

# **THE CHARTER SCHOOL OF WILMINGTON**

**A Proposal to Establish a Math/Science Charter School  
at Wilmington High School**

Presented to the Board of Education  
Red Clay Consolidated School District  
October 30, 1995

## ***REQUEST FOR CHARTER***

In accordance with provisions of the "Charter School Act of 1995", signed by Governor Carper on July 10, 1995, approval is hereby requested from the Red Clay Consolidated School District Board of Education to grant a charter to operate The Charter School of Wilmington beginning July 1, 1996.

We believe the information in this charter application satisfies the requirements of Title 14, Chapter 5, Section 512 of the Delaware Code (Approval Criteria). We recognize that there are other important items to be addressed — for example, transportation, admissions, staff qualifications, and timing. We expect to address these and other issues in the weeks and months ahead and will discuss our plans with the Red Clay Board as those plans develop.

We also emphasize that in many cases the material included in this proposed charter is a starting point. One major benefit of charter status is flexibility and the capacity to adapt quickly to new learnings. Thus, for example, while we start with a mission, goals, and curriculum that are already innovative and ambitious, we will evaluate them regularly and improve as time goes by.

Respectfully submitted.

**Bell Atlantic (Delaware)**  
Thomas Jarrett

**Hercules, Inc.**  
David T. Blake  
Dr. Richard H. Mumma

**Teachers**  
Beenu Gupta  
Larry L. Heath

**Delmarva Power**  
Donald E. Cain  
John W. Land

**Medical Ctr. of Delaware**  
Robert S. Bell  
Philip C. Wescott

**Community**  
Guizelous O. Molock, Sr.

**DuPont Company**  
Dr. John W. Collette  
Nancie S. Johnson  
Vernon R. Rice  
Richard A. Straitman

**Zeneca Inc.**  
Patricia J. Preston-Tyler

**President of Charter  
School**  
Ronald R. Russo

**Parents**  
Russell L. Fiske  
Cheryl R. Johnson-Parker

# ***THE CASE FOR A MATH/SCIENCE CHARTER SCHOOL***

## **A Changing, High-Tech World Requires Better Prepared High School Graduates**

Today's world, not to mention that of the fast-approaching twenty-first century, is increasingly affected by new and sophisticated technologies. Jobs that once required little more than the most basic of skills and a reasonable work ethic now require analytical and quantitative skills, along with the ability to reason and solve problems. In many cases jobs that once required a high school education now require at least two years of higher education or technical training.

Thus, whether high school graduates attend college or immediately enter the work force, their success depends more than ever on their educational preparation. To compete for a decent job, or successfully function as a citizen in our society, everyone needs more preparation than he/she did a generation ago.

As major community employers, we see a rapidly increasing need for men and women who are well grounded in mathematics, science, and technology. For while we will continue to train employees in specific skills, employees cannot achieve the level of productivity needed unless they have a strong academic foundation and an ability and willingness to continue learning. The experience of the employers represented here is that too few of today's high school graduates possess these qualities.

To succeed in today's highly competitive, global marketplace, business must hire graduates with the best possible academic training. But the benefits extend well beyond the needs of business. Society will also benefit enormously from a highly skilled work force. And perhaps most important of all, well-educated students will have a better chance at rewarding and satisfying lives.

## **This Charter School Offers Many Benefits**

**Academic Excellence.** Employing the highest quality faculty possible, the Charter School of Wilmington will combine an integrated, innovative, and rigorous math/science curriculum with a solid grounding in other traditional subjects such as English and social studies. Of the 24 credits that will be required for graduation, eight will come from required math and science courses while two more will come from math/science electives. (Most school districts require students to take a total of four or six math/science courses.) Students will also have the opportunity to participate in athletic and extracurricular activities.

**Personal Responsibility.** As spelled out in the "Principles and Beliefs" that accompany the statement of Mission and Goals, The Charter School of Wilmington will place great emphasis upon character development, accountability, and personal responsibility. Policies regarding academics, attendance, and discipline will be strictly enforced. Expectations regarding personal responsibility will be high. There will also be as much parent and community involvement as we can possibly engender.

**Innovative Learning Techniques.** The flexibility that goes with charter school status will permit The Charter School of Wilmington to take advantage of the most effective teaching techniques. How the school operates will be even more important than what it offers. Active and collaborative learning, teachers working as coaches rather than lecturers, contextual learning that relates academic content to real-world needs, and extra attention for students who need it -- these and other areas of emphasis will get the most from a dedicated professional faculty and from hard-working students.

There will be a strong emphasis on workplace exposure and technology. Students will have an opportunity to participate in internship programs while in school and during the summer. Visits to the facilities and laboratories of consortium members will help them understand the needs of employers and to relate their academic work to real-world applications. Corporate advisors will assist student organizations. We envision a computer lab networked with science labs and classrooms, with students linked to a multi-media center via the Internet. Under this vision, electronic mail will speed communications between school and home, and a distance learning center will expand educational experiences, possibly bringing some college instruction into the Charter School.

Parents, which the school recognizes as a child's primary educators, will be encouraged to participate actively in the school's activities -- as volunteers, guest presenters, and as leaders or helpers in school projects. An active parent association will act as a sounding board and provide input for school programs and policies.

**Accountability For Results.** The ultimate way in which The Charter School of Wilmington must distinguish itself is through results. Are our graduates prepared for college and/or technically demanding jobs? We will establish benchmarks of success that challenge students, parents, faculty, and staff to attain a level of achievement significantly beyond that found in the average public school. Faculty and staff will participate in an incentive pay program based upon measures of total school performance such as student achievement, parental satisfaction, employer satisfaction, and financial stewardship. Such indicators are the true tests of success and, along with the annual decision of parents and students to attend the school, will be our ultimate measure of accountability.



## GOVERNANCE

### QUALIFICATIONS OF ORGANIZERS

*Approval Criterion A: The individuals and entities submitting the application are qualified to operate a charter school and implement the proposed educational program and the proposed board of directors includes representation from teachers and parents of students at the school and that certified teachers, parents, and community members were involved in the development of the proposed charter.*

This application was prepared and is supported by a diverse group of local and multinational businesses and parents, teachers and community members.

#### Businesses

In July of 1995, the chief executive officers of six businesses with headquarters in the Wilmington area announced they would form a consortium to organize a mathematics and science charter school at Wilmington High School, building upon the existing Academy of Mathematics & Science. The consortium includes five for-profit corporations -- Bell Atlantic-Delaware, Delmarva Power, DuPont Company, Hercules, Inc., and Zeneca Inc. -- and one non-profit organization, The Medical Center of Delaware. Each of these companies has been active in promoting educational excellence for the youth of Delaware. In addition, each company is a major employer in the state and has a strong interest in an available work force whose members are well trained in mathematics and science, have a firm grounding in other basic study areas, and exhibit the character traits essential to productive employees; namely honesty, reliability, responsibility and discipline.

As the businesses began meeting in early September to organize the school, they requested that representatives from other groups -- including parents, teachers and other members of the community -- join them. The individuals who have participated in this effort are:

#### **Bell Atlantic - Delaware**

Thomas Jarrett, Manager - New Technology. Mr. Jarrett is a parent of a child in Christina School District, serves on a Technology Committee for Shue-Medill Middle School, and is active in several efforts to encourage the use of state-of-the-art technology in local schools. He is also a member of the State Frameworks Commission to set state standards for business education.

#### **Delmarva Power**

Donald E. Cain, Vice President-Administration. Mr. Cain is a parent of children who have attended private schools in Maryland and Delaware and the University of Delaware. He has served on the Board of Red Lion Church Academy and participated in other task force assignments. He has also held various positions in the management and support of parent-teacher relationships at private schools.

John W. Land, General Manager-Administrative Services. Mr. Land has taught at Ferris School for Boys, served as a counselor at Delaware Technical & Community College and Delcastle High School, and is a member of the Board of Trustees at Delaware State University.

#### **DuPont Company**

Dr. John W. Collette, Director - Scientific Affairs. Dr. Collette, the parent of three children who have attended Delaware public schools, has held numerous positions associated with the strengthening of mathematics and science education. He served as co-chair of the Delaware Mathematics Curriculum Framework Commission and on the leadership team of the Delaware Science Curriculum Framework Commission. He currently chairs a corporate effort supporting the introduction of a K-6 Hands-On Science Curriculum in Delaware's school districts.

Nancie S. Johnson, Vice President - State Government and Public Affairs. Ms. Johnson has held several positions in DuPont governmental affairs and has had long-time involvement with public education policy at the national and state level.

Vernon R. Rice, Associate General Counsel. Mr. Rice is the parent of six children who have attended schools in the Red Clay Consolidated School District and has been involved with several local schools in promoting the study of environmental science. He currently serves on the Advisory Board of the Academy of Mathematics and Science at the Wilmington High School.

Richard A. Straitman, Regional Public Affairs Manager. Mr. Straitman is the parent of a child in the Brandywine School District. He has worked with DuPont plants in several states on community relations programs designed to support and enhance local educational efforts.

#### **Hercules, Inc**

David T. Blake, Vice President-General Manager, Fibers Divisions. Mr. Blake is a parent of children who have attended public and private schools and serves on the Board of Directors of The Pilot School.

Dr. Richard H. Mumma, Director, Research Center. Dr. Mumma is a parent of children who have attended public and private schools, has participated in Parent Teacher Associations, and has taught organic chemistry at the college level.

#### **Medical Center of Delaware**

Robert S. Bell, Director of Government and Community Relations. Mr. Bell is a parent of two children who graduated from Delaware private schools and himself was active in fund-raising and parent associations at those schools. He also served on the Board of Advisors of Delcastle High School in the New Castle County Vocational-Technical School District.

Philip C. Wescott, Senior Vice President - Marketing, Public Affairs, Government and Community Relations and Volunteer Administration. Mr. Wescott is a parent of children who have attended public and private schools, has been an active participant in Parent Teacher Associations, has taught at the college level, and has been involved in various programs to promote business-school relationships.

### **Zeneca Inc.**

Patricia J. Preston-Tylce, Vice President-Public Affairs. Ms. Preston-Tylce has three children and two step-children, one of whom graduated from high school in the Red Clay District. She has degrees in Journalism and Education, has taught in elementary schools, has been an instructor in journalism in postsecondary and adult education courses, and has served as a journalist covering educational matters.

### **Parents**

Russell L. Fiske, Executive Director and Founder, Camelot: A School for Boys. Mr. Fiske is a parent of two children who have attended Wilmington High School, currently has a son at the Academy of Mathematics and Science at Wilmington HS, and has served in numerous parent teacher positions at that school. Mr. Fiske currently serves on the Advisory Board of the Academy of Mathematics and Science.

Cheryl R. Johnson-Parker, Ms. Johnson-Parker is a parent of two children enrolled in the Red Clay School District and serves as president of the Parent Committee for the Forum to Advance Minorities in Engineering (FAME). She holds an MBA degree and has taught in the public and private school systems at the junior high and college levels. She is employed by the DuPont Company.

### **Teachers**

Beenu Gupta, certified teacher, currently teaches Biology in the Academy of Mathematics and Science, Wilmington High School.

Larry L. Heath, certified teacher, currently teaches global science at the Academy of Mathematics and Science, Wilmington High School.

### **Community**

Guizelous O. Molock, Sr., Executive Director, Forum to Advance Minorities in Engineering (FAME). Mr. Molock has been active for several decades in educational matters in Delaware, including service as a principal and classroom instructor.

### **President of Charter School**

Ronald R. Russo, President and Chief Educational Officer, Charter School of Wilmington. Mr. Russo has served as a high school mathematics and science teacher and as Assistant Principal and Principal of Saint Mark's High School.

### **Board of Directors. The Charter School of Wilmington**

It is contemplated by the organizers that the initial Board of Directors of the Charter School will be selected from the foregoing individuals. As soon as possible after the school is in operation, at least one teacher at the Charter School and at least one parent of a student at the Charter School will be elected to the Board.

### **Special Recognition**

The organizers wish to acknowledge and express appreciation to several individuals who have provided assistance in developing this application. These include L. Charles Biehl, Dean of the Academy of Mathematics and Science, who has worked diligently to get the Academy off to a strong start and has provided valuable support to the organization; Paul Fine, Michael Ferguson and Kent Cashell of the State Board of Education and Department of Public Instruction, who have generously offered information and support; and several members of the Red Clay Consolidated School District, including Dr. Robert Simons, Dr. Gail Ames, and Robert Miller, who have provided valuable support and advice. Special recognition also goes to Lee C. Tashjian, Jr., former executive assistant to the Chairman of DuPont, who played a key role in advocating the charter school and in its early planning. Mr. Tashjian is now employed in California.



## **FORM OF ORGANIZATION**

Approval Criterion B: *The chosen form of organization, identified in the articles of incorporation and by-laws, or the membership agreement, conforms with the Delaware General Corporation Law.*

The Charter School of Wilmington was incorporated on September 29, 1995 as a non-profit corporation pursuant to the provisions of the general corporation law of the State of Delaware. A purpose of the corporation, as stated in the Certificate of Incorporation, is to organize and run a charter school under the Charter School Act of 1995 (14 Del. C. §501 et seq.).

## ***EDUCATIONAL COMPONENTS***

### **MISSION, GOALS, AND EDUCATIONAL OBJECTIVES**

*Approval Criterion C: The mission statement, goals, and educational objectives are consistent with the description of legislative intent set forth in § 501 of this chapter and the restrictions on charter school operations set forth in § 506 in this chapter.*

#### **MISSION**

To prepare a diverse student population for success in a fast-changing and highly demanding technological world -- by setting high expectations for academic achievement, maintaining an environment conducive to learning and character development, and emphasizing the development of analytical and quantitative skills through a concentration on math and science.

#### **GOAL**

To enhance the quality of public education in Delaware by developing a unique, model school that utilizes the most effective educational techniques and ensures equal educational opportunity, thus meeting the needs of students, the business community, and society.

#### **PRINCIPLES & BELIEFS**

We believe that a successful school is based on the following academic principles:

1. Students, parents, faculty, and staff share the belief that all students are unique, have individual strengths, and are capable of learning.
2. There is a close partnership with parents, who are a child's primary educators.
3. Both innovative and time-tested teaching methods, combined with improved measures of school performance and an integrated curriculum, maximize student achievement.
4. A solid foundation for success in today's world includes a full educational curriculum supplemented with broad analytical and technical skills.
5. Students must become committed to continuous, lifelong learning.

We believe that a successful school requires a positive learning environment:

1. All members of the school community are expected to model such character traits as honesty, integrity, excellence, leadership, accountability, responsibility, appreciation of cultural diversity, self-discipline, and respect for self and others.
2. All members of the school community are also expected to model good citizenship, teamwork, punctuality, reliability, and awareness of the external environment.
3. Students, parents, faculty, and staff care about each other.
4. Students reflect a diverse cross-section of the community but share the potential and desire to meet the school's academic and other expectations.
5. All community stakeholders -- parents, students, faculty, staff, business, colleges, and others -- commit themselves to the school's success.

## EDUCATIONAL OBJECTIVES

Educational objectives appear in various sections of this report. These objectives include:

- Students who are technologically literate and able to understand and make use of computers and laboratory instruments.
- Students who are broadly educated in the humanities as well as math and science.
- Students who are able to communicate effectively, both verbally and in writing. And
- Students who are well prepared to succeed in college or on the job.

## STUDENT PERFORMANCE GOALS & INDICATORS

*Approval Criterion D: The school has set goals for student performance and will utilize satisfactory indicators to determine whether its students meet or exceed such goals and the academic standards set by the State Board of Education. The indicators shall include the assessments required for students in other public schools, although the charter school may adopt additional performance standards or assessment requirements, and shall include timelines for the achievement of student performance goals and the assessment of such performance.*

The Charter School of Wilmington will adopt the student academic performance standards developed by the State's Curriculum Framework Commissions and approved by the State Board of Education. (These standards are listed in Appendix C.) It will also utilize the assessments currently being developed by the Department of Public Instruction to measure performance against these standards as part of the Charter School's overall student evaluation process.

The Charter School of Wilmington will establish goals that challenge students not only to *meet* State goals and standards but to *exceed* them. The school will establish targets -- for example, that students score significantly above the public school average on State and standardized tests and that all students achieve qualifying scores on entry-level employment tests before graduation. The same kinds of targets will be created for other forms of assessment -- for example, the percentage of Wilmington Charter School graduates enrolled in institutions of higher learning, employed, or serving in the armed forces as well as minimum acceptable levels of customer satisfaction.

As part of a balanced system of performance measurement that includes the State assessments, the Charter School of Wilmington will utilize the following types of accountability measures:

### Academic Achievement

Assessment and evaluation are means to monitor student progress and increase the effectiveness of curriculum content and delivery. Good assessment practices also help identify student strengths and weaknesses and provide data for instructional planning.

Assessment and evaluation must take into consideration various learning styles and learning history. Thus, it is beneficial to utilize multiple assessment techniques, including written, oral, and demonstration formats. Classroom observation, formal tests, evaluation of homework, notebooks and journals, projects, group activity, and student portfolios -- all can be a valid part of the assessment process.

Written tests will include the following:

- The Iowa Basic Skills Test will be administered to entering students for placement purposes.
- The California Achievement Test (CAT) will be given to all Freshmen and Sophomores.



- **SAT Achievement Tests** will be given to college-bound Juniors and Seniors.

#### Workforce Preparation

While it is hoped that many graduates will pursue opportunities in higher education, every graduate should be immediately employable. Thus, we want to assess each students' potential employability while there is still time to affect it, and to follow each student's progress after graduation.

Therefore, we contemplate the following kinds of measurements:

- An entry-level **employment test** will be given to all Juniors. Those who do not pass will receive additional help and will take the test again in their Senior year.
- **Career surveys** will follow each student beginning at the end of their Senior year. These surveys will measure the level of positive placement in institutions of higher learning, employment, or participation in the armed forces. We will evaluate their progress one year later and, if possible, in subsequent years as well.

#### Customer Satisfaction

It is important to know how our stakeholders regard our performance. Thus, we will measure satisfaction with a variety of audiences. For example:

- A **Parent Opinion Inventory** and **Teacher Opinion Inventory** (or similar instruments) will provide data on parent and teacher satisfaction.
- Business surveys among Charter School consortium members and other area employers will determine the level of business satisfaction with Charter School graduates.

## **CORRECTIVE ACTION**

Approval Criterion E: *The school proposes a satisfactory plan for evaluating student performance and procedures for taking corrective action in the event that student performance at the charter school falls below such standards which are reasonably likely to succeed.*

The indicators described above will help determine how students are faring in terms of academic progress and career potential. Those not doing as well as they can will receive extra help, as noted below:

- While any entering student may attend the summer program at the Charter School of Wilmington, such attendance will be required for students who demonstrate deficiencies which could hamper their success in the Freshman year. This decision will be made administratively on a case basis.
- During the course of the year, any student whose performance falls below acceptable levels as determined by internal (teacher prepared) or external assessments will receive tutoring assistance with peers, teachers, and/or business mentors. Such tutoring could take place in an extended day program.
- Students whose yearly cumulative performance is below acceptable standards will be assigned to an appropriate summer school program.

## STRATEGIES AND CURRICULUM

*Approval Criterion F: The school's educational program, including curriculum and instructional strategies, has the potential to improve student performance.*

### LEARNING STRATEGIES

The Charter School of Wilmington will use the following learning strategies to improve student performance.

#### 1. The development of skills and competencies.

The Charter School of Wilmington will develop in its students scientific, mathematical, and **technological competencies** emphasizing skills that include analysis, application, evaluation, and synthesis. Using the latest technology available, students will develop strong research skills, skills in oral and written communication, scientific and mathematical reasoning, and other skills that can be applied to personal career goals. **Humanities** courses will round out the students' education.

#### 2. The student as active participant.

The Charter School of Wilmington will help students work in an environment in which critical reasoning and effective communications are essential. Whenever possible, learning will take place through the **investigation and exploration** of topics generated through **problem posing** by the instructor. Students will make observations, generate and organize data, and pursue alternative problem-solving strategies to develop rigorous mathematical and scientific concepts.

The student will be an active participant in the learning process, with the teacher serving as facilitator and coach. The curriculum will be based on contextual learning and problem solving, with emphasis on student exploration and investigation of topics along with the use of effective communication, both written and oral. As an important part of the learning process, Senior level students will perform **independent research as part of a senior research project or thesis**, with the work being aligned as closely as possible with the students' goals and experiences while enrolled in the Charter School.

It's important to remember that not all student learning takes place in school. Education also takes place through such experiences as field trips and through homework, which not only reinforces classroom lessons but provides the opportunity for new knowledge and inquiry.

#### 3. The relevancy of learning to life and to work.

For student learning to incorporate more realism and personal value, topics will be taught **contextually**, driven by the applications for which they are used. Thus, whether learning takes place in the classroom, laboratory, during a seminar, or at a job location, that experience will often be **hands-on** — using real information in real context to solve real problems related to the study at

hand. This will be reinforced through an integrated curriculum which demonstrates the strong link between math and science.

Students need to understand how what they learn in school will be used and why such learning is to their advantage. One way to do this is for students to participate in **internships and on-location experiences**. Such experience will be available, among other places, in the facilities of the businesses that are sponsoring this school. During students' tenure in the Charter School, particular attention will be paid to **career awareness** as a way to drive students' studies, as well as **career and academic counseling** to guide students in making decisions for further education and/or training following graduation.

#### **4. The extensive use of technology.**

It's important for students both to understand the role of technology and be able to use it. In all areas of curriculum, **appropriate technology** will be integrated into the teaching and learning process, including but not limited to mathematical modeling, computer simulations of complex, dangerous or unwieldy experiments and activities, extension of the curriculum, and remediation and tutoring.

We will also help students become comfortable with technology as a tool in their own lives. One goal is to make laptop computers available to Juniors and Seniors; another to provide a server in the library that allows access to software and multi-media twenty-four hours a day, seven days a week. Our intent is to assemble computer networks that enable student research, curriculum enhancement, exploration, and simulation in a variety of locations. We will also aim for data transmission capabilities that allow distance learning, Internet access, up and down-loading of text material, and access to the Charter School's computer facilities from remote sites such as students' homes. We also envision the day when parents and teachers will be able to communicate via Electronic Mail, a vehicle teachers can also use to assign work.

#### **5. The importance of professional development.**

To ensure a high level of quality in ongoing curriculum and teaching methodology, all members of the faculty will be involved in a continuous **professional development** process during as well as outside the school year. Curriculum development, strengthening of ties with local business and industry, and continued improvement of effective teaching and assessment will be guided by ongoing systematic inquiry. This approach will ensure the building of a collegial culture, sharing data-driven decision making.



## GRADUATION REQUIREMENTS

The state of Delaware requires that students in grades 9 through 12, in order to graduate, shall accumulate a minimum of 19 credits. The Red Clay District requires 20 credits. The Charter School of Wilmington will require 24 credits, as follows:

- (1) 4 credits in English (1 for each grade -- 9, 10, 11, 12)
- (2) 4 credits in Mathematics
- (3) 4 credits in Science
- (4) 3 credits in Social Studies (Civics, U.S. History, and World History)
- (5) 2 credits in Foreign Language
- (6) 1/2 credit in Health
- (7) 1 credit in Physical Education
- (8) 2 credits in Math/Science electives
- (9) 3-1/2 credits in other electives
- (10) Community service of no less than 40 hours will be required for graduation.

Total: 24 credits

We regard these requirements as only a minimum education program. We recommend that students consider enrolling in a variety of additional courses to better prepare themselves for their post-graduate years.

## CURRICULUM

Course requirements are described below. Descriptions of the ninth and tenth grade math and science curricula are contained in Appendix D. A complete list of course descriptions is contained in Appendix E. This innovative math/science curriculum was developed last year for Wilmington High School's Math/Science Academy and is consistent with the State's new Science Standards. At least initially, the curriculum in other areas will be that utilized currently at Wilmington High School. Where possible, we plan to share elective courses with the Phoenix Academy and the Banking and Finance Academy, both located at Wilmington High School, and with Wilmington High School itself.

## COURSE REQUIREMENTS

### All Ninth Grade Students

Integrated Mathematics I, II, or III  
 Foundations of Technology  
 Global Science I  
 English 9  
 Civics  
 Foreign Language I  
 Physical Education/Health or Elective\*

### All Tenth Grade Students

Integrated Mathematics II or III  
 or Precalculus  
 Computer Utilization  
 Global Science II  
 English 10  
 U.S. History  
 Foreign Language II  
 Elective or Physical Education/Health

### Pre-engineering Science and Mathematics

<b>Grade 11</b>	<b>Grade 12</b>
Precalculus or AP Calculus	Math Elective*
Development of Physics	AP Physics
AP Computer Science	Senior Research
English 11	English 12
World History	Practicum/Internship
Foreign Language III	Elective*
Elective*	Elective*

### Pre-medical Sciences and Mathematics

<b>Grade 11</b>	<b>Grade 12</b>
Precalculus or AP Calculus	AP Statistics
AP Biology	AP Chemistry
Development of Physics	Senior Research
English 11	English 12
World History	Practicum/
Foreign Language III	Internship
Elective*	Elective*
	Elective*

### Environmental Science and Mathematics

<b>Grade 11</b>	<b>Grade 12</b>
AP Statistics	Math Elective*
Precalculus or AP Calculus	Science Elective*
Science Elective*	Senior Research
English 11	English 12
World History	Practicum/Internship
Foreign Language III	Elective*
Elective*	Elective*

### Specialized Science and Mathematics

<b>Grade 11</b>	<b>Grade 12</b>
Precalculus or AP Calculus	AP Statistics
Development of Physics	AP Science Elect.
AP Computer Science	Senior Research
English 11	English 12
World History	Practicum/
Foreign Language III	Internship
Elective*	Elective*
	Elective*

\*Electives. Students will be encouraged to find places in their schedules for electives such as music, art, etc. Specialized electives for Grades 11 and 12, all of which have either mathematics or science prerequisites as listed in the course selection catalogue, are indicated below:

#### Pre-Engineering

Applied Physics  
 Eng. Drawing/CAD  
 Automation & Robotics  
 Energy Systems  
 Linear Algebra  
 Applied Discrete Math  
 Multi-variate Calculus  
 Differential Equations

#### Pre-Medical

Microbiology  
 AP Physics B  
 AP Calculus BC  
 Intro. Mgt. Science  
 Linear Algebra  
 Appl. Discrete Math  
 Intro. Mgt. Science

#### Environmental Sciences

Energy Systems  
 Ecology  
 Environmental Chemistry  
 Pollution Control Processes  
 Envir. Field Operations  
 Radiation Protection  
 Applied Discrete Math  
 Intro. Mgt. Science  
 Mgt. Sci./Ops Research  
 AP Biology/Chem/Physics

#### Specialized

AP Biology  
 AP Chemistry  
 AP Physics B/BC  
 Eng./Arch. CAD  
 Automation/  
 Robotics  
 Envir. Studies  
 Diff. Equations  
 Linear Algebra  
 Intro Mgt Science  
 Ops. Research

## **AT-RISK STRATEGIES**

*Approval Criterion G: The school's educational program sets forth strategies to be employed as it deems necessary to accommodate the needs of at-risk students and those needing special education services.*

Students who are identified as being at-risk\* will receive additional support in achieving the standards set for all Charter School students. In addition to utilizing all State funds provided for children with special needs, such as Chapter One funding. The Charter School of Wilmington will:

- Enroll entering at-risk students in the school's summer program to eliminate academic deficiencies which could hamper success in their freshman year.
- Provide at-risk students with tutoring assistance from peers, teachers, and/or business mentors.
- Offer extra help before or after regular school hours and/or during the summer.
- Work with community groups and agencies to obtain the best available professional assistance.
- Purchase special computer software which will be available in the computer lab.
- Purchase private services such as READS (Remedial Educational and Diagnostic Services).

The Charter School will make full use of all State and District resources which follow any special education student who attends the school.

\* Students who are in danger of dropping out of school prior to graduation are considered to be "at-risk". By way of example only, such students might be at least one year older than the other students in their grade; they might have failed at least one course; they might not have participated in any extra-curricular activities; they might have abused drugs or alcohol; they might be economically disadvantaged; and so forth.

## **FUNDING AND ADMINISTRATION**

### **ECONOMIC VIABILITY**

Approval Criterion H: *The plan for the school is economically viable, based on a review of the school's proposed budget of projected revenues and expenditures for the first three years, the plan for starting the school, and the major contracts planned for equipment and services, leases, improvements, purchases of real property, and insurance.*

After extensive discussions with State and District personnel, and a review of all sources of revenue and expenditures, we have compiled three-year projections which are set forth below. During the early years, before we are able to benefit from economies of scale, we expect a budget shortfall. We will rely on contributions from the business consortium and such other sources as foundations and government grants to satisfy that shortfall. Beyond this operating shortfall, we expect significant start-up expenses, which will largely be borne by the business consortium.

We expect to contract with Wilmington High School for athletics and extracurricular activities as well as for utilities, for which we will pay a per-student fee. We expect to contract with outside vendors on maintenance items (on an as-needed basis) and on the leasing and maintenance of office equipment as well as on physical improvements. We plan no purchase of real property. Our insurance plans are discussed under "Potential Legal Liability."

The following Revenue and Expenses are based upon these enrollment projections:

<b>ENROLLMENT PROJECTIONS</b>			
	<b>FY97</b>	<b>FY98</b>	<b>FY99</b>
<b>9th Grade</b>	<b>125</b>	<b>150</b>	<b>150</b>
<b>10th Grade</b>	<b>100</b>	<b>125</b>	<b>150</b>
<b>11th Grade</b>	<b>25</b>	<b>100</b>	<b>125</b>
<b>12th Grade</b>	<b>0</b>	<b>25</b>	<b>100</b>
<b>Totals</b>	<b>250</b>	<b>400</b>	<b>525</b>



**BUDGET WORKSHEET**

Category	Year 1	Year 2	Year 3
<b>REVENUE</b>			
State Appropriations	958,563	1,655,163	2,141,197
Local Fund Transfers	497,885	828,481	1,130,876
Other	0	0	0
Consortium Contribution	200,000	80,000	0
<b>TOTAL REVENUE</b>	<b>1,656,448</b>	<b>2,563,644</b>	<b>3,272,073</b>

**EXPENSES**

<b>Salaries/FTE</b>				<b>FTE-1</b>	<b>FTE-2</b>	<b>FTE-3</b>
Teachers	448,309	681,188	928,837	14	22.5	37.5
Principal/Administrative	129,821	127,920	173,037	2	2	3
Clerical	22,624	42,780	44,490	1	2	2
Custodial	0	0	0			
Other:						
Counselor	32,022	45,413	62,972	1	1.5	2
Media Specialist	16,012	30,275	31,486	0.5	1	1
Substitutes	0	20,000	25,000			

**Other Employment Costs**

Health Insurance	96,200	156,832	210,912
Pension	71,496	102,497	137,111
FICA	40,225	57,510	76,931
Medicare	9,407	13,450	17,992
Worker's Compensation	9,083	12,986	17,372
Unemployment Insurance	1,492	2,133	2,854
Other Benefits:			
Local Portion	306,732	478,351	639,892
<b>Subtotal Personnel</b>	<b>1,183,423</b>	<b>1,771,335</b>	<b>2,368,886</b>

**Student Support**

Transportation	92,482	153,890	210,060
Cafeteria	9,454	12,076	14,505
Extra Curricular	35,000	60,000	60,000
Supplies and Materials	19,000	30,000	34,000
Textbooks	30,000	60,000	11,297
Computers	0	0	0
Other:			
Drivers Education	14,556	24,220	33,061
Instructional Equipment	9,000	25,000	15,000
<b>Subtotal Student Support</b>	<b>209,492</b>	<b>365,186</b>	<b>377,923</b>

**Admin/Opers Support**

Insurance	3,000	4,992	6,814
Rent	1	1	1
Mortgage	0	0	0
Utilities	41,278	68,686	90,150
Maintenance	3,004	4,997	6,821
Supplies and Materials	8,000	10,000	12,000
Equipment Lease/Maintenance	1,500	3,996	1,622
Telephone/Communications	2,401	5,003	5,454
Accounting and Payroll	8,000	20,000	22,000
Printing and Copying	29,000	43,000	52,000
Postage and Shipping	15,000	20,000	22,000
Other:			
Food	3,138	10,000	12,000
Data Processing	10,577	17,603	24,027
Custodial Services	114,634	190,751	260,375
Equipment	20,000	15,000	5,000
Professional Services	4,000	13,094	5,000
<b>Subtotal Admin. Support</b>	<b>263,533</b>	<b>427,123</b>	<b>525,264</b>
<b>TOTAL EXPENSES</b>	<b>1,656,448</b>	<b>2,563,644</b>	<b>3,272,073</b>

## FINANCE AND ADMINISTRATION

*Approval Criterion I: The school's financial and administrative operations meet or exceed the same standards, procedures, and requirements as a school district. If a charter school proposes to operate outside of the State's accounting, payroll, purchasing, compensation, pension and/or benefits systems, a specific memorandum of understanding shall be developed and executed by the charter school, the approving authority, the Budget Director and the Controller General to assure that the State's fiduciary duties and interests in the proper use of appropriated funds and as a benefits and pension trustee are fulfilled and protected, the State's financial reporting requirements are satisfied, and the interests of charter school employees are protected.*

We are now in discussions with State and District personnel to determine the feasibility of using the State's accounting, payroll, purchasing, and pension and benefits systems and presently expect to utilize those systems. In the event we do *not* use these State systems, we will develop a memorandum of understanding as required under Criterion I.

## POTENTIAL LEGAL LIABILITY

Approval Criterion J The assessment of the school's potential legal liability and the types and limits of insurance coverage the school plans to obtain, are adequate.

An assessment of the charter school's potential liability is provided by the memorandum from Alfred J. D'Angelo, Esquire, included as Appendix A.

The Charter School of Wilmington plans to obtain the following insurance coverage:

a) Wrongful acts of employees, officers, etc.; automobile liability (for drivers education); and worker's compensation. Red Clay currently purchases insurance covering these risks, and the Charter School will seek to have Red Clay's coverage extended to the Charter School or will purchase such coverage directly.

b) Sports insurance programs. It is contemplated that Charter School students will participate in sports in the regular Wilmington High School sports program and that sports insurance purchased by Red Clay will cover such students.

c) Property damage on computers. Red Clay currently purchases limited coverage in this area. We will seek to have Red Clay's coverage extended to the Charter School or purchase such insurance directly.

Discussions are underway with Red Clay officials to insure coverage in each of the areas identified above. To the extent the Charter School secures coverage through Red Clay policies, it will reimburse Red Clay for the portion of premiums allocable to Charter School activities.

d) General loss or destruction of equipment, materials, etc. Risk of such loss in Delaware public schools is covered by the State of Delaware's self insurance program. The State has given assurance that all Charter School equipment and materials purchased with public funds will be covered under the state's self insurance program (see memorandum from Keith Barton, Appendix B). The school will evaluate exposure in this area as it begins operations and will purchase additional coverage if necessary.

e) Workers' Compensation. Discussions are underway with State Officials to determine whether Charter School employees will be state employees for workers' compensation purposes. If so, the current intention is to participate in the State Program. If not, coverage will be purchased separately.



## STUDENT DISCIPLINE POLICY

Approval Criterion K: *The procedures the school plans to follow to discipline students and ensure its students' adherence to school attendance requirements comply with state and federal law.*

The Charter School of Wilmington will be operated on the belief that appropriate student behavior is as important to a productive, successful life as academic achievement. The Charter School's student discipline policy will be the framework within which effective learning takes place. That policy will apply during the regular school day as well as at all school-sponsored or school-sanctioned activities. It is intended to promote respect for self and others and responsibility for one's behavior.

All students have an equal right to an education. Disorderly, disruptive conduct that interferes with student learning will not be tolerated. If attempts at counseling and discipline are unsuccessful, and after all due process has been observed, such behavior will become grounds for dismissal from the Charter School.

The Charter School will incorporate the Red Clay Consolidated School District 1995 Revised Student Code of Conduct by reference as a minimum standard of student behavior. We also intend to go beyond that policy and in so doing will be guided by the following philosophy:

**Attendance** - Promptness and attendance are important to the educational process and to the development of a healthy work ethic. Students must be present to learn and to develop good habits that will serve them well later in life. Absences, tardiness, and early dismissals should occur only for legitimate reasons. *Unexcused* absences will be dealt with immediately and directly. There must be a limit even in the case of *excused* absences -- medical appointments, illness, field trips, etc. -- and we will adopt and implement a policy in that regard.

### **PROPOSED SCHOOL CALENDAR**

Since the Charter School of Wilmington will be renting space at Wilmington High School, the annual calendar -- including the number of school days (180), the length of the school day (7:50 a.m. to 2:20 p.m.), the beginning and ending date of the school year, as well as major holidays -- will be the same (at least initially) as that established by the Red Clay Consolidated School District.

**Dress Code** - Just as rules regulating behavior foster respect for who we are, rules regarding student attire recognize the need to respect where we are. Parents, students, and staff members will be solicited for input on the possible adoption of a school uniform or code. In any event, a student's attire must be modest and never (in the administration's opinion) disruptive, offensive, or indecent. Appropriate footwear must be worn at all times while outdoor clothing (coats, hats, etc.) are not to be worn in the building during the school day. Students who violate the dress code may be required to remain in the office or may be sent home until they comply. Since teachers and administrators serve as role models for students, there will be a dress code for them as well.

**Substance abuse** - Any involvement (possession, use, or sale) with drugs or alcohol during the school day or at school-sponsored or school-sanctioned activities is strictly forbidden and can result in expulsion. Such activity has no place in schools or businesses and is severely detrimental to the best interests of the student. In addition, Wilmington High School is a smoke-free facility, and smoking will not be permitted on school property.

**Contract** - To establish a clear understanding with parents and students of what behavior is expected, the school will design a contract for their signatures specifying the school's goals and student expectations.

## ***HEALTH AND SAFETY***

Approval Criterion L: *The procedures the school plans to follow to assure the health and safety of students, employees and guests of the school while they are on school property are adequate and that the charter school will comply with applicable provisions of Chapter 85 of Title 11 of this Code.*

The Charter School will comply with all state and local laws affecting health and safety and with applicable provisions of Chapter 85 of Title 11 of the Delaware Code. It will identify and review the policies and procedures in effect at other Red Clay high schools and adopt them as appropriate. It will also take advantage of the industrial safety expertise available from consortium companies, especially in regard to laboratory settings.

**Report to the Board of Education  
by the  
Accountability Committee**

**Regarding the Application to Establish  
The Charter School of Wilmington**

**Date of Issue: December 15, 1995**

**Accountability Committee**

**Dr. Gail J. Ames  
Mrs. Suzanne Curry  
Mr. Donald Odom  
Dr. Roberta Walker**

**Mr. Irwin Becnel  
Mr. Robert T. Miller  
Mr. Peter Parlett  
Mr. Ennio Zaragoza**

**-Ex-Officio - Alfred D'Angelo**



## **Table of Contents**

<b>Introduction .....</b>	<b>1</b>
<b>Criterion A - Quality of Applicants .....</b>	<b>2</b>
<b>Criterion B - Corporation Law .....</b>	<b>2</b>
<b>Criteria C/D - Mission Statement, Goals &amp; Indicators .....</b>	<b>3</b>
<b>Criterion E - Plan for Evaluating Student Performance and Corrective Action Procedures .....</b>	<b>5</b>
<b>Criterion F - Educational Program with a Potential to Improve Student Performance .....</b>	<b>5</b>
<b>Criterion G - At-Risk and Special Needs Students .....</b>	<b>6</b>
<b>Criterion H - Economic Viability .....</b>	<b>7</b>
<b>Criterion I - Financial Operations .....</b>	<b>10</b>
<b>Criterion J - Legal Liability .....</b>	<b>11</b>
<b>Criterion K - Student Discipline .....</b>	<b>12</b>
<b>Criterion L - Student Health and Safety .....</b>	<b>13</b>
<b>Additional Information to be Provided Regarding the Charter School Operations .....</b>	<b>14</b>
<b>Summary .....</b>	<b>15</b>

### **Appendices**

**Appendix A  
Application Supplementary Information  
November 25, 1995**

**Appendix B  
Charter School  
Enrollment Application for Students**

**Appendix C  
Addenda to the Charter Application  
December 8, 1995**



## **Introduction**

The Charter School of Wilmington has submitted a proposed charter designed to meet criteria identified in the Charter School legislation. The application has been reviewed by the District Accountability Committee established in accordance with the Charter legislation. The accountability committee is composed of individuals selected to represent a variety of experiences and expertise to focus on the various components of the application. The review will address each one of the twelve criteria which were identified in the law and express the extent to which the criteria have been met.

This review will provide commendations and recommendations that have been identified in each of the criterion areas for consideration by members of the Red Clay Consolidated School District Board of Education as they determine their support and approval of the Charter.

The accountability committee will have additional ongoing responsibilities as outlined in the legislation with respect to the annual report as well as financial, programmatic or compliance audits to be conducted on behalf of the Red Clay Consolidated School District Board of Education. Several references are made throughout the document to the information requested at the appropriate time to support those audits.

The list of concerns and recommendations is designed to reflect upon those areas of the proposed charter that must be further developed for the maximum effectiveness of the school.

The committee wishes to acknowledge the degree of developmental activity that has occurred to date to establish this unique educational entity. The committee also wishes to note that the proposed sharing of facilities with a district school creates a need for more coordination between the Charter School and the resident or approving school district than might occur in other Charter applications. Several of the recommendations contained in the document make reference to this aspect of the Charter School operations.

The following pages outline the committee reaction to the application in each of the criteria areas (A through L). Each section begins with a statement of the criterion from the legislation.

**The proposed Charter application has addressed each of the twelve criteria and it is the overall recommendation of the accountability committee that the Charter be approved by the Board of Education to officially begin to enroll students for the 1996-97 school year.**

#### **Criterion A. Quality of Applicants**

**Legislative criterion:** "The individuals and entities submitting the application are qualified to operate a charter school and implement the proposed educational program and the proposed board of directors includes representation from teachers, parents, and community members who were involved in the development of the proposed charter."

#### **Accountability Committee Recommendations:**

The consortium of businesses, parents, teachers and community members who participated in the development of the Charter School application is exceptionally well-suited to develop a school with a focus on the curriculum of mathematics and science. Many of these individuals participated in the creation and development of the Academy of Mathematics and Science at Wilmington High School which will be incorporated into the Charter School.

The willingness of all the individuals and organizations named on pages 6, 7 and 8 of the application to become involved in this innovative educational opportunity is commendable.

The proposed Board of Directors will be charged with the ongoing policy decisions required to initiate and operate the Charter School. It is the understanding of the committee that the number of Board members will be between 12 and 15 and that Board member candidates will be sought to maximize the diversity of the Board. It is planned that parent and teacher board member candidates will be selected by the parent groups and staff members, respectively. These plans appear to provide for a Board of Directors with a range of expertise and representativeness to insure that broad perspectives are considered in the Board of Directors' decision making. It will be necessary for Director's terms to be identified. The committee recommends staggered terms to insure board continuity.

**The application has met criterion A.**

#### **Criterion B. Corporation Law**

**Legislative criterion:** "The chosen form of organization, identified in the articles of incorporation and by-laws, or the membership agreement, conforms with the Delaware General Corporation Law."

#### **Accountability Committee Recommendations:**

The Charter School has been formed as a non-profit corporation, in

accordance with the requirements of the Charter School legislation. The Charter School has provided a copy of the incorporation documents to become a part of the public record of action on the application.

**The application has met criterion B.**

**Criteria C/D. Mission Statement, Goals and Indicators**

**Legislative Criterion: "The mission statement, goals and educational objectives are consistent with the description of legislative intent set forth in 501 of this chapter and the restrictions set forth in 506 in this chapter." "The school has set goals for student performance and will utilize satisfactory indicators to determine whether its students meet or exceed such goals and the academic standards set by the State Board of Education. The indicators shall include the assessments required for students in other public schools, although the charter school may adopt additional performance standards or assessment requirements, and shall include timelines for the achievement of student performance goals and the assessment of such performance."**

**Accountability Committee Recommendations:**

The stated goals, mission statement and educational objectives of the Charter School of Wilmington (Math/Science Charter School at Wilmington High School) are consistent with current educational research and best practices. The statement that the Charter School of Wilmington will "...combine an integrated, innovative and rigorous math/science curriculum with a solid grounding in other traditional subjects such as English and social studies" is evident through the proposed course offerings. Evidence of changes in methods for measuring student performance, improved student performance, and integrated curriculum are reflected in the proposed curriculum. Of some concern is that with limited staff, there may not be the expertise needed to address all of the above curriculum areas.

The stated objective of preparing students who are technologically literate, able to use computers and laboratory instruments is sound in a society that is becoming more dependent on technology for daily activities. The vision of "...a computer lab networked with science labs and classrooms, with students linked to a multi-media center via the Internet..." and "...a distance learning center..." is admirable. Meeting this objective requires having the technology available for regular use by all students. The identified funding requirements including the capital goals are designed to meet these technology needs. According to the December 8 Response Document some of these capital needs will be funded by the consortium. (Appendix C)



The statement "How the school operates will be even more important than what it offers." Is of vital importance in the school's daily operations. The goal of utilizing "...the most effective educational techniques... to meet the needs of students" is an admirable one. This type of teaching/learning (e.g., collaborative learning, coaching rather than lecturing) requires ongoing staff development. A commitment of time and money to staff development is reflected in the December 8 Response Document.

It is recommended that the objectives be reviewed and perhaps be recast to be more measurable and to include a standard of performance. While the committee recognizes that this becomes more feasible once the objectives can be linked to specific assessment measures, this is an area which will require further development to document that the school's program has actually enhanced student performance. A definition of student performance which merits corrective action must be made in terms of the acceptable standards of student growth and level of achievement. The committee looks forward to further specificity in this area as the school's operational plan is developed.

Accountability procedures for student performance are described as "...benchmarks of success that challenge students, parents, faculty and staff to attain a level of achievement significantly beyond that found in the average public school." Assessment will be determined through the use of written tests for both placement and ongoing assessment. Although not specified in the document, it is assumed that students in grade ten will participate in the State Writing Assessment in 1996 and thereafter until the completed Comprehensive Assessment System testing is in place. The proposal to use the California Achievement Test in grades nine and ten will provide comparable data to that of the Red Clay Consolidated School District. At the present time, that assessment as well as the Scholastic Aptitude Test (SAT) and Advanced Placement tests are the only measures available to show comparisons between Charter School students and other Delaware public school students. The objective of "An entry-level employment test given to all Juniors" is an admirable goal.

The Customer Satisfaction surveys should provide an additional piece of benchmarking data to support the success and satisfaction of the business and school community. These pieces of information should provide important data to support the success of the Math/Science Charter School. The Red Clay Consolidated School District uses the NAESP School Climate Survey and this is the survey that the Charter School proposes to use, allowing comparison to Red Clay schools.

We recognize that the progress has been made in developing the specific objectives that the charter school plans for student accomplishment.

**The applicant has met criteria C/D.**

**Criterion E. Plan for Evaluating Student Performance and Corrective Action Procedures**

**Legislative criterion:** "The school proposed a satisfactory plan for evaluating student performance and procedures for taking corrective action in the event that student performance at the charter school falls below such standards which are reasonably likely to succeed."

**Accountability Committee Recommendations:**

The criteria for deciding that corrective action be taken are clearly outlined. Entering students are evaluated by standardized tests including the Iowa Test of Basic Skills, the California Achievement Test as well as the SAT Achievement Tests. Students will be evaluated by several teacher testing methods and by standardized tests through the year. A year end cumulative performance record will be assembled and evaluated for each student.

Corrective action will take the form of assigned tutoring sessions in extended day or Saturday classes, and mandatory summer school. The role of the counselor with regard to these students (and all students) has been specified.

In the implementation phase of this plan, the source of funding for such additional time allotted to students and the associated cost for remediation has been addressed. An estimate has been provided of the percentage of the student population that will need such help. In addition, the success of additional assigned time for students presumes that the student is motivated to learn and succeed. The December 8 Response Document has identified what will happen to students who cannot or will not meet success criteria and there will be provisions for replacing students who choose to leave the charter.

**The applicant has met the criterion E.**

**Criterion F. Educational Program with a Potential to Improve Student Performance**

**Legislative criterion:** "The school's educational program, including curriculum and instructional strategies, has the potential to improve student performance."

**Accountability Committee Recommendations:**

The sequence of courses in math and science seems coordinated and complete to accomplish the goals of the Charter. There is an impressively wide variety of courses available from other academic areas as well. The idea of having a first semester



course in the foundations of technology is commendable. The course prerequisites that the students follow for the math or science sequence seem stringent, but this will assure that those who advance through the sequence are prepared for the next level. The emphasis on contextual learning, that is, tying the topics of study to a practical problem, will require considerable effort on the part of the teaching staff to break somewhat new educational ground. Along with this, the staff is expected to undergo continuing professional development during the academic year and during the summers. Detailed plans will be needed to insure that the necessary staff development is provided.

This raises the question of the amount of time expected of the staff to accomplish everything required of them. A normal teaching day does not allow for the development of new material and professional development. This will necessitate a considerable time commitment outside of the school day. Prospective staff members should be aware of the expectations of employment in the Charter School.

In addition, it is noted that an important component of the Charter program involves personal laptop computers for upper class students along with networked computer facilities and associated software. Sources of such equipment and funding for upkeep of this equipment have been identified and must be achieved.

At some point before the Charter opens, just how the faculty will interact with the faculty of Wilmington High School and the other Academies will have to be identified. Overlapping responsibilities will need to be identified and delineated. It will have to be made clear to faculty of all of these educational entities and the respective students just what authority faculty have over students not under their direct control with regard to discipline and use of equipment common to more than one academy or charter.

**The application has met criterion F.**

#### **Criterion G. At-Risk and Special Needs Students**

**Legislative criterion: "The school's educational program sets forth strategies to be employed as it deems necessary to accommodate the needs of at-risk students and those needing special educational services."**

#### **Accountability Committee Recommendations:**

As the Charter School of Wilmington accepts students, it should be cognizant of the Individuals with Disabilities Act (IDEA), a federal law which mandates a free and appropriate education (FAPE) for students with disabilities. The charter school plans to seek a waiver from the State of Delaware related to the special education provision.

It is our recommendation that the Charter School of Wilmington communicate

with Dr. Martha Brooks at Department of Public Instruction regarding:

- ▶ Counting of these students for special education grant proposals, 9/30 audits and 12/1 student counts.
- ▶ Compliance with the state's Administrative Manual of Programs for Exceptional Children (AMPEC).

Recognizing that any actions related to special needs students will be dependent on the specified needs of the students enrolled at the school, specificity is needed with regard to several items which will be addressed as part of the audits of the charter school conducted by the school district and to insure compliance with the identified federal laws and in the best interest of at-risk and special need students. In addition, there are several issues related to special needs students that have been addressed in the December 8 Response Document. Many of these issues will have to be further resolved prior to the opening of school in September once student enrollment is determined.

The question of the special needs of bilingual students was not addressed in the initial proposals but was explained in a follow-up document received by the accountability committee. (That document is attached as Appendix A). The proposal outlined would provide for English as a Second Language (ESL) support to any bilingual student who was able to participate in the regular charter program save for the need to continue to increase ESL skills. It is recommended that the availability of this program component be made known to potential applicants.

The value of diversity which appears in the school's mission statement must be made concrete through the provisions of this aspect of the Charter School's operations.

Specification of admission requirements was requested of the Charter Committee and a copy of the application was provided and is attached as Appendix B. It is clear from this application that the proposed charter has met the requirements of the law which stipulate that the charter may not restrict student admissions.

**The application has met criterion G.**

**Criterion H. Economic Viability**

**Legislative criterion: "The plan for the school is economically viable, based on a review of the school's proposed budget of projected revenues and expenditures for the first three years, the plan for starting the school, and the major contracts planned for equipment and services, leases, improvements, purchases of real property and insurance."**

### **Accountability Committee Recommendations:**

The Charter School Law requires that the plan for the charter school be economically viable, based on a review of the charter school's proposed budget of projected revenues and expenditures for the first three years of operation. Pages twenty-two and twenty-three of the proposal submitted by the Charter School of Wilmington provide budget worksheets for the first three years of the charter school's operations.

Financially, the Charter School Law seems to treat a charter school as a "stand-alone" independent legal entity. The state portion of funding will be based on the state unit system mechanism. The charter school will be required to conduct its own separate unit count each September 30. The local tax portion of funding will be based on a calculation (to be performed by DPI) in which local current expense operating costs will be calculated for a school district on a per pupil basis. The charter school will ultimately receive local tax revenues generated by the number of pupils it serves. The charter school receives these revenues based on the cost of all services the district had been providing to students. The implication is that the charter school will not be responsible to provide all services to its pupils. Where a charter school is unwilling or unable to provide certain types of services itself, it may choose to negotiate contracts with the public school district or with other organizations. A few examples of possible services to be contracted might include: athletic and extra-curricular activities, shared use of common facilities, electricity, gas, heating fuel, telephone, water, sewer, security systems, rent, unit count services, student accounting services, bidding and purchasing services, financial planning and budgeting services, accounting and reporting services, audit services, payroll and benefit services, student assignment and placement services, student testing services, psychological services, speech and other therapy services, staff development services, library and media services, technology services, and the provision of books, supplies, furniture, etc.

Some unique questions arise in the case of the Charter School of Wilmington because they are proposing to share an existing public school facility with other programs that will still be operated by the Red Clay Consolidated School District. The charter school has provided a schematic or floor plan of the classrooms and other instructional areas that they would like to use at the Wilmington High facility.

In September 1996 the Wilmington High facility will house the Phoenix Program, the Banking and Finance Program, the Cab Calloway Middle School for the Creative and Performing Arts, and the Wilmington High School comprehensive program students. The new charter school will need to share the building and campus with these other Red Clay entities. The charter school has provided a general explanation of how they propose to resolve logistics with regard to the scheduling of special areas within the building. Examples of these areas include the gymnasium, the library/media center, the swimming pool, and the auditorium. The details of this sharing must be resolved between the entities.



### **Revenue Estimates:**

We acknowledge that the estimated state and local revenues of the proposed charter school will fluctuate from year-to-year. Based on preliminary revenue estimates prepared by the Department of Public Instruction, the first year's state and local revenues appear to be fairly reasonable given a student population of at least 250. It should be noted, however, that the local revenue estimate prepared by DPI may be too high because Cost Recovery Program expenditures were included in the local expenditure base. The Red Clay School District has sent a memo to the Deputy Superintendent at DPI questioning the inclusion of these expenditure as "local" operating costs. Cost Recovery revenues are generated at the federal level when certain medical and related services are provided to students with special needs who are covered by Medicaid. The charter school would share in Cost Recovery revenues only to the extent that their student population includes students who receive such services.

The "consortium contribution" is listed at \$200,000. Additional information has been provided, indicating that an additional \$390,000 will also be contributed by the consortium to cover start-up costs, operating budget shortfalls and a portion of the capital needs budget.

### **Expenditure Estimates:**

The proposal, as amended by the December 8 document, bases Teacher salaries on a DPI-generated average of \$41,587. Although this is about \$2,000 less than the present average salary in Red Clay, this estimate may be viable when we consider that the Charter School will not be bound by the terms of the union contract. The number of teaching positions will certainly be subject to fluctuation, however, if the student enrollment projection of 250 is not achieved.

In the Year 1 budget for "extracurricular" only \$35,000 is allotted. Based on current and projected Red Clay costs for athletic and extracurricular programs, this item should probably be doubled unless some alternatives to full participation in the after school activities are contemplated.

The operating budget provides no funding for computers, but this item is listed in the "Capital Goals" section of the December 8 document. Since only a portion of the capital budget is being provided by the corporate consortium, it will be necessary to obtain other revenues such as grants and contributions in order to fully fund the technology items needed for the Charter School.

In the "administrative/operational support" section, an allocation of one dollar is listed for "rent". We understand that this rent grants the Charter School the right to use certain areas within Wilmington High (as described in the floor plan submitted) and to use existing computers, equipment, books, etc. in the Math/Science Academy. Ultimate legal title of these items rests with the school district. A lease agreement should be prepared and reviewed by legal counsel to clearly state the rights of the parties and to formally describe the liability insurance coverage(s) that are required by Criterion J.

Based on projected Red Clay costs, the Year 1 budget for accounting and payroll services is understated. We understand that the Charter School will probably not use Red Clay's services for these activities; however, it will be necessary for the Charter School to negotiate a Memorandum of Understanding with the State Budget Director and the Controller General in order to comply with the requirements of Criterion I.

The Accountability Committee recognizes the difficulty of making 3-year expenditure projections for this new organization, and we acknowledge that Mr. Russo and the corporate consortium did a lot of hard work within a relatively short period of time.

The original proposal did not include a capital budget or a budget for start-up costs. These were subsequently provided as supplements to the 3-year operating budget. After considering the projected State and Local district revenues, overall expenditures (in all three budgets) exceeded revenues by \$1,071,400. We are told that the corporate consortium has committed itself to \$590,000 which reduces the difference between expenditures and projected revenues to \$481,400 over the 3-year period. The Accountability Committee is obliged to point out that a vigorous fund-raising program will be needed for the Charter School to obtain these funds. Nevertheless, there are capital expenditures that could be deferred in the event that outside grants, contributions, etc. are not high enough. There seems to be enough support for the Charter School to enable it to pay for its operating expenses and at least a portion of its capital goals.

**The application has met criterion H.**

**Criterion I. Financial Operations**

**Legislative criterion: "The school's financial and administrative operations meet or exceed the same standards, procedures and requirements as a school district."**

**Accountability Committee Recommendations:**

The proposal submitted by the Charter School of Wilmington on October 30, 1995, stated that "We are now in discussions with state and district personnel to determine the feasibility of using the state's accounting, payroll, purchasing, and pension and benefits systems..." The proposal also stated "In the event we do not use these state systems, we



will develop a memorandum of understanding as required..."

If the charter school decides to operate within the Delaware Financial Management System (DFMS), it will probably be necessary to revise the amount budgeted for accounting and payroll services as discussed in the previous section (Economic Viability). It will also be necessary to obtain a unique division number from the State Budget Director so that expenditures of the charter school will not be co-mingled with Red Clay School District expenditures. It is requested that the charter school come to a final decision on this matter as soon as possible.

It has been pointed out that there are potential cost savings if the charter school elects to operate independently of the state's payroll and benefit system. Any alternative proposals, however, must be described to the Accountability Committee, and the charter school would need to execute a memorandum of understanding with the State Budget Director and the Controller General.

**The applicant has met criterion I, subject to final approval of the State Budget Director and Controller General.**

**Criterion J. Legal Liability**

**Legislative criterion: "The assessment of the school's potential legal liability, and the types of limits of insurance coverage of the school plans to obtain, are adequate."**

**Accountability Committee Recommendations:**

The proposal submitted by the Charter School of Wilmington indicates that, where possible, they will seek coverage through Red Clay's policies in the areas of general liability, athletic insurance, and property damage to personal computers. The charter school proposes to reimburse Red Clay for a portion of the premiums on the above-mentioned policies. This proposal seems reasonable and equitable to the concerned parties; however, we have been informed that the general liability carrier will require that the Charter School Board of Directors obtain a separate policy for liability coverage.

Creation of an independent board of directors who will have the power to hire and fire employees leads to the need for separate general liability coverage. The current liability coverage purchased by Red Clay insures the district against wrongful acts, errors and omissions of the duly elected members of the Board of Education. It will be necessary for the charter school to increase the amount budgeted for insurance because the insurance carrier has determined that the new level of governance requires a separate policy.

When the charter school proposal was submitted, it was not known whether charter school employees would be considered as state employees for workers compensation purposes. The answer to this question may be determined by the charter school's ultimate decision concerning proposed financial and administrative operations in Section I. Here again it may be necessary to increase the amount budgeted for insurance depending on the decision made by the charter school.

Information received from the State of Delaware Insurance Office indicates that if the charter school items "are owned by the state or district, the state property self-insurance would be responsible for covered losses..." In the charter school proposal it states "The school will evaluate exposure in this area as it begins operations and will purchase additional coverage if necessary." Once again, it may be necessary to increase the amount budgeted for insurance since the state self-insurance program does not provide full replacement value of all items.

**The applicant appears to meet criterion J, subject to their purchase of the additional insurance as outlined above.**

**Criterion K. Student Discipline**

**Legislative criterion: "The procedures the school plans to follow to discipline students and ensure its students' adherence to school attendance requirements comply with state and federal law."**

**Accountability Committee Recommendations:**

The overall plan for student discipline was outlined in the original application and was supplemented by a follow-up submission (Appendix A). The overall goals of the school coupled with a committee based plan for discipline in compliance with appropriate state laws, appears to be designed to maximize a positive school climate.

The committee expressed several concerns regarding the designation of responsibility for discipline and attendance matters at the school. The committee discussed the complexity of implementing two separate codes of student deportment in a shared facility. The committee has identified the need for coordination on this area of school operations.

As the substance abuse policy, student behavior contract, sanctions for inappropriate behavior are established, that material will be welcomed by the committee.

**The applicant has met criterion K.**

**Criterion L. Student Health and Safety**

**Legislative criterion:** "The procedures the school plans to follow to assure the health and safety of students, employees and guests of the school while they are on school property are adequate and that the charter school will comply with applicable provisions of Chapter 85 of Title 11 of this Code."

**Accountability Committee Recommendations:**

While student health and safety are not addressed specifically in the proposal, the building requirements for safety should be maintained by the Red Clay Consolidated School District and the administrator charged with the operation of that school.

The Charter School must be cognizant of the following as it develops its operational plan.

1. **Student Health Needs**

Provision of nursing services, counseling services, physical examinations, medical record maintenance, vision screenings, orthopedic screenings, hearing screenings, health counseling. It is the committee's understanding that these services may be provided through contracted services.

2. **Safety Issues** for evacuations of disabled students as well as safe environments for all students must be discussed by staff and monitored and maintained by the school leaders.

3. **The Americans with Disabilities Act** which, in part, protects all students and staff in the school environment.

In the December 8 Response Document (page 5), the applicant proposes that "nursing services, as well as other counseling and screening services, will be obtained by contracting for them with Wilmington High School, the State, or private contractors " and that "all safety issues will be addressed and coordinated with Wilmington High School".

**The applicant proposes to meet Criterion L.**

## **Additional Information to be Provided Regarding the Charter School Operations**

### **Student Admissions**

Preferences have been identified for admissions to the school in the case of over-subscription. No process has been identified to select students in the event of over-subscription beyond these preferences.

### **Qualifications of Staff**

Information is provided regarding the proportions of teachers who will have specified Delaware certification. The Accountability Committee will review this information as part of the audit and annual report process.

### **Transportation**

Provisions for transporting students have been provided regarding local school district students or others. In addition, there will be transportation requirements for extended day and extended year programs that will have to be met and the possible mechanisms to provide that have been identified.

### **Athletics**

The arrangement for athletics and extra-curricular activities to be done on a contract basis has been addressed in the application. Final arrangements and the specific of the cooperative venture will be needed as soon as possible.

### **Timetable**

The applicant has provided a timetable for implementation which is included in Appendix A which should allow for the orderly implementation of the start-up of the Charter School.



## **Summary**

The business, parent, teacher and community members who have coalesced to develop this application for a Charter School for high school students with a focus on the curriculum areas of math and science have met the purpose of the charter school legislation. According to the legislation, the purpose of Charter schools "is to create an alternative to traditional public schools operated by school districts and improve public education overall." The legislation further states that a Charter School "is intended to improve student learning, encourage the use of different and innovative or proven school environment" and teaching and learning methods, provide parents and students with improved measures of school performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community."

The depth and breadth of experience of the charter developmental team, the mission, goals and education plan all point in the direction of success for the charter school and the students it serves. Additional specificity of measurable objectives and standards of performance will strengthen the operational plan of the Charter School. The plans for special needs students, discipline, attendance, health and safety have been identified and need to be further developed and articulated as the planning process continues. The committee endorses further specification in each of these areas.

The start-up, capital budget and in-kind contributions will combine with the projected three year budget to provide a basis for the initial implementation of the school. Additional refinement will be needed to assure that the budget adequately supports the program goals and objectives.

The committee has identified a number of "next steps" and recommendations proposed to enhance the projected operational plans. These recommendations should be considered by the charter school consortium as they continue the planning process to insure that the Charter School at Wilmington maximizes the fulfillment of the charter school legislation. A copy of assurances developed from legislative requirements is attached for the endorsement by the Charter applicant (Appendix C).

**Based on the original application and the two supplementary documents submitted, the accountability committee can recommend approval of this application designed to accomplish the stated goals. In a business community where mathematics and science skills provide the livelihood of so many families and where these skills have been the academic as well as professional interest of so many community members, this curriculum focus is particularly appropriate for a charter school environment to provide for a well-educated Delaware community.**



**Appendix A**

**Application Supplementary Information  
November 25, 1995**

**Appendix B**

**Charter School  
Enrollment Application for Students**

**Appendix C**

**Addenda to the Charter Application  
December 8, 1995**

## Appendix A

# MEMO

TO: Dr. Gail J. Ames  
FROM: Mr. Ronald R. Russo  
SUBJECT: Response to memo dated 11/21/95  
DATE: 11/25/95

Following you will find the responses to your inquiries regarding the charter application for The CHARTER SCHOOL of Wilmington:

## 1) WHAT SPACE IS BEING REQUESTED AT WILMINGTON HIGH SCHOOL?

In order to establish a separate and distinct identity as an independent operation, it is important for the CHARTER SCHOOL to be assigned a section of the building. As much as is possible, all activities are to be held in this area. Exceptions would include lunch, physical education, fine arts, and the occasional use of the auditorium.

Currently there is excess space available at the school and existing rooms could be reallocated to permit the creation of a self-contained school on the third floor. I propose the CHARTER SCHOOL be assigned an entire corridor consisting of rooms 303, 304, 306, 307, 308, 309, 310, 311, 312, 313, 314, and 315. Rooms 327, 329, and 331 might be used if needed. This proposal would necessitate reassigning some teachers next year but other rooms in the building will become available as the traditional Wilmington High program is phased out. The CHARTER SCHOOL will have a great need for science labs but they will be available to all students as needed. A simple school floor plan is provided with this memo. Final decisions should include Wilmington High School's principal, Mr. Craig Deidrick.

## 2) SPECIFY THE CHARTER SCHOOL'S STAFFING PLANS.

	<u>FY '97</u>	<u>FY '98</u>	<u>FY '99</u>
Classroom teachers	14	22.5	29.5
President	1	1	1
Development / PR Dir.	1	1	1
Assist. Principal	0	0	1
Clerical	1	2	2
Counselors	1	1.5	2
Media Specialist	.5	1	1

## 3) STATE YOUR SPECIAL PROGRAMS FOR BILINGUAL STUDENTS.

Transitional programs will be made available to students who are not yet ready to study in English. An ESL class will be offered on an as needed basis.

#### 4) WHAT IS THE SCHOOL'S SPECIFIC ACTIVITY TIMELINE?

Student recruitment	December ( Begin ). Students can be regularly accepted up to April 15. We are asking for applications by March 1 to give us time for planning and hiring.
Faculty / Staff hiring	March ( Begin ). Once the enrollment is firmed up appropriate personnel will be hired.
Parent Notification	March ( First week ). Parents will be notified of student acceptances.
Placement Test	March ( Last week ). This test will be used for scheduling purposes.
Registration	April ( Last week ). Parents will meet with representatives of the school to discuss courses and answer questions.
Summer Session	July. Some students will be required to attend to prepare them for September. Others may attend to sharpen their skills.

#### 5) WHAT IS THE APPLICATION PROCESS AND WHAT ARE THE ADMISSION REQUIREMENTS?

Applications will be distributed to schools with eighth grades and to district offices. They are also available at the main office at Wilmington High School. Completed applications are to be returned to The CHARTER SCHOOL at Wilmington High.

The admission requirements are that the student have an interest in the study of science and math and that the parent and student agree with the mission statement of the CHARTER SCHOOL.

#### 6) SPECIFY YOUR PLANS FOR STUDENT DISCIPLINE.

Using the Red Clay Student Code as a basis a committee of teachers, parents, and Board Members will be convened in March to design a student code of conduct. For serious or chronic behavior situations a review board consisting of teachers selected by parents, students, and teachers will advise the president on the action to be taken. All pertinent regulations will be followed including H.B. 85. It is expected that an attendance policy which withholds credit for excessive absences will be adopted.



## **7) HOW WILL THE CHARTER SCHOOL OBTAIN THE NECESSARY TECHNOLOGY?**

In addition to using all available government resources, over the next three years the CHARTER SCHOOL expects to use consortium assistance (\$100,000), local district help, as well as support from foundations and individuals.

## **8) OTHER COMMENTS OF INTEREST.**

The submitted proposal shows a consortium contribution of \$280,000. The founding companies' financial commitments exceed that amount. Over the next two and a half years the consortium members are prepared to contribute a total of almost \$600,000. In addition to the projected operating shortfalls the consortium will fund the start-up costs of \$160,000. This amount includes a portion of the president's salary, the expense to prepare the application, marketing expenses including a portion of the development director's salary, the cost of the placement test, the summer school expenses, and miscellaneous costs. A contribution of \$100,000 is expected for capital items (technology) and about \$50,000 could be used for minor capital renovations.

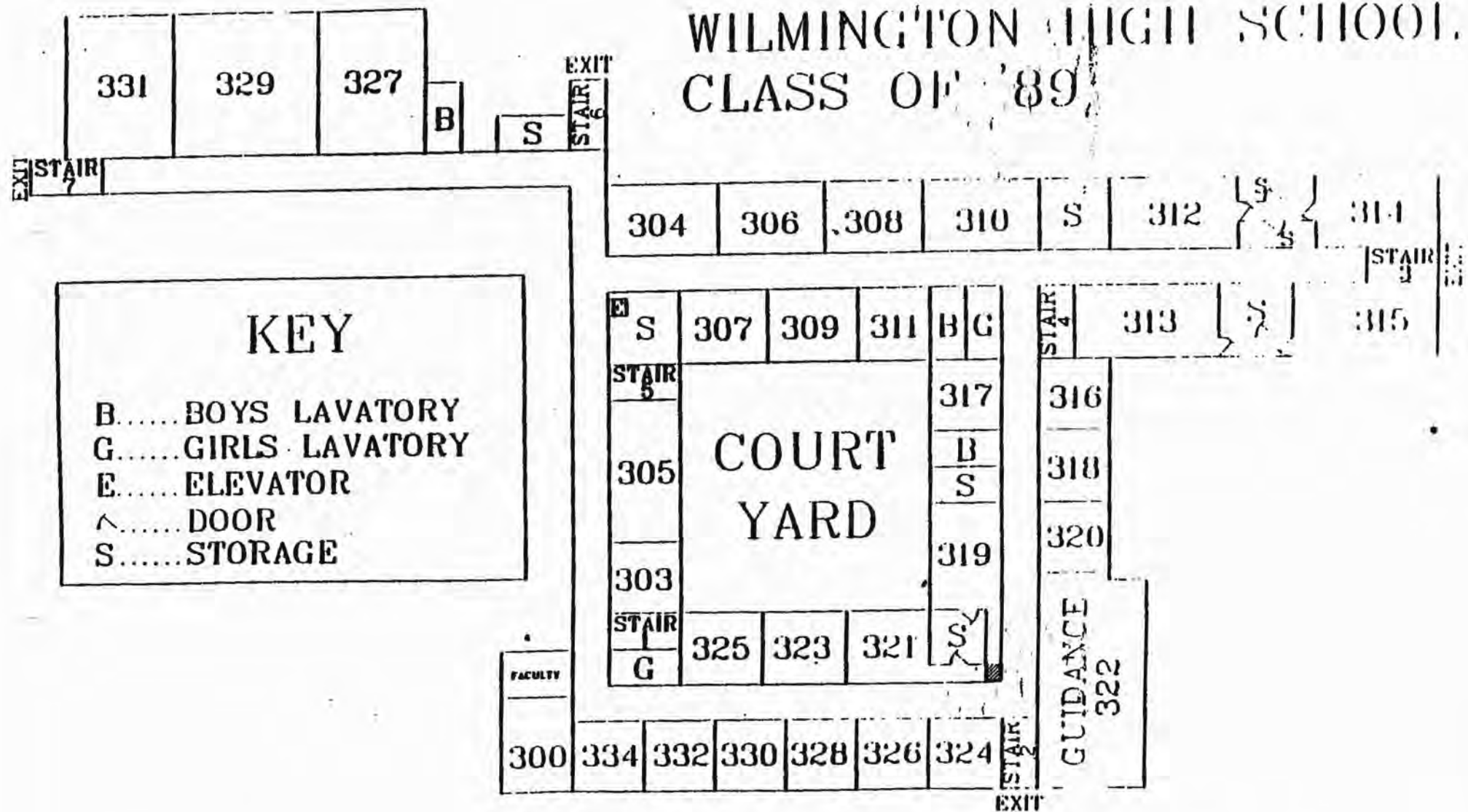
It is expected that whenever possible the CHARTER SCHOOL will make use of in kind services from consortium members. While custodial services will be purchased from Red Clay, maintenance services will be provided through the consortium. Presently I am preparing a proposal to have our business office functions provided by the Medical Center ( payroll, accounting, etc. ). If this becomes a reality a memorandum of understanding will be executed. Internship programs, mentoring personnel, field trips, guest speakers, etc. will also come from the consortium.

All textbooks that were purchased for and / or are being used by the academy of math and science will be the property of the CHARTER SCHOOL. Any additional books that must be purchased as replacements or as the enrollment increases will be paid for by the CHARTER SCHOOL. Money has been placed in the budget for that purpose.

The Red Clay School District has purchased 50 computers for the math and science academy. They are located in the computer lab (20) and in various science laboratories. I propose that the ten computers in lab 317 remain there specifically for the use of the students in the other academies. The remaining computers should be designated for the CHARTER SCHOOL and will be used by all students who are scheduled into these rooms. Non-charter students will share the rooms and the equipment on an as needed basis.

The support of the business community and the cooperation of the local school district provide Delaware with the unique opportunity of becoming the national leader in the area of charter schools. I welcome the chance to discuss these and other issues with the members of the accountability committee.

DRAWING BY JIM KING  
 DATE: FEB. 1, 1989  
 WILMINGTON HIGH SCHOOL  
 CLASS OF '89

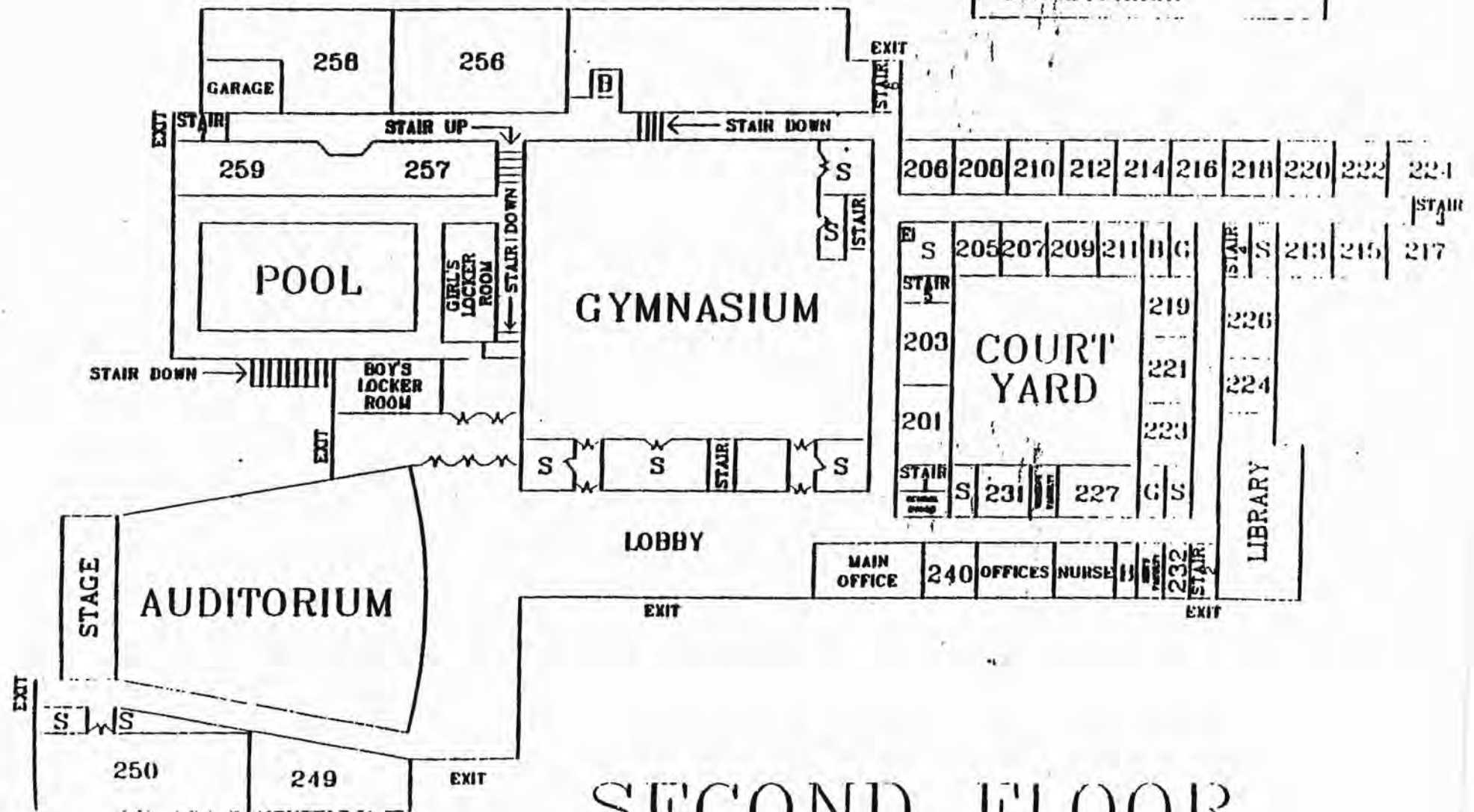


THIRD FLOOR

DRAWING BY JIM KING  
 DATE: JAN. 1, 1989  
 WILMINGTON HIGH SCHOOL  
 CLASS OF '89

# KEY

B.....BOYS LAVATORY  
 G.....GIRLS LAVATORY  
 E.....ELEVATOR  
 ^.....DOOR  
 S.....STORAGE



## SECOND FLOOR

## Appendix B



**"EXPECT THE BEST"**

Additional information on reverse side. This form may be reproduced.

**THE  
CHARTER SCHOOL  
OF WILMINGTON**

*Dear Parent:*

Thank you for your interest in The Charter School of Wilmington. When the Delaware General Assembly recently passed the "Charter School Act of 1995" it created a new type of school, the independently operated public school. Six local companies (Bell Atlantic, Delmarva Power, DuPont, Hercules, The Medical Center of Delaware, and Zeneca) formed a consortium. Together with teachers, parents, and community leaders, this group of businesses proudly sponsored Delaware's first charter school with an emphasis on the study of math and science.

The business consortium's interest in education is a result of the growing need for our students to be better prepared for a changing, high-tech world and a highly competitive, global economy. To meet these challenges The Charter School of Wilmington has developed a rigorous curriculum with a minimum of 24 credits for graduation. Ten of these credits must come from our math and science course offerings.

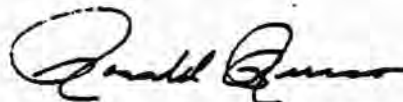
The Charter School of Wilmington believes that success in business and in life depends on more than just academic achievement. Therefore, students must learn accountability, personal responsibility, and character development. Expectations will be high and standards of performance in academics and behavior will be maintained.

Students who enroll in The Charter School of Wilmington will be expected to take a placement test in the spring (date to be announced). This will help us properly schedule your child for classes in the fall. Small group meetings or personal interviews will be arranged to explain the test results, discuss course selections, and answer questions.

Much work must be done to prepare for the '96-'97 school year. Because classes must be scheduled, books purchased, teachers assigned, etc., I encourage you to send your application in early or at least before March 1, 1996.

Parents are the primary educators of a child. I strongly encourage you to participate actively in school activities as a volunteer, guest presenter, and as a leader or helper with school projects. The next few years will be exciting and challenging for you and your child. I look forward to working with your family.


*Sincerely,*



Ronald R. Russo  
President

## Appendix C

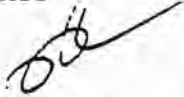
## MEMO

TO: Dr. Gail J. Ames, Accountability Committee Chairperson  
FROM: Mr. Ronald R. Russo   
SUBJECT: Charter School Application  
DATE: December 13, 1995

Two memos have been provided by me to you and the Accountability Committee containing additional information and clarification for the original consortium application for a Charter School at Wilmington High School. Those two memos, dated 11/25/95 and 12/8/95, should be considered addenda to and incorporated with the original application dated 10/30/95.



## MEMO

TO: Accountability Committee  
FROM: Mr. Ronald R. Russo   
SUBJECT: Response to Questions Posed by the Accountability Committee  
DATE: December 8, 1995

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### Criteria C/D

- 1) A copy of the incorporation documents is attached as requested.
- 2) A copy of the proposed start up and capital budgets is attached. The consortium is committing itself to \$590,000 of these expenses. Additional funding will be sought from foundations and individuals.
- 3) Teachers will be provided with at least two and possibly three periods a week for professional development. A regular teaching schedule would consist of five classes, one prep period and two or three days out of the week, a duty. Teachers would also be scheduled for at least five full days of staff development between August and May. Suggestions for speakers, workshops, seminars, etc. will be solicited from the faculty. An amount of \$3,500 will be allocated for development.
- 4) Once the Comprehensive Assessment System is in place, our goal is to have 100% of our students meeting or exceeding the standards by the end of their sophomore year. Paul LeMahieu at the University of Delaware is working with us to produce an interim instrument to measure student progress. When the instrument is prepared, specific targets of performance will be established.
- 5) Samples of local employment tests have been received. In the future the school will prepare its own pre-employment test modeled after those in use by local companies. By the end of their junior year, all students would have been tested. Those not achieving an acceptable grade will receive remedial instruction so that a passing grade will be obtained before graduation.
- 6) The CHARTER SCHOOL will use the Parent Satisfaction Survey published by the National Association of Secondary School Principals to measure "client" satisfaction.

Criterion E

- 1) The guidance counselor will follow the Red Clay job description for a secondary school counselor and will be closely involved with corrective actions. A student who drops below acceptable levels of performance may be experiencing difficulties with studies and/or personal matters. The counselor will help to determine the cause and formulate a course of action.
- 2) The implementation phase of this plan is supported by a start up budget which will be funded by the Consortium. A copy is included with this report. An amount of \$15,000 has been marked for payment of the placement test and the summer school program. An estimated 10% of our student population may require summer school. Transportation for these students will be provided by the Red Clay summer school bus transportation system and the per pupil cost (approximately \$75) will be paid by the CHARTER SCHOOL. In the event Red Clay does not offer a summer school program, transportation will be purchased from a private contractor.
- 3) Students who cannot or will not meet success criteria will be counseled to transfer to other schools. It would be appropriate for students to enroll in the CHARTER SCHOOL at times other than the beginning of the school year. This presumes a minimum of disruption to the student's schooling. Ideally any transfers out would be balanced by the arrival of new students. Consideration should be given to having the balance of the student's funding follow the student to the receiving school.

Criterion F

- 1) Time for staff development will be provided by scheduling teachers for five classes and one prep period each day. In addition, each teacher will be assigned a duty at least two but no more than three periods a week. This will provide teachers with two or three periods each week for development. At least five full days between August and May will be scheduled for professional development. Teachers will be solicited for suggestions for guest speakers, workshops, seminars, etc. An amount of \$3,500 will be allocated for development.
- 2) A copy of the capital budget, which includes lap-top computers, is included with this report.
- 3) All faculty, regardless of the school or academy, will have authority over the students. The school's rules will be compatible with existing rules in the building and, in fact, could be more restrictive.

- 4) It is reasonable to expect some areas and equipment to be shared by the CHARTER SCHOOL with its partner institutions. While the CHARTER SCHOOL will have the greatest need for chemistry and physics labs, any other chemistry or physics classes in the building will be expected to use the same laboratories. The media center will also be a shared area, etc.

#### Criterion G

- 1) A waiver will be sought for the special education provisions.
- 2) There will be up to three groupings depending on the ability levels of the enrolled students.
- 3) Special services will be obtained for our students on a contracted basis. The professional fees budget has \$4,000 allocated for that purpose and could pay for psychological or speech therapy services provided by the state or private practitioners.
- 4) Currently at-risk and special needs students will be assigned to different classes.
- 5) Attendance, social skills, work ethic, etc. are topics of character development which will be addressed on an on-going basis in all courses. For example, math classes could use attendance data to generate graphs. The English classes could assign essays on the benefits of good attendance, while social science engages in research to determine the attendance policies of local companies.
- 6) Based on enrollment data, staff members will be identified at the time of employment to work with at-risk students.
- 7) To deal with students who are experiencing severe difficulties with our programs, a Pupil Personnel Team will be established. This five-member team will consist of the president, counselor, and three teachers. This group will develop procedures and guidelines to be used to consider termination or alternative programs for students on a case-by-case basis.
- 8) The ESL program would be funded through the teacher portion of the budget.

#### Criterion H

- 1) As the student population increases in the CHARTER SCHOOL, the traditional program at Wilmington High School is being phased out. This should provide the CHARTER SCHOOL with the needed additional space.



- 2) Special areas such as the gymnasium and pool will be compatibly scheduled for regular classes of the CHARTER SCHOOL and Wilmington High School. If necessary, the CHARTER SCHOOL could purchase the services of Wilmington High School's physical education teacher to teach sections of our students. Money for this proposal can be found in the teachers' salaries portion of the budget.

The use of the auditorium for assemblies or programs would be scheduled through Wilmington High School's main office. The media center should be available to all students and could be scheduled for class use on an as-needed basis.

- 3) Appropriate action will be taken by the CHARTER SCHOOL once a decision is reached on the school's allocation of the Cost Recovery Program.
- 4) Copies of the start up and capital budgets have been provided showing a consortium contribution of \$590,000 over the next two and a half years.
- 5) Based on the numbers provided by DPI, the average teacher salary is \$41,587. The figure listed under teachers' salaries is only the State portion and includes a 10% bonus amount. The balance of the salaries and benefit costs are included in the local portion figure of \$306,732. Additional information was provided in a memo to Dr. Gail J. Ames dated 11/25/95.
- 6) The extracurricular question needs further review. The \$57,830 for participation in the Wilmington High School Athletic Program includes all sports teams. Next year the CHARTER SCHOOL will have predominantly freshmen and sophomores, so participation on more costly varsity teams will probably be nonexistent. Also, since Wilmington High School's enrollment has declined, they could use the CHARTER SCHOOL's students to help bolster their programs.
- 7) A copy of the proposed capital budget is attached. This should help answer the question of computers. Some capital items will be funded by the consortium. Foundation and individual support will also be sought.
- 8) The rent paid to Red Clay is intended to cover the cost of existing computers, equipment, books, etc., currently on the premises of Wilmington High School. As previously stated, some sharing is expected between the schools.
- 9) The CHARTER SCHOOL is exploring the possibility of having our accounting and payroll functions taken over by a consortium member for in-kind services. The budget contains \$8,000 for the purchase of these services.



- 10) The professional services portion of the budget contains \$4,000 to purchase psychological, speech, or therapy services from the State or private contractors. The supplies and materials portion of the budget contains \$5,000 in its total to pay Wilmington High School for partial services of its nurse.

Criterion I

- 1) If the CHARTER SCHOOL decides to operate within the Delaware Financial Management System, the amount budgeted for accounting and payroll services will be adjusted. Otherwise the appropriate memorandum of understanding with the State Budget Director and the Controller General will be executed if these services are provided by a consortium member or by a private accounting firm.

Criterion J

- 1) If necessary, additional insurance coverage will be purchased. Adjustments to specific budgeted amounts will be made as needed.

Criterion L

- 1) Nursing services, as well as other counseling and screening services, will be obtained by contracting for them with Wilmington High School, the State, or private contractors.
- 2) All safety issues will be addressed and coordinated with Wilmington High School.

Additional Information

- 1) In the case of oversubscription, the CHARTER SCHOOL will use the preferences permitted by the CHARTER LEGISLATION; i.e., siblings, Red Clay Consolidated School District students, and students residing in a five-mile radius of the school. Diversity will be achieved by attracting a diverse pool of student applicants.
- 2) The CHARTER SCHOOL will comply with the legislation on teacher certification; i.e., at least 65% of the teachers will be certified by the state of Delaware.

- 3) It is expected that CHARTER SCHOOL students will be transported by the Red Clay district and all State transportation funds will be turned over to the district. Students who make use of extended day services can use the late or activity buses. Summer school transportation will be paid by the CHARTER SCHOOL to Red Clay or a private contractor for those students required to attend at a cost of about \$75 per student.
- 4) The CHARTER SCHOOL would like to participate in Wilmington High School's athletic programs and some other extracurricular programs. This could be a mutually beneficial arrangement since unless some programs were dropped, the entire cost of operating these activities would have to be borne by Wilmington High School. In addition, since Wilmington High School's enrollment is decreasing, the CHARTER SCHOOL's participation would provide needed students to continue with some of these activities both for numbers and, possibly, talent. An acceptable proposal is being developed which might include only freshman and junior varsity teams.

**State of Delaware**  
**Office of the Secretary of State**

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Page D-1

I, EDWARD J. FREEL, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF INCORPORATION OF "THE CHARTER SCHOOL OF WILMINGTON INC.", FILED IN THIS OFFICE ON THE TWENTY-NINTH DAY OF SEPTEMBER, A.D. 1995, AT 11:30 O'CLOCK A.M.

A CERTIFIED COPY OF THIS CERTIFICATE HAS BEEN FORWARDED TO THE NEW CASTLE COUNTY RECORDER OF DEEDS FOR RECORDING.



  
Edward J. Freel, Secretary of State

2547454 8100

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AUTHENTICATION:

7660273

DATE:

10-02-95

CERTIFICATE OF INCORPORATION  
OF  
THE CHARTER SCHOOL OF WILMINGTON INC.

THE UNDERSIGNED INCORPORATOR, in order to form a nonprofit corporation for the purposes hereinafter stated, under and pursuant to the provisions of the General Corporation Law of the State of Delaware, does hereby certify as follows:

**FIRST:** The name of the corporation is THE CHARTER SCHOOL OF WILMINGTON INC. (the "Corporation").

**SECOND:** The registered office of the Corporation in the State of Delaware is located at 1201 Market Street, Suite 1401, City of Wilmington, New Castle County, Delaware. The name of the Corporation's registered agent at such address is PHS Corporate Services, Inc.

**THIRD:** The Corporation shall be a membership corporation and shall have no authority to issue capital stock. The conditions of membership in the Corporation and the voting powers of the members shall be as set forth in the By-Laws of the Corporation.

**FOURTH:** The Corporation is incorporated as a nonprofit corporation under the General Corporation Law of the State of Delaware, and the Corporation does not contemplate pecuniary gain or profit, incidental or otherwise. The nature of the activities to be conducted, and the purposes to be promoted or carried out by the Corporation, 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. Without limiting the generality of the foregoing, the purposes of the Corporation shall include:

(1) To organize and run a Charter School pursuant to the Charter School Act of 1995 (14 Del. C. §§ 501 et seq.).

(2) To solicit, receive, acquire, hold, invest, administer, dispose of and distribute property and funds for the above purposes, and for no other purpose.

(3) To do such acts and carry on such business as may be permitted by nonprofit corporations under the General Corporation Law and other laws of the State of Delaware and the United States in order to accomplish the above purposes.

(4) The funds of the Corporation shall not be restricted in use to people of any race, faith, color, or creed, but shall be administered on a nondiscriminatory and interdenominational basis.



**FIFTH:** No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to any member or individual having a personal or private interest in the activities of the Corporation, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the Corporation and to make payments and distributions in furtherance of its purposes. Except as may be permitted under the provisions of Section 501(h) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law, 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 distributing of statements), any political campaign on behalf of any candidate for public office nor shall it take a position on any issue raised in a political campaign for the purpose of aiding or opposing any candidate. Said Corporation shall not be authorized to accept gifts or contributions for other than the purposes hereinbefore stated. As a means of accomplishing the foregoing purposes, said Corporation shall have the power to do any and all such acts as are necessary or conducive to the attainment of any of the objects and purposes herein set forth, to the same extent and as fully as any natural person might or could do; provided, however, that notwithstanding any provision of this certificate or any provisions of applicable state law, the Corporation shall not have the power to carry on any activities not permitted to be carried on (i) by a corporation exempt from Federal Income Tax under Section 501(a) and Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any subsequent Federal tax law; or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law.

In the event the Corporation is, or in the future may become, a "private foundation" within the meaning of Section 509 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law:

(1) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws.

(2) The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law.

(3) The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law.

(4) The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws.

(5) The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws.

(6) Upon dissolution or termination of the Corporation, it shall comply with the requirements of Section 507(b)(1)(A) of the Internal Revenue Code of 1986, or corresponding provisions of any Federal law.

In the event of the liquidation, dissolution, or winding up of the Corporation, whether voluntary, involuntary, or by operation of law, except as may be otherwise provided by law, the Governing Body of the Corporation shall have the power to dispose of the total assets of the Corporation in such manner as they, in the exercise of any absolute and uncontrolled discretion, may by a majority vote determine; provided, however, that such disposition shall be calculated to carry out the objects and purposes for which the Corporation is formed and only such objects and purposes; provided further, that such disposition shall be limited exclusively to qualified organizations as described in either Section 501(c)(3) or Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any subsequent Federal tax law (but only if the property delivered, conveyed, and paid over to such organization described in Section 170(c)(2) is to be used exclusively for public purposes), unless the Corporation is a private foundation at the time of dissolution or termination, in which case it will distribute its property in accordance with subsection (6) of this Article FIFTH.

SIXTH: The business and affairs of the Corporation, and the control and disposition of its property and funds, shall be managed by or under the direction of the Governing Body of the Corporation. The qualification, tenure, number, election, powers and duties of the members of the Governing Body shall be as provided in the By-Laws. No officer, member of the Governing Body or employee of the Corporation shall receive or be lawfully entitled to receive any pecuniary profit from the operations thereof, except reasonable compensation for services actually rendered to or on behalf of the Corporation.

**SEVENTH:** A member of the Governing Body of the Corporation shall not be personally liable to the Corporation or its members for monetary damages for breach of fiduciary duty as a member of the Governing Body, except for liability (i) for any breach of the member of the Governing Body's 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, (iii) under Section 174 of the Delaware General Corporation Law, or (iv) for any transaction from which the member of the Governing Body derived any improper personal benefit. If the Delaware General Corporation Law is amended after the filing of the Certificate of Incorporation of which this article is a part to authorize corporate action further eliminating or limiting the personal liability of members of the governing bodies, then the liability of a member of the Governing Body of the Corporation shall be eliminated or limited to the fullest extent permitted by the Delaware General Corporation Law, as so amended.

Any repeal or modification of the foregoing paragraph by the members of the Corporation shall not adversely affect any right or protection of a member of the Governing Body of the Corporation existing at the time of such repeal or modification.

**EIGHTH:** The original by-Laws of the Corporation shall be adopted by the incorporator. Thereafter, the Governing Body of the Corporation shall have the power to adopt, amend or repeal the by-laws of the Corporation. The election of the members of the Governing Body of the Corporation need not be by written ballot unless the by-laws of the Corporation shall so provide.

**NINTH:** The Corporation reserves the right to amend, alter, change, or repeal any provision contained in this Certificate of Incorporation, in the manner now or hereafter prescribed by statute, and all rights conferred herein are granted subject to this reservation; provided, however, that no amendment shall authorize the Governing Body to conduct the affairs of the Corporation in any manner or for any purpose which would cause it to lose its tax-exempt status under the provisions of the Internal Revenue Code of 1986, as amended.

**TENTH:** The name and mailing address of the incorporator is as follows:

PHS Corporate Services, Inc.  
1201 Market Street, Suite 1401  
Wilmington, Delaware 19801

**ELEVENTH:** Whenever a compromise or arrangement is proposed between this Corporation and its creditors or any class of them and/or between this Corporation and its members or any class of them, any court of equitable jurisdiction within the State of

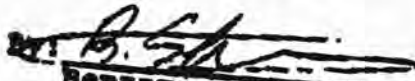


Delaware may, or  
Corporation or of any creditor  
application of any receiver or receivers of  
Corporation under the provisions of Section 291 of Title 8 of the  
Delaware Code or on the application of trustees in dissolution or  
of any receiver or receivers appointed for this Corporation under  
the provisions of Section 279 of Title 8 of the Delaware Code  
order a meeting of the creditors or class of creditors, and/or of  
the members or class of members of this Corporation, as the case  
may be, to be summoned in such manner as the said court directs.  
If a majority in number representing three-fourths in value of  
the creditors or class of creditors, and/or of the members or  
class of members of this Corporation, as the case may be, agree  
to any compromise or arrangement and to any reorganization of  
this Corporation as a consequence of such compromise or  
arrangement, the said compromise or arrangement and the said  
reorganization shall, if sanctioned by the court to which the  
said application has been made, be binding on all the creditors  
or class of creditors, and/or on all the members or class of  
members, of this Corporation, as the case may be, and also on  
this Corporation.

Page 2

THE UNDERSIGNED, being the incorporator for the purpose  
of forming a corporation not for profit pursuant to Chapter I,  
Title 8, of the Delaware Code, entitled "General Corporation  
Law," and the acts amendatory thereof and supplemental thereto,  
if any, makes and files this Certificate of Incorporation, hereby  
declaring and certifying that said instrument is its act and deed  
and that the facts stated herein are true, and accordingly  
executed this Certificate of Incorporation as of September 29,  
1968.

PHS Corporate Services, Inc.,  
Incorporator

  
Benjamin Strauss, Vice President



## FUNDING REQUIREMENTS

(FY is from 7/1 to 6/30)

	FY 96	FY 97	FY 98	FY 99
1. Start-up Costs	\$160,000	0	0	0
2. Operating Shortfalls	0	\$200,000	\$80,000	0
3. Capital Goals	\$263,700	\$279,600	\$88,100	0
<b>TOTALS</b>	<b>\$423,700</b>	<b>\$479,600</b>	<b>\$168,100</b>	<b>0</b>

\* Capital Projects could be funded with the financial assistance of foundation grants and individual contributions.

The Consortium is committed to financial support of \$590,000. This consists of start-up costs (\$160,000), operating shortfalls (\$280,000), and capital expenses (\$100,000 to \$150,000 depending on any needed renovations.)

**START-UP COSTS FOR FY 96**

President's salary (consortium's portion)	\$ 35,000
Application writing services	\$ 7,000
Marketing	\$ 90,000
Summer school (includes IOWA test)	\$ 15,000
Miscellaneous	<u>\$ 13,000</u>
TOTAL	\$160,000

## ENROLLMENT PROJECTIONS

	FY 97	FY 98	FY 99
9th	125	150	150
10th	100	125	150
11th	25	100	125
12th		25	100
TOTALS:	250	400	525

## FIRST YEAR CAPITAL GOALS

### **Perpetual Software License**

**\$91,000**

90-Station License Including:

Foundations in Reading, Writing, Mathematics & Science  
Secondary Math, Literacy, Writing and GED Expansions  
Waterford Mental Math  
Life Skills Program

Algebra 1

Geometry

Exam-In-A-Can Algebra 2, Geometry, Pre-Calculus,  
and Physics

Exam-In-A-Can Basic with Applications,  
Pre-Algebra & Algebra 1

Exam-In-A-Can Basic, Pre-Algebra, Algebra  
& Algebra 1 and 2 (Bilingual)

36-Station License Including:

Compton's Multi-Media Encyclopedia

90-Station License Including:

A+dvantage Worldware

Courseware Support

Red Clay has committed  
\$24,000. The balance can  
be paid over a 4-year period.

### **Additional Materials**

**\$ 8,000**

(30) Algebra Documentation

(30) Geometry Documentation

(30) Additional Documentation for Life Skills Programs

(30) Secondary Literacy Expansion Documentation

(30) GED Expansion Documentation

(30) Secondary Spanish Language Documentation

(30) Management System Documentation

(30) Secondary Reading/Writing and Math Documentation

### **Hardware Maintenance**

**\$ 3,500**

First Year Including:

Extended Hardware Maintenance Service

- File Server (1)

Extended Hardware Maintenance Service

- Student Station (60)

Extended Hardware Maintenance Service

- CD-Rom Service (1)



**Hardware**

10 Student Workstations	\$ 25,000
8 Laser Printers @ \$2,000	\$ 16,000
8 Dot Matrix Printers @ \$500	\$ 4,000

**Subtotal****\$127,500****Media Center**

20 Workstations in Media Center	\$ 40,000
2 Printers @ \$2,000	\$ 4,000
2 Laser Disc Players @ \$850	\$ 1,700
Full-Page Computer Scanner	\$ 1,000

Technology Software	
20 Research CD Roms	\$ 14,500

Library Furniture Including: Hexagonal Computer Desks with printer stands above monitor surface	\$ 37,500
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**Subtotal****\$ 98,700****General Science/Physics Laboratory**

Computer Interfacing and Probes	\$ 2,500
Appropriate Software and CD-Ware	\$ 7,000
Laboratory Hardware	\$ 10,000
Accessory Hardware	\$ 10,000
10 Lasers @ \$300	\$ 3,000
Safety Equipment	\$ 5,000

**Subtotal****\$ 37,500****TOTAL****\$263,700**

## SECOND YEAR CAPITAL GOALS

### Biology/Pre-Medical Laboratory

Hazardous Chemical Storage Facilities	\$ 4,000
Refrigerator	\$ 500
Ice Machine and Installation	\$ 2,500
Glassware	\$ 2,000
30 Microscopes @ \$1,500 and Video System	\$ 50,000
6 Balances @ \$700	\$ 4,200
2 Spectrophotometer @ \$1,200	\$ 2,400
Laboratory Hardware	\$ 5,000
Electrical Equipment	\$ 10,000
Instruments	\$ 5,000
Computer Interfacing and Probes	\$ 4,000
Scientific Models	\$ 5,000

**Subtotal:**

**\$ 94,600**

### Library/Media Access Center

Notebook Computers with Built-in Telecommunications (50) for Student and Teacher Use as needed for home	\$100,000
Library Server	\$ 25,000
21 CD Towers	\$ 20,000
Software	\$ 20,000
Telephone Lines	—
Air Conditioning for Library	\$ 20,000

**Subtotal:**

**\$185,000**

**2nd Year Total:**

**\$279,600**

**THIRD YEAR CAPITAL GOALS****Chemistry Laboratory/Pre-Engineering**

Hazardous Chemical Storage Facilities	\$ 4,000
Explosion-proof Refrigerator	\$ 4,000
Barnstead Still	\$ 1,500
Glassware	\$ 5,000
4 Mechanical Aspirators @ \$1,000	\$ 4,000
2 Vacuum Pumps @ \$1,500	\$ 3,000
2 Analytical Balances @ \$2,500	\$ 5,000
6 Balances @ \$700	\$ 4,200
2 Spectrophotometers @ \$1,200	\$ 2,400
Laboratory Hardware	\$ 10,000
Chemicals	\$ 10,000
Electrical Equipment	\$ 5,000
Furniture/Fixtures	\$ 10,000
Computer Interfacing and Probes	\$ 5,000
Safety Equipment	\$ 5,000
4 Balance Tables @ \$2,000	\$ 8,000
Molecular Models	\$ 2,000

**Subtotal:****\$ 88,100**