checking out a student should check in at the main office.

If circumstances warrant and it is possible:

- Office Manager checks records to determine if there is a legal custody issue. If an employee suspects that a non-custodial parent is attempting to take a child without proper authorization, the staff member should delay the child's departure until proper authorities have been contacted.
- As appropriate, call 911.
- Call the custodial parent/guardian.
- Relate where and when student was last seen, describe student and his/her clothing, and provide names of close friends and description of the suspect/vehicle. If possible, provide a picture of the student and record the vehicle license number.
- If the abduction occurs while class is in session, attempt to persuade the abductor not to commit this act.
- If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or students in harm's way.
- Maintain control of students and wait for further instructions from an administrator.
- If your safety is not jeopardized, maintain visual contact and identify possible vehicle involved.

If a Student Is Discovered To Be Missing, possible responses include:

- Administrators should be notified immediately.
- Conduct a search of the school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
- If the student is not found, call 911 and notify the child's custodial parent.
- Administrator should put the school on lockdown, in order to both maintain order among the other students and to make conducting the search easier.
- Check if any of the student's belongings have been left behind, and if so, if there is any indication as to why the incident occurred.
- Interview students and friends for information.
- Provide assistance to the police.

* * * * *

BOMB THREAT OR BOMB DISCOVERY

In the Event A Bomb Threat Is Received

- Immediately notify an administrator.
- Notify Police immediately and identify location of threat.
- Decision to evacuate the school will be made by an administrator in consultation with fire and police departments as appropriate.
- DO NOT USE radios, the fire alarm system, or turn lights on or off. These actions as well as static electricity can activate a bomb.

If Threat Is Received By Phone

- Alert administrator non-verbally that threat is being received.
- Remain calm. Keep the caller on the line to gain as much information as you can.
- Ask:
 - When is the bomb going to explode?
 - Where is it now?
 - What does it look like?
 - What will make it explode?
 - What kind of bomb is it?
 - Why this building?
 - What is your address?
 - What is your name?

Write down the exact words of the threat.

- Note these details:
 - o Time of call
 - o Caller's gender
 - o Approximate age
 - o Accent, speech characteristics
 - o Background noises, if any
 - o Length of call
 - o Phone number called
- After the call, dial *69 immediately so that the number can be traced.

If Suspicious Package Is Received By Mail

- Do not handle envelope or package.
- Leave the immediate area.
- Notify administrator who will implement crisis procedure above.
- Secure area to prevent re-entry.

If Suspicious Object Is Discovered

1. Do not touch or move the object.
2. Leave the immediate area.
3. Notify administrator who will implement crisis procedure above.
4. Secure area to prevent re-entry.

INTRUDER/TRESPASSER/DISRUPTIVE PERSON

Upon first discovery, treat all intruders as visitors who have failed to register at the office until informed otherwise.

- Do not confront the person in any hostile way.
- Identify the person and direct him or her to the office.

If Intruder Has No Explicable Business In The School Building or Refuses to Comply With a Request to Register at the Office

- Do not confront the person in any hostile way.
- Do not get into an argument or attempt to challenge the intruder.
- If appropriate, call 911.
- If appropriate, declare a partial or full evacuation or lock down.
- It is appropriate to allow the person to escape out of and away from the building.
- Notify an Administrator.

If Intruder Has a Weapon

- Notify Director of Curriculum & Instruction and/or Executive Director immediately with a description and location of the armed person.
- Do not threaten or attempt to intimidate or disarm the person.
- Call 911 and implement crisis procedure.
- Signal CODE ROOM and location of intruder, e.g., "CODE ROOM, front lobby."
- Staff and students should remain as quietly as possible in rooms.
- Stay away from windows.
- Close classroom doors.
- If students are involved as victims, attempt to keep them calm and minimize their involvement with the armed person. Try to keep students as quiet and calm as possible.
- Maintain in rooms until notified that CODE ROOM is ended or until emergency personnel arrive with further instructions.

If There Is a Disturbance In the Neighborhood Involving an Armed Intruder

- Call 911.
- Signal CODE ROOM and location of disturbance, e.g., "CODE ROOM, front parking lot."
- Staff and students should remain in rooms.
- Stay away from windows.
- Delay dismissal as necessary.
- Maintain until notified that CODE ROOM has ended or until emergency personnel arrive with further instructions.

If There is Disruptive Behavior or Assault (beyond your ability to contain) or a Hostage Situation

- Call 911.
- Signal CODE ROOM and location of situation.
- Staff and students should remain in classrooms, avoiding doors and windows.

- Stay calm and maintain control of students, avoiding reckless and/or imprudent actions.
- Designate a staff member to meet arriving emergency personnel.
- Standby for further instructions from emergency personnel.

If Shots Have Been Fired

- Notify an administrator.
- Signal CODE FLOOR. Instruct everyone to drop to the floor or ground.
- Implement crisis procedure.
- If inside, remain in rooms. Turn off lights, stay away from doors and windows, and stay out of the line of sight. Try to keep the students quiet and calm.
- If outside, move behind some kind of cover.
- Maintain positions until notified that CODE FLOOR has ended or until otherwise directed by emergency personnel.

* * * * *

FIRE ALARM ACTIVATION

When a fire alarm sounds, there should be a clear, coordinated effort to move the entire school population from their offices, rooms, or work areas to a safe area outside of the building as quickly as safety will allow. No one, unless specifically designated by an administrator, should be considered exempt from the evacuation plan.

There should be no hesitation on anyone's part when the fire alarm sounds. Do not assume that it is a false alarm or a fire drill. Time is extremely critical. Fire alarm activations are always triggered by an event that the fire alarm system recognizes as a fire. Due to the size and layout of the school, it is nearly impossible to know immediately what caused a fire alarm to activate.

If there is a fire

- Follow the Evacuation Plan posted in all rooms.
- An administrator should call 911 right away, and do not tell Public Safety Dispatcher that it is a false alarm unless you are **ABSOLUTELY CERTAIN** that is the case. Before leaving, a designated administrator should remove from the school emergency contact cards so all telephone numbers and addresses are available if needed.

If a fire is discovered within the school

- The fire alarm should be activated immediately in order to alert students and staff. This will start the evacuation process and also alert the fire department.
- Scan the area for injured or trapped people. If you can remove them safely, do so.
- If the fire is in a room or securable area, **IMMEDIATELY** close the door to that room or area. This will temporarily contain smoke and heat.
- Notify the Director of Curriculum & Instruction and/or Executive Director of the fire, and make sure someone has called 911. Give all available information about the location and behavior of the fire as well as any injuries that have occurred.
- Teachers should take a count of their students, and then follow evacuation plan.

* * * * *

HAZARDOUS MATERIALS LEAK OR SPILL

A spill or leak could occur anywhere inside or outside of the school. It could be caused by a container tipping over in a science area, a gas main rupturing outside of the school, or by custodians using a combination of cleaners and/or solvents together that inadvertently create a harmful result.

Actions Prior to the Incident

- Chemicals used and stored in labs, and solvents and cleaners used by custodians should be inventoried by quantity and type on an annual basis. There should be Material Safety Data Sheets for these chemicals that are immediately available to the emergency personnel. —
- A floor plan of the school should be available to emergency personnel showing the locations of chemicals stored in science areas, supply rooms, and closets.
- Quantities and types of chemicals should be listed.

In the Case That a Hazardous Material Leak or Spill Should Occur

- Notify administrators immediately, but do not use intercom, phone, or cell phone in the room where spill or leak is located. Provide exact location of spill or leak, and what the chemical is if you have that knowledge. Do not guess.
- If leak or spill is **INSIDE** the building, activate fire alarm. Activate a pull station to alert all other students and staff in the building. This will start the evacuation process as well as alerting the fire department.
- If leak or spill is **OUTSIDE** the building, do **NOT** activate fire alarm. The evacuation process might put the students exiting the building in the area of the leak or spill.
- Secure the room or area where the spill or leak occurred immediately by closing all doors leading in and out of the area. If doors can be locked, lock them but make sure the fire department has a key for entry.
- If doors cannot be locked, someone should be designated to assure that no entry is made by anyone before arrival of emergency personnel.
- **DO NOT TURN THE LIGHTS ON OR OFF.** The electrical arc caused by the switch could create ignition for a flammable chemical.
- Do not attempt to open windows if it cannot be done safely, but if they are open, leave them open.
- If it can be done safely without putting anyone in danger, an administrator should shut down all Heating/Ventilation/Air Conditioning (HVAC) systems to prevent the spread of hazardous fumes to uncontaminated areas of the building. (*Direct contact to HVAC company –TBD*)
- The Material Safety Data Sheets should be made available for the first arriving emergency personnel officers.
- Everyone should evacuate the area.

* * * * *

EXPLOSION WITH FIRE AND INJURIES

An explosion might occur anywhere either inside or outside of a school for any number of reasons, including a natural gas explosion, bomb, inadvertent mixture of chemicals, etc. If there are multiple injuries and fire or potential fire, it is essential that accurate information be forwarded to responding fire and police units.

The First Adult to Respond

- Activate the fire alarm immediately. Activate a pull station to alert all other students and staff in the building. This will start the evacuation process and will also alert the fire department of the fire. Be aware that the explosion may have rendered the fire alarm system inoperative, so it might not function properly.
- Quickly scan the room or area for injured or trapped people. If you can easily remove them from the room or area safely, do so. If they are entangled in debris, be extremely aware that moving them could cause further structural collapse. Do not place yourself in harm's way.
- Notify the Director of Curriculum & Instruction and/or Executive Director of the fire and assure that someone is calling 911. Give the person in the office clear information about where the fire is, what is burning, and what efforts have been taken to confine or extinguish the fire. Notify if anyone is trapped or injured.
- Be observant for the odor of gas. If there is a smell of gas or propane, another explosion could be triggered.
- If the structure appears safe and there are multiple injuries, do your best to aid and comfort the injured.
- Students and staff are strongly discouraged from attempting to fight the fire. Unless the fire is very small, students and staff should simply focus on evacuating the building.
- If possible, an Administrative Staff member should shut down all utilities to the affected area. However, this attempt should not be made if it would put anyone at risk.

The School Nurse or Other Trained Medical Personnel

- Start an immediate triage of victims. If there are numerous victims, do not spend valuable time with one victim. Assess injuries and provide immediate life saving first aid measures such as opening an airway, stopping bleeding, etc.
- Suggest that all victims who can move go to a Designated Evacuation Area. This will both help move victims into a safer location, and it will also eliminate some of the walking wounded that are not seriously injured.

Role of Teachers and Other Staff During Emergency

- Take a count of students to assure that each and every student is accounted for.
- If there is a student who is in the bathroom, at the office, etc. someone must be assigned to locate that student and to assure his/her safe exit from the building.
- Follow the standard Evacuation Procedure.

* * * * *

MAJOR MEDICAL EVENT

(Explosion with no fire, roof collapse, bleacher collapse, etc.)

A major medical event could happen at any time from any number of events including a roof collapse from snow or water load, a shooting incident, a bleacher collapse from an overload of students, a bomb, or an aircraft crashing into a school or playground.

First Adult On the Scene

- Call 911.
- Activate fire alarm immediately if the event has the potential to impact other parts of the building, such as a roof collapse with gas leaking or a plane crashing into the building. This will start the evacuation process and will also alert the fire department.
- Do not activate the fire alarm if the event is localized, such as a bleacher collapse. In this case, a combination of Partial Evacuation to a Designated Evacuation Area and Lockdown of Classrooms for those not in the area of the event would be the preferred protective actions.
- Alert the Director of Curriculum & Instruction and/or Executive Director to call 911 and announce CODE BLUE. Specify the location and the injury or injuries.
- Quickly scan the room for injured or trapped people. If you can remove or assist them safely, do so.
- Be observant—check for the smell of leaking gas or serious and potentially dangerous structural damage.
- Follow standard Evacuation Plan or the instructions of the administrator.
- Take emergency cards and possibly a yearbook to hospital to assist in identifying victims and contacting the proper emergency contacts.

In Case of Life-Threatening Injuries

- Call 911.
- Administer Basic Life Support (except in the case of a triage situation.)
 1. Survey the scene to make sure it is safe.
 2. Stay with the victim; initiate first aid within scope of your abilities.
 3. Do not move victim if you suspect a neck or back injury.
 4. Check for breathing.
 5. Check for pulse.
 6. Control bleeding.
 7. Begin CPR if necessary; administer Epi-Pen as trained.
- Treat all bodily fluids as potentially infectious. Follow safety procedures during clean up.
- Call victim's emergency contact.
- If it is necessary to send a person(s) to the hospital, one staff member should go along. The staff member should make no statements and release no information to the media, take the emergency card to the hospital, keep the school informed, and endeavor to protect the privacy of the victim and his/her family.
- Prepare an accident report regarding the incident.

In Case of Poisoning or Substance Overdose:

- Call 911.
- Keep the victim as awake or alert as possible.
- Notify the Director of Curriculum & Instruction and/or Executive Director and Nurse.
- Utilize trained staff for first aid.
- Call the emergency contact.
- Call a poison control hotline – be sure to take the container or sample to the phone with you if possible.

* * * * *

SUICIDE THREAT

- Any threat should be taken seriously.
- Notify an administrator immediately.
- Notify counselor and school nurse.
- Notify parent or guardian.
- Notify psychiatrist or therapist (if known).
- Don't send the student home alone.

* * * * *

SEVERE WEATHER/TORNADO

Severe Weather/Tornado Watch

- Severe weather or a tornado may develop. Be alert but continue normal operations.

Severe Weather/Tornado Warning

- A community alarm will sound or a building announcement will be made.
- When severe weather or a tornado has been detected. **TAKE COVER.** Move to position of greatest safety (i.e. away from windows).
- Do not board vehicles (school busses or cars).
- Maintain position of cover until the “all clear” is announced.

* * * * *

TOWN/COMMUNITY DISASTERS

- Follow directions of civil authorities.
- Notify Director of Curriculum & Instruction and/or Executive Director.
- Notify school nurses.

Appendix A: Evacuation Plan

Prestige Academy
PO BOX 5835
Wilmington, DE 19808
302-276-5959

Evacuation Plan

Personnel and Responsibilities

To ensure the safe exit of all students, children and staff from the building in the event of a fire or a fire alarm, the Director of Curriculum & Instruction will serve as the evacuation director. S/he will be responsible for ensuring that the evacuation plan is implemented. In his/her absence, the Executive Director will serve in this capacity. When both the Director of Curriculum & Instruction and Executive Director are out of the building, the Dean of Students will serve in this capacity.

The evacuation director is responsible for:

- Ensuring that all staff, teachers and children are aware of fire evacuation procedures.
- Identifying the person in each classroom or area responsible to lead her/his children outside the building in the event of a fire emergency.
- Conducting drills on a regular basis.
- Keeping the fire evacuation plan up to date.
- Being aware of all fire alarm pull stations (located at exits).
- Ensuring that the fire evacuation plans are posted in every room and are maintained in a clean, visible condition.

The lead teacher in every class is responsible for:

- Being aware of the fire evacuation plan and routes from her/his location.
- Being aware of the nearest fire alarm pull station (located at exits).
- Informing the children, staff or other teachers in her/his location about the procedures to be followed during a fire evacuation.

All other staff or volunteers not assigned to a classroom are responsible for:

- Being aware of the fire evacuation plan and routes from her/his location.
- Being aware of the nearest fire alarm pull station (located at exits).

Designated Meeting Area

- To be determined

In the Event of a Reported or Actual Fire or Smoke Condition

Everyone will:

- Stop whatever they are doing.
- If not already done, activate the fire alarm by activating the nearest pull station located at the nearest exit.

The evacuation director will:

- Place a backup call to 911 to report what conditions there may be (i.e. an alarm sounding, smoke, fire, etc.) and that an evacuation is taking place.

- Assign one or more staff member(s) to conduct a sweep of the bathrooms and other areas in search of stragglers.
- Receive the reports from each person responsible for each classroom or area during a drill or fire evacuation.
- Meet the first arriving fire department personnel with a brief report for the officer in charge.
- Ensure that staff and children do not reenter the building until the incident commander of the fire department has approved the reentry.

When the alarm is activated, staff in classrooms with students will:

- Stop whatever they are doing.
- Quickly line up their group, asking students to remain silent.
- Take a head count and take the attendance sheet outside.
- Close all doors to the room or area after they leave the room.
- Lead the children out of the building following the exit routes posted near the exit door of the room or area.
- Keep the group together once outside the building and walk to the back left area of the parking lot.
- Take a head count after reaching the recess area to ensure all the children are accounted for.
- Report to the evacuation director on the head count.

All staff and volunteers not assigned to a classroom will:

- Direct the children in her/his location to a safe location outside the building.
- Count the number of individuals immediately upon arrival to the back left corner of the parking lot.
- Report to the evacuation director on the count of all children, staff and other teachers who are in the safe location outside the building.

During transitions:

- In the event of a reported or actual fire or smoke condition during a transition, students will evacuate the building from the nearest exit and assemble in their most recent class grouping.
- Individuals will be counted by the teacher who was most recently instructing each group of students upon arrival to the back left area of the parking lot.
- As described above, the evacuation director will assign one or more staff members to conduct a sweep of the bathrooms and other areas in search of stragglers.

Evacuation Routes

- TBD

Appendix B: School Floor Plan

TBD

Appendix C: Quick Reference Matrix

TBD

Appendix W

Revised Prestige Academy Response to Red Clay
Consolidated School District Accountability
Committee Questions

****REVISED****

PRESTIGE ACADEMY

Response to:

**RED CLAY
CONSOLIDATED SCHOOL DISTRICT
ACCOUNTABILITY COMMITTEE**

**QUESTIONS AND COMMENTS REGARDING
THE PRESTIGE ACADEMY PROPOSAL**

Respectfully Submitted May 8, 2007

1. Describe the kinds of behavior interventions that would be used to assist children experiencing behavioral problems. Under what conditions would a student be expelled or dismissed from the school?

Proactive Behavioral Interventions

The Prestige Academy core value of Excellence in Behavior requires that *all* students be held to the highest behavioral expectations. We believe that all students have the capacity to reach a high bar of behavioral excellence just as they have the capacity to reach a high bar of academic excellence when educators raise their expectations for student learning through academic rigor and support. It is important to note that our interventions or responses to student behavior begin with the proactive measures we have established prior to a student entering our school doors. Prestige Academy establishes Excellence in Behavior in the following ways:

1. Prior to admission to Prestige Academy, our high behavioral expectations are reviewed with all students and families. (For more detail, please see Family Covenant in the Code of Conduct, pg.5 of charter application submission.) Our high expectations for students allow us to fulfill our pledge to offer a safe and orderly school environment. We involve “parents as partners” in their son’s education through constant communication that involves praise, information on each student’s academic and behavioral progress and areas to improve.
2. We will likely be the most structured school environment that our students have experienced. To assist families with this adjustment, we will review closely our school’s routines, rules, and procedures as part of our annual family orientation. To assist students with this adjustment, we will model, role-play, and practice expected behavior, routines, rules and procedures with students during the first days and weeks of school in order to successfully and proactively acculturate students to the acceptable modes of behavior at Prestige Academy.
3. We will demonstrate on a daily basis our commitment to Excellence in Behavior through *positive behavioral reinforcement*. This will be exemplified through constant praise through community meetings, Prestige Dollars, Keeping it Real Rewards, character education classes, and “catching students doing something good.” (For more detail, please see Code of Conduct, pgs. 7 -8 of charter application submission.)

Responsive Behavioral Interventions

We understand that even with these measures in place it will sometimes be necessary to decrease Prestige Dollars, issue detentions, suspensions and, in the most serious of cases, expulsions. When students experience behavioral difficulty we will respond in the following ways:

- Teacher responds with support and training from Executive Director, Dean of Curriculum of Instruction, and Special Education Teacher. Teacher uses verbal redirection and issues paycheck deductions as needed.
- Student meets with Dean of Curriculum and Instruction and/or Executive Director as needed.

- Parents, Teachers, Dean of Curriculum and Instruction and/or Executive Director meet as needed, and involve student in meeting as appropriate.
- Staff implements pre-referral supports and strategies as needed, including character education, extracurricular activities, mentoring, counseling etc.

We will support our Special Education students according to all requirements of their IEPs and will provide behavioral interventions accordingly.

Expulsion

Students may be subject to expulsion under the following circumstances:

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife;
- b) Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a controlled substance, including, but not limited to illegal narcotics of any kind;
- c) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games; students and families should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

A student who has been charged with a felony may also be expelled if the Executive Director determines that the student's continued presence would have a detrimental effect on the general welfare of the school.

In addition to any of the preceding infractions, any breaches of Federal law, Delaware State law, or bylaws of the City of Wilmington may be handled in cooperation with local law enforcement and may result in expulsion.

The Executive Director will make all decisions regarding expulsion following due process as outlined below.

Any student who is charged with a violation that warrants an expulsion hearing shall be notified in writing of said hearing. At said hearing, the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Executive Director. After said hearing, the Executive Director may, at his or her discretion, decide to suspend rather than expel a student who has been determined by the Executive Director to have violated the Code of Conduct. The Executive Director may also issue an expulsion decision based on the findings of said hearing.

Any student who has been expelled from the school pursuant to these provisions shall have the right to appeal to the Board of Directors. The expelled student shall have ten days from the date of the expulsion in which to notify the Board of Directors in writing of his appeal, and the student has the right to counsel at a hearing before the Board. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

If said student applies for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the Executive Director a written statement of the reasons for said expulsion. (For more detail, please see Code of Conduct pg. 10 of charter application submission.)

2. How will you ensure that parents and students are informed of your disciplinary procedures?

During Parent Information Sessions and Home Visits families will receive information on the school's behavioral expectations. During the Annual Family Orientations, all families will receive a full copy of the Family and Student Handbook, which contains a full copy of the school's Code of Conduct and the Family Covenant. During Family Orientations, we will review the disciplinary procedures and the Code of Conduct with families. During student orientation, staff will review the Code of Conduct and the school's disciplinary procedures with students. Families will sign the Covenant and a Statement of Understanding that they have agreed to the expectations of the school and that they have reviewed the Student and Family Handbook. Students will also sign the Covenant, indicating their understanding of the school's expectations.

3. What are your plans for handling emergency situations: evacuations, lockdown, etc?

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Many of those procedures are outlined in the Code of Conduct as provided in the charter application submission. In addition, we include as Appendix V the school's Crisis Management Plan.

4. How will you be implementing the Response to Intervention requirements under IDEA in January of 2008?

The Response to Intervention requirements under IDEA address the need for schools to identify early and intervene using scientific, research-based interventions – and these need to be based on a student’s performance on and patterns of achievement on grade-level and state standard assessments. As indicated in IDEA’s Response to Intervention Requirements: “[E]ducation of children with disabilities can be made more effective by . . . providing incentives for whole school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children . . . to address . . . learning and behavioral needs.”¹

Prestige Academy’s use of benchmark assessments such as NWEA or Stanford 10, and our internal six-week assessment system, will allow us to efficiently and effectively collect such data on a regular basis. Our weekly staff meetings and strong focus on tracking and intervening with students fully align with both the requirements and spirit of the RTI process. For example, such achievement data collected through benchmark assessments and interim assessments, along with the weekly achievement data shared within weekly staff meetings, will ensure that we are intervening pro-actively with each student and implementing effective and proven strategies to support student achievement within the regular education classroom. Should such interventions be unsuccessful, and should we suspect a disability after a 60-day period, we may consider the collection of other data in the consideration of whether a student has a specific learning disability.

The Prestige Academy educational model is built upon the belief that students must master content in order to move forward. A focus on core content, analysis and effective use of performance data, and effective instructional strategies will demonstrate our commitment to student achievement.

¹ www.ed.gov

5. What is the relationship between your school and Building Excellent Schools? Are they a consultant or a management organization?

Building Excellent Schools is not a charter management organization and does not seek to replicate a particular school design at scale.

Building Excellent Schools is a nonprofit organization that supports the design and start-up of high performing urban charter schools across the country. Its core program is the Building Excellent Schools Fellowship, a 12-month, full-time, comprehensive, training program that prepares dedicated, hard-working, and talented individuals to design and open academically excellent urban charter schools. The Fellowship trains aspiring school founders to create and run custom-designed charter schools that are grounded in a set of core beliefs and proven design elements. This approach allows founders to flexibly adapt school design to the specific needs of their communities.

Building Excellent Schools offers directed and specialized services for schools founded by BES Fellows. Now in its third year of offering these services, BES Fellows see this resource as a vital element in their school's success. These services encompass school culture, staff identification, hiring, and acculturation, financial operations, and leadership development/coaching. Schools engage Building Excellent Schools as a strategic consulting organization during any Follow-on Service agreement, ensuring that the school always is free standing and locally controlled.

6. Please provide a rationale for the 90% daily attendance rate. Why not higher?

The goal that we have set for our daily attendance rate is 95% as indicated in our charter school submission (page 38) and as outlined below:

6. Goal: Students will demonstrate commitment to their academic success through attendance and homework completion.

Measure: The school will maintain an average daily attendance of at least 95%

7. How will you determine which values will be taught and how will this instruction occur?

How Values Were Determined

The REAL values of Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership are intentionally broad in scope. The simplicity yet importance of these values will ensure that our students have the essential tools necessary to navigate the world both inside and beyond our school doors. These values were deemed important due to the ferocity of forces affecting the boys we intend to enroll.

Inspired by the successful use of the REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work) at Amistad Academy in New Haven, CT and other Achievement First schools including Crown Heights in Brooklyn, NY, we will use Prestige Academy's REAL values as a motivational and instructional tool on a school and class wide basis. Students will earn scores each class period representing the degree to which the class has upheld the school's REAL values. Students will also earn individual scores based upon the REAL values earned weekly, and these scores will be tabulated and distributed to students at the end of every week. Families will sign the weekly REAL rubric, and scores can allow students to earn Prestige Dollars, which can be redeemed at the school's store and towards out of school trips and events. These standards of personal excellence are supported at Prestige Academy through two different vehicles: our Code of Conduct and a Character/Ethics Curriculum. We believe our nonacademic standards address our fundamental responsibility to develop young men who are prepared to become active citizens in their communities. (For more detail, please see pg. 45 of the Prestige Academy charter application submission.)

How Values will be Taught

The school's REAL Values will be taught in three ways. (1) Staff will model the very values and behaviors we expect to see from students through staff to staff and staff to student interactions. Students will observe the interactions of the adults around them as they rely on us to set the example. (2) We will frequently praise those students that demonstrate expected behaviors in public settings, i.e., community meetings, bulletin boards, newsletters, award ceremonies. (3) Students will receive formal in-class character education instruction during the week. The content of the character education curriculum is modeled after an ethics curriculum developed by Executive Director and Building Excellent Schools Fellows Scott McCue of Boston Preparatory Charter School in Massachusetts and will be supplemented with additional materials as needed.

8. Does the DSTP play a role in promotion and retention at the 5th and 8th grade?

No. Our promotion decisions will be driven by our own internal and external standards and measures for learning such as the NWEA, Stanford 10, six-week assessments and comprehensive exams. These measures will be ambitious, standards-driven, well sequenced, and clear.

9. How and by whom will staff be evaluated?

Teachers will be evaluated on the following three criteria: Lesson Planning, Instructional Execution and Student Performance Results. The Dean of Curriculum and Instruction will regularly observe teachers in the classroom and provide informal feedback on an ongoing basis. Each teacher will have three formal observations each year conducted by the Dean of Curriculum and Instruction. The Dean of Curriculum and Instruction will share all observation results with the Executive Director. All annual teacher evaluations will be informed by the observations of the Dean of Curriculum and Instruction, but will be conducted by the Executive Director, who is ultimately responsible for all hiring, re-hiring and compensation decisions.

All other staff will be evaluated based upon the degree to which they have satisfactorily executed the responsibilities of their position and supported the mission of the school. These evaluations are also the responsibility of the Executive Director.

10. Do the students' performance percentages align with AYP goals for all ethnic groups i.e.; 60% of students passing ELA assessment? (Present Delaware ELA AYP goal is 68%.)

The student population we intend to serve is, on average, currently performing below proficient levels and far below the average at which the average Delaware student is performing. Most recent data indicates that 57% of students are proficient in math, 71% are proficient in reading and 28 % are proficient in writing respectively.

We cannot know at what exact level of performance students are achieving until they enroll in the school and we have established our benchmark scores with the first year's assessment results. We do expect that most students will initially perform below grade and proficiency levels, and thus have established initial annual targets on such predictions. As we receive our first set of benchmark scores, we look forward to working closely with the authorizer to ensure that we are updating any of our academic goals as needed to ensure that we do reach AYP for all subgroups.

11. How will the school meet Art and Music Education requirements?

We intend to hire part-time Art and Music teachers to satisfy requirements.

12. Have the recently published Grade Level Expectations been used in the alignment process of Prestige to DE state standards for Language Arts, Math, Science and Social Studies? The document in Appendix N needs to be aligned with updated standards.

The Core Knowledge Foundation has informed us that they will complete the new alignments through grade 8 by June 2007. However, we will work to align our curriculum with the Grade Level Expectations for Language Arts, Math, Science and Social Studies and submit this alignment prior to the January 1, 2008 deadline.

13. What is the "No Excuses" model that will be delivered to staff?

The No Excuses model is based on the belief that it does not matter what the educational level of your parents is, what your zip code is, what your race or ethnicity is – all children can and will learn and excel if we hold the bar high and provide the structures and supports for all children to reach and surpass that bar.

A No Excuses model holds that there is no excuse for a student who does not meet their daily academic and behavioral expectations. For example, there is no excuse for a student who does not complete HW. All HW assignments will be carefully planned, not as new or unfamiliar material, but as review students are capable of completing. We will check HW completion as part of our daily systems and routines, and we will require that it be completed at the end of the day if that is what is necessary. There is also no excuse for bad behavior – we will teach our boys what we expect, explicitly and in detail, and we will model it for them each day, expect it and reinforce it in them.

These are only two examples of the No Excuses model that we will employ. We will hire people who are of a similar strong belief, and together we will further refine and implement those daily details that will allow us to live out this No Excuses model and, most importantly, for our young men to achieve more than even they thought possible.

We will continue the process of supporting and growing our No Excuses staff through ongoing training and staff development that will include: reading, study and discussion of relevant literature, workshop training on pertinent subject matter, and visits to high performing schools that have demonstrated strong academic success of students from similar demographic backgrounds through a No Excuses model of education.

14. Since teachers are required to re-teach standards that were not met by a majority of students in a six-week period, how will that effect the expected content to be taught in each trimester? Will the prepared six-week assessment be revised accordingly? Since teachers are required to re-teach standards that were not met by a majority of students in a six-week period, how will that effect the expected content to be taught in each trimester? Will six-week assessments be revised accordingly?

There may not be full content mastery by all students despite the most careful lesson planning by teachers. As needed, teachers must re-visit units, lessons, and daily objectives/aims in order to provide students with the type of learning experience that will produce results. We have strategically planned for necessary re-teaching of standards by allotting a week of re-teaching time following each six-week assessment.

Six -week assessments will include moderate changes that include subject matter that teachers deem necessary to review. All interim assessments are cumulative and comprehensive, and thus by their design they draw on materials previously taught and tested. However, if 40% or more of students failed to master a standard, skill, or concept, that material will be woven into the classroom re-teaching and additional questions will be added to interim assessments to ensure that students have now mastered that material reviewed through such re-teaching. If less than 40% of students struggle with a standard, skill, or concept, we will address that concern through small group support and individual tutoring and assess those students individually as needed.

15. Explain the procedure for recording daily class and student REAL scores.

At the end of each class, Prestige Academy teachers will calculate the REAL scores based on the following five criteria:

1. Having necessary materials for class and maintaining a clean space
2. Work ethic in class
3. Degree of respect and cooperation in class
4. Degree of participation and alertness
5. Quality of questions and comments

Teachers record KEEPING-IT-REAL rubric scores at the end of every class on a class clipboard and homeroom teachers tally scores at the end of every week, submitting these tallies to the Office Manager. The Office Manager will keep the comprehensive tally for all classes, and will post these results weekly. Individual classes will receive rewards for consistently high rubric scores, such as ordering lunch from a restaurant, watching a movie after school, or taking a field trip.

16. Will the students who fail three or more classes and/or miss 15 days of school be required to attend summer school? Is this the policy for Special Needs students?

Students who fail three or more classes/and or miss 15 days of school will be retained and are not required to attend summer school. Students who do not pass the DSTP will be required to attend summer school. We will apply this policy to Special Needs students on a case by case basis as deemed appropriate by their Individual Educational Plans.

17. Will all 8th graders take both secondary admission assessments (SSAT and ISEE)?

We will encourage students and families to take necessary admission tests for Private Schools. The data that these tests can provide will help us strengthen our academic program over time and thus increase the number of students adequately prepared for college preparatory high schools. We want to ensure that we are holding the bar high, and while we do not expect that all of our graduates will attend private or independent schools, we do want them to become increasingly confident and comfortable in taking admissions tests, because this will be only the first series of many that they will be taking on the road to college – and then to graduate school. We expect that the costs of such assessments will be defrayed through our fundraising activities, and we are confident that the desire to see as many of our young men as possible attend selective high schools will make this a realistic and well received fundraising goal.

18. When are parents informed of success rate/progress of their child and by whom?

Teachers are required to communicate with parents on a regular basis regarding the progress of their child. Administrators will also communicate regularly with parents. Specifically, parents will be informed of success rate/progress of their child through:

- Weekly behavioral reports-paychecks from school
- Bi-weekly phone calls home from teachers
- Monthly Real Rubric reports from school
- Progress reports mid-trimester from school
- Parent conferences each trimester with teachers
- Report cards each trimester from school
- Annual information on individual standardized assessment results from school

19. What is considered sufficient improvement on class quizzes or exams to eliminate attendance at Scholarship Saturday school?

Sufficient improvement on class quizzes and exams is demonstrated by a class average of 70 % and eliminates attendance at Scholarship Saturday school. Such average must be demonstrated on a Progress Report or Report Card with grades issued by the teacher.

20. Where will your school be located? When will you provide us with a facility proposal that outlines your plans to secure a building? Be sure to provide cost/square footage and how your budget will support this.

We have been working closely with both local realtors and ISDC to locate a facility. We continue to search for a building within the Red Clay School District boundaries that is convenient to our target population.

Our goal is to locate the school in the Red Clay School District, however, we do acknowledge the minimal facility space available in these areas. Therefore, we would like to include possible facility locations within and outside the district boundaries in the event that Red Clay School District approves of the location.

We will provide the facility proposal prior to the January 1, 2008 deadline. We will include as part of that facility proposal the costs/square footage of any proposed sites and all facility costs will be supported by our budget.



Appendix X

Revised Prestige Academy Response to Red Clay
Consolidated School District Accountability
Committee Questions-Finance

****REVISED****

PRESTIGE ACADEMY

Response to:

**RED CLAY
CONSOLIDATED SCHOOL DISTRICT
ACCOUNTABILITY COMMITTEE:**

**FINANCIAL QUESTIONS AND COMMENTS
REGARDING THE PRESTIGE ACADEMY
PROPOSAL**

Respectfully Submitted May 8, 2007

**Prestige Academy Charter Review Committee
Subcommittee IV – Operations**

Criteria for evaluation:

Economic Vitality:

- **Revenues: Revenues include Charter School Federal Funds for \$300,000 and donations of \$250,000 in Year 1 and \$50,000 per year thereafter. Each are in excess of the total amount of surplus and reserve for the school. What is the commitment by these entities on the availability of these resources?**

We have included Federal Charter School Start-Up Grant monies in the amount of \$125,000 in the planning Year and \$300,000 in Years 1 and 2 respectively based on information provided by the Delaware Department of Education. Linda Fleetwood, Educational Associate at the Delaware Department of Education, indicates that the grant submitted to the Federal Government included requests for the indicated amounts. These monies are not guaranteed, however, Delaware charter schools have received these amounts in recent years and are established to support the successful start-up of charter schools in the earliest years. We base our projections on the guidance provided by the Delaware Department of Education and precedent with other schools in this area.

While we do intend to hire a Development Director committed to our fundraising goals, to remain financially conservative and plan for the lack of any successful fundraising efforts, we have provided a revised contingency budget that does not include the amounts of \$250,000 in Year 1, and \$50,000 per year thereafter. Furthermore we have eliminated the position of Development Director in order to demonstrate our ability to remain fiscally viable without fundraising. We have also included a letter that details receipt of the Walton Family Foundation Grant funding which will be issued upon charter.

- **Expenditures: Expenditures are adequately estimated.**
- **Cash Flow: Current balance is based on \$250,000 in donations in the first year. If the donations do not materialize, there is an approximately 6.5% deficit. Subsequent years rely on \$50,000 in donations. By year 4, expenditures exceed revenues net of the carry forward. Unless additional donations come in, a deficit is expected.**

To remain financially conservative and as indicated above to project for the lack of any fundraising, we have eliminated the \$250,000 donations in the first operating Year and the \$50,000 per year thereafter. Our revised contingency budget shows a contingency of 8% of total revenue each operating Year. We have also included a Cash Flow for our first operating Year for your review as well. In order to address these concerns we have increased our base student enrollment from 100 5th graders per year to 108 5th graders per year. Other measures taken include reexamining our staffing structure and other operating expenses.

- **Lease Agreements and Contracts:** None indicated that would impact operating condition. The District will need to see the lease arrangements for the facility when finalized.
- **Facilities and Real Estate:** 19,000 square foot should be more than sufficient if you consider a 35% deduction for common areas and a 20 per square foot requirement per student. Translates to approximately 123 square feet per student. The Fire Marshall standard is 20 feet per student.
- **Reserves:** Contingency reserve is very small (approximately 2% of state and local funds). Surplus is healthy but conditional on outside donations. In addition, reserves should be sufficient to carry payroll for two four-month periods (July to October before the preload). Recommend that the reserve fund be approximately 8% of total revenue or \$130,000 in the first year.

We have revised our budget to show a contingency of 8% of total revenue each operating Year. In addition to our revised budget, we have provided a Cash Flow, which details our ability to address the concern regarding reserves that are sufficient to carry payroll until monies are released from the District.

- **Contingency Scenario:** Financial conditions will not support a significant drop in student estimates. The school is essentially at breakeven by Year 4.

Student recruitment and family involvement will be an integral part of our school and will ensure stable enrollment and thus minimal attrition. However, we have provided a 5-Year budget based on 17% attrition of students in order to address concerns regarding a significant drop in student enrollment estimates. The school is no longer at breakeven by Year 4 as the budget presently shows a surplus of \$128,488 and \$11,909 after Years 3 and 4 respectively, while noting an 8% contingency of \$240,358 and \$279,259 following Years 3 and 4 respectively.

Financial and Administrative Operations

- **Business License:** Not Present

Prestige Academy will file a 1023 application or 501c3 Exemption Application with the Internal Revenue Service in order to be recognized as a non-profit organization. It is our understanding that as a non-profit we are not required to obtain a business license in Delaware. This information was confirmed by the Delaware Division of Revenue. They can be reached at (302) 577-8778.

- **Article of Incorporation:** Yes
- **Administrative Operations:** Adequate supervisory and administrative support.

- **Financial Operations: Internal controls and processes noted. Little reference to the use of the State of Delaware accounting or student information management systems.**

Financial Operations/Accounting Management

If chartered, Prestige Academy will request access to the Delaware Financial Management System (DFMS). Financial operations including accounting, transaction processing and recording will be completed through use of the DFMS. The use of DFMS will help to ensure fiscal accountability through recording of: cash receipts, purchase orders, and expenditures and spending controls to ensure that no amount of funds is obligated or spent in excess of the funds available to Prestige Academy. The Executive Director or his designee will participate in necessary training to optimize use of the DFMS.

Student Information Management System

We intend to use the Delaware Student Information (DELSIS) to collect all student information and to ensure timely transfer of data to the Red Clay Consolidated School District and the State Department of Education.

- **Reporting requirements: Annual reports-Yes.**

Schools Potential Legal Liability and Insurance Coverage

- **Legal Liability Coverage: Adequate coverage**
- **Other Insurance Coverage: Adequate coverage**



April 9, 2007

Jack Perry
Lead Founder
Prestige Academy

Dear Jack,

It is my pleasure to write to you officially and welcome you to the Building Excellent Schools grant partnership. As you know, your school's eligibility for the entirety of the Walton planning and start up grants is based on your status and progress to date as a Building Excellent Schools Fellow and lead founder of Prestige Academy.

As you know, the initial \$20,000 award the school received from the Walton Grant Partnership in December is the first stage of a four stage process of Walton Grant Funding. As you and the school continue in the process, you will be eligible for an additional \$230,000 in funding that will follow this schedule:

<u>Milestone</u>	<u>Eligible Funding</u>
Submission of Charter Application	\$30,000
Charter Authorization	\$100,000
Full Student Enrollment	\$100,000

We are all proud to be able to associate ourselves with a school holding as much promise as the one you and your team are proposing. As a reminder, the funds of the Walton Grant Partnership are grants, not entitlements. Any decision regarding Walton funding for Prestige Academy will be based on your Fellowship performance and progress towards opening a successful charter school exclusively.

I look forward to receiving your application materials pursuant to accessing Walton's pre-authorization funding—I will be in touch shortly thereafter to set up an interview between your planning team and our review team.

Looking forward to working with you,

Chris Clemons

Deputy Executive Director
Building Excellent Schools
262 Washington St., 7th Floor
Boston, MA 02108

