

Withdrawal Letter

January 17, 2020

Dear Delaware Department of Education Charter School Office,

We, Destiny Education Leadership Academy, over the past few weeks, have taken the opportunity to evaluate the weight that comes with the monumental endeavor of beginning a Charter school. Consequently, after a more thorough review of our Destiny Education Leadership Academy charter submission, we have collectively elected to withdraw our submission. In doing so, we believe that there are several ways that we can strengthen our submission.

As clearly indicated from the vast number of more than 400 Parent Surveys collected, we understand both the earnest commitment interest and, subsequently, the responsibility to ensure the success of the application and the school. We are fully confident that the additional time will allow us to develop stronger relationships and identify the best technical and management support that aligns with our endeavor.

Although we have elected to withdraw our application for this cycle, we remain fully committed to providing 21 Century based learning to the students of Delaware. Thus, we look forward to resubmitting an application in December of 2020. For additional information on how you can be of assistance in this endeavor, we can be reached at 302-744-9390; ext 1043 or <https://delacademy.org/>

Respectfully,



Andre Boggerty
Board President

DDOE Initial Sufficiency Determination Letter



DEPARTMENT OF EDUCATION

Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Susan S. Bunting, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

January 24, 2020

Mr. Andre' Boggerty
Board Chair, Destiny Education Leadership Academy (DELA)
630 W. Division Street, Suite G
Dover, DE 19904

Re: Application for a New Charter School

Dear Mr. Boggerty:

Thank you for submitting an application for a new charter school. This letter is a follow up to our conversation on January 17, 2020. We appreciate the time and effort that you and your team committed to the application. In accordance with the charter law, the Delaware Department of Education makes an initial review of all new charter school applications it receives in order to assess the completeness and quality of each application based on the application submission criteria pursuant to 14 *Del. C. Ch. 5*.

After completing the initial review of the DELA application submitted to the Charter School Office on January 2, 2020, the application was deemed incomplete and insufficient to warrant a full review. One page 9 of the application, the instructions note that, "Late submissions will not be accepted." However, on January 10, 2020, the Charter School Office received an additional binder with revised charter application documents. As we discussed, the materials were not eligible for review because we received the submission after the January 2, 2020 deadline. Listed below are the identified areas of insufficiency that disqualified the application from further consideration:

Application Section	Comments
Executive Summary	
6. Business Plan	Business plan is missing Transportation, Prospective Partners, and Financial Resources
d. Provide, as Attachment 1 (Founding Group Résumés and Biographies).	The founding group's membership lacked the requisite expertise in the following areas: research based curricula and instructional strategies; Delaware financial and accounting systems and funding procedures for Delaware Charter Schools, School operations; Experience in the design and operation of a charter school; Additionally, there was not no evidence of success by H.A.R.K Educational Services.
1.2 Principal/Founding Group, School Leader, and School Leadership Team	
Founding Group Membership Identify key members.	Missing resumes for Sonya McCray and Anthony Wallace. Resume included for Reshid Xavier Walker who is not listed as a Founding Member. Resumes submitted: <ul style="list-style-type: none"> - G. Dodge - Andre Boggerty - Natalie Cherry - Ethel Donaldson - Esther Graham - La Mar Gunn - Sharon Sade Truiett - Reshid Walker

	Board Member information forms note that criminal background checks were completed but the Secretary of Education did not receive any documents by the Jan. 2 nd deadline.
<p>a. Explain the Founding Group’s collective qualifications for establishing a high-quality charter school in Delaware and in assuming stewardship of public funds. Address the following in your response.</p> <ul style="list-style-type: none"> • Experience and/or involvement in K -12 public education system; • Experience in the design and operation of a charter school (if the school has closed or is slated for closure, non-renewal, or dissolution, describe the circumstances that led to such closure, non-renewal, or dissolution); 	<p>The application lists the following statement on Page 2.5-11 in reference to H.A.R.K. Educational Services, Inc.:</p> <p>“This is start-up management company. It has no operating history or financial assets. Attached is a copy of the Resume of the lead company representatives.”</p> <p>Resume of Dr. David E. Clark, Jr. Resume of Ozie L. Hall</p> <p>Page 2.5-7 notes that “H.A.R.K. will provide in-kind start-up services” but the management agreement includes charges for \$150K in pre-charter services.</p> <p>Chester Community Charter School (led by Dr. Clark) is a low performing school (see attached Future Ready PA Index). In school year 2018-19, 16.3% of CCCS students demonstrated proficiency in reading (Statewide average: 62.1%). In math, 6.4% of students demonstrated proficiency (Statewide average: 45.2%).</p> <p>Mr. Hall did not disclose the failed charter school he led in North Carolina (Kinston Charter Academy). While HARK Educational Services is not currently involved in any litigation, the State of NC filed suit against Mr. Hall and his wife for allegedly misusing money.</p> <p>(www.wecharter.org) no information listed about its principals nor staff.</p> <p>Advanced Education Systems, LLC The Charter School Services company. No information available online.</p> <p>The selection of H.A.R.K. as DELA’s charter management company reflects poorly on the Founding Board for not conducting a more thorough due diligence process.</p>
4. Describe the responsibilities and qualifications of leadership team Attachment 3 (qualifications, résumés, and professional biographies)	The school leader position description is very thin, vague and does not speak to the unique qualifications required to lead DELA, a school with a specific mission.
1.3 Education Plan, Curriculum and Instructional Design	
1. Provide a synopsis of the proposed educational program	The application states that the school will develop a database of approved content materials but does not specify curriculum. This section has numerous “Will do” and “Will be” statements that leave the reader wondering what will be unique about this school and differentiate it from traditional schools besides having a different name.
3. Provide an overview of the planned curriculum, including, as Attachment 4 , scope and sequence per content area per grade band (K-2, 3-5, 6-8, 9-12) the school plans to serve	<p>Scope and sequence information for all instructional areas were vague and general without timelines and content standards. Sample instructional units from Colorado are provided, but it is unclear if this will be the proposed curriculum.</p> <p>The curriculum documentation did not include or identify pacing or pacing benchmarks.</p> <p>The curriculum documentation did not identify standards nor identify how those standards are being developed.</p>

	The application required scope and sequence in all content areas Curricula for Physical Education was not included.
4. Provide, as Attachment 5, 1 Mathematics unit with corresponding summative	Contains Sample ELA and math units. A Summative Assessment was not included.
7. Provide a synopsis of plans for additional academic support for at-risk students	There is no description of how the school plans to implement procedures to determine whether a student responds to interventions. There was no reference to Multi-tiered instructional systems. There are no specific assessments identified to determine whether or not interventions are effective only “professional judgement”.
Student Performance	
1. Describe the student performance standards	The application references that the school will set measurable goals but none are identified. There are no performance goals identified.
2. In addition to the State’s mandatory assessments,	MAP assessments are identified but there is no explanation as to how this aligns to the school’s curriculum, performance goals or Delaware Content Standards.
Supplemental Programming	
2. Describe the school’s programs or strategies to address student mental,	The school states that it will partner with outside vendors but none are identified. There are no in-house options listed.
4. <i>For schools offering summer school.</i> Describe the extra- or co-curricular activities	Applications states that the Board will develop a program but no detail is provided.
Special Populations and At-Risk Students	
1. At-Risk Students	
1b. Describe how the school will implement Response to Intervention	Response to Intervention (RTI) section is incomplete. It does not identify instructional strategies, intervention strategies, intermediate assessments or data collection methods.
2. Students with Disabilities	
A. Identification	
b. Describe the multi-tiers of evidenced-based	Tiers of RTI are not fully developed
B. Program Plan	
a. Describe the school’s plan for ensuring compliance with state and federal statutes and regulations	Strategies are not listed for identification, evaluation, or eligibility, or educational program.
b. Describe how the school will provide a continuum of educational placements	This section was not completed.
d. Describe how the school will provide multi-tiers of academic and behavioral supports	No specifics are listed
e. Explain how the school will ensure parent participation in the IEP process	The application references “all required outreach” however there are no specifics listed.
g. Describe how the school will ensure that IEP services, supports, and accommodations are implemented by all staff working with students with disabilities	There is no reference to all staff, only the SWD Director
h. For students with disabilities who are age 14 or older	No specifics are listed
C. Monitoring and Accountability	
b. Describe how the school will ensure that required participants, including parents, will attend IEP meetings.	No specifics are listed

D. Staffing and Professional Development	
a. Describe how the school will employ qualified special education staff	There is no plan for OT, PT, Speech, School Psychologist, Special Education staff (outside of the coordinator)
b. Describe how the school will ensure that all staff (including but not limited to administrators,	A professional development plan is referenced but not included.
4. Gifted Students: Explain how the school will identify and meet the needs of gifted students, including:	
a. The specific research-based instructional programs	Nothing specific identified
Student Recruitment and Enrollment	
4. Describe the ongoing student recruitment work that you will do once your school has opened.	The application references developing a strategic plan, however, one is not provided.
1.4 Performance Management	
4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability.	Application states that the service provider will be used for this but there are no specifics.
5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework.	The response lacks specific information (e.g. accountable staff, types of reports)
1.5 Staffing	
1.5.a. Year 1 positions with position descriptions, including those for administrative, instructional, and non-instructional personnel;	Descriptions are not listed for contracted positions.
1.5.b. The number of classroom educators, Paraprofessionals, any specialty educators, and contracted professional services, such as Speech Therapists, Physical Therapists, etc.;	Number of positions are not listed.
1.5.c. Operational and support staff;	Numbers needed are not listed
1.5.d. The educator-student ratio, as well as the ratio of adults to students for the school.	Ratios not mentioned.
Staffing Plans, Management, and Evaluation	
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures	There are no ranges provided. There are no specifics provided. Non-monetary incentives are referenced, but none are included.
4. Outline the school's procedures for hiring and dismissing school personnel	The development of a personnel policy is referenced but none is provided.
5. Describe how the School Leadership Team will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code and regulations or propose an alternative system.	No response

Professional Development	
e. An explanation of the school’s system for providing coaching and professional development for the School Leader.	Vague response, no specifics given.
1.6 Governance and Management	
Governing Board	
5. As Attachment 12 , provide a completed and signed Charter School Board Member Disclosures Form for each proposed Board member.	Disclosure forms are not signed.
7. School Oversight	
b. Describe the financial policies and procedures that the Board and administration will implement and follow in order to ensure that the school remains fiscally solvent	States that the Board will adopt an Internal Control Policy, but no policy was provided.
d. Identify the enrollment threshold that would compel the Board to delay opening	120 students enrolled of 264 is far too low.
f. Describe the School Leader contract. Identify whether there will be performance targets in that contract and, if so, what they are.	The question was not answered. The response states that the contract will be developed.
9. Board Continuity. Describe how, and on what timeline, new Board members will be recruited and added.	The question was not answered.
10. Ethics and Conflicts of Interest. Describe the Board’s ethical standards and procedures for identifying and addressing conflicts of interest and compliance with the State Code of Conduct.	The conflict of interest policy simply states that Board members will not engage in conflicts of interest.
1.8 Start-Up and Operations	
2. Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges	The only item budgeted in Year 0 is \$150k in management company fees. Not realistic and also, there is no mention of where the \$150k is coming from. The revenue is budgeted under “Miscellaneous Receipts” and there is no information in the narrative that explains the source of funds.
3. Complete the Start-Up (Year 0) Budget in the Budget Sheets. Complete all pages in the Budget Sheets, and provide as Attachment 16 (see link in Section 1.10 Budget and Finance).	Insufficient response. Budgeted amount is nowhere near accurate. They have budgeted \$125k for year one. AOD (a school of similar size) spends nearly double that in one year. Completely unrealistic plan. Budget as presented cannot support an increase in this line item.
4. Transportation. Describe how students will be transported to the school pursuant to	The only item budgeted in Year 0 is \$150k in management company fees. Not realistic and also, there is no mention of where the \$150k is coming from. The revenue is budgeted under “Miscellaneous Receipts” and there is no information in the narrative that explains the source of funds.
6. Lunch/Breakfast. Describe the plan for providing meals to students, including homeless students and others students eligible for free or reduced price meals.	The response is too brief and does not provide a plan.

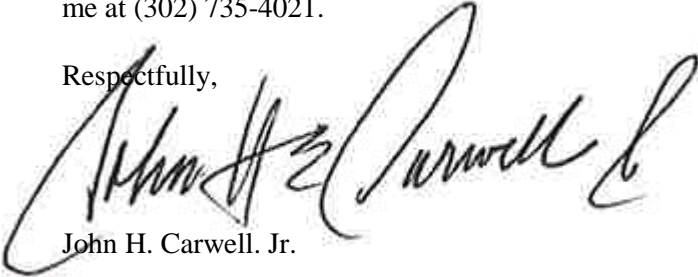
<p>9. Student Records. Describe the plan for the timely transfer of student and school data and records to the Department of Education</p>	<p>The response is too brief and does not provide a plan.</p>
<p>1.9 Facilities</p>	
<p>1. Discuss the school’s facility needs based on the educational program and projected enrollment.</p>	<p>A number of needs are identified in this paragraph. It is not entirely clear whether the proposed facility meets all of those needs. For example, the applicant states that the school will need a server, internet access, cabling, routers, switches, etc. Is this facility already equipped with all of that equipment? If not, how will these items be paid for during the planning year? It is unreasonable to state that these items will be taken care of beginning in July of their first year of operation- they will not have sufficient time to prepare the building before school begins.</p>
<p>2. If the applicants have identified a facility, state where the school will be located (including county location and any other location specifics) and, as Attachment 18, provide floor plans of the school that identifies each room and whether the building will be new construction or an existing building. Include a detailed description of the facility that includes the number of acres.</p>	<p>This facility was previously used as a private religious-based school. Will any modification be necessary to comply with state rules around using buildings with religious artifacts?</p>
<p>a. If the site has been identified, list the detailed terms and/or conditions for the use of the facility. If not, describe the plans to identify a suitable facility.</p>	<p>A copy of the lease is included. The lease states that the tenant will be responsible for all maintenance and repairs of the building (roof, windows, plumbing, HVAC, etc.). What is the current condition of the building? When were these major items last replaced? The school has only budgeted between \$10k-\$20k per year for maintenance/repairs (\$10k-\$16k in the 80% budget; \$15k-\$21k in the 100% budget). Those amounts are insufficient if a major repair is needed. Without knowing the current age/condition of the facility and when items were last repaired/replaced, it is impossible to know if the school can actually afford this facility.</p>
<p>1.10 Budget and Finance</p>	
<p>1. Revenue Estimates. Complete and submit the “New Charter School Estimated State and Local Fund Calculations” spreadsheets as Attachment 19.</p>	<p>Applicant only provided the local revenue worksheets; the state pages are missing for all years in both the 80% and 100% scenarios.</p>
<p>a. A budget based on the targeted enrollment; and</p>	<p>The Year 1 budget does not meet the 2% contingency check.</p>
<p>3. Budget Narrative (Provide as Attachment 20)</p>	<p>Budget narrative does not clearly explain assumptions. It is not detailed and no explanation is given for any of the amounts appearing in the budget. The applicant was expected to provide a narrative that identifies the assumptions and details of each budget LINE ITEM. They have only provided generic language around the major budget categories- not the line items. It is impossible to know whether they have adequately captured all expected costs because there are no details provided.</p> <p>The applicant states the following in the narrative under “Payroll”:</p> <p>“The board has not yet determined health insurance and other benefits. Sufficient fund balance is available to cover the same.”</p>

	Major issues with this statement. First, the school will be REQUIRED to participate in the group health plan. The revenue worksheets include health insurance funding; however, the applicant has budgeted \$0 in each year in both the 80% and 100% scenarios. They state that the fund balance can cover this cost, which is untrue in most of the years. They already do not meet the 2% contingency reserve in Year 1 of the 100% budget.
4. Business Plan (Provide as Attachment 21)	
<p>a. Expected Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable. Describe the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.</p>	Loans mentioned earlier but not here.
<p>d. Audits. Describe the financial controls that the school will have in place, including the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Delaware in accordance with the State Budget and Accounting Manual and 29 <i>Del. C. Ch. 69</i>.</p>	Could not find any amounts budgeted for annual independent audit. Not mentioned anywhere in the budget narrative.
2.4 Charter School Board Member Information Form. To be completed individually by each proposed charter school board member.	Only two forms were included in the application for Andre' Boggerty (missing signature page), La Mar Gunn (not signed).
2.5 Charter Board Member Disclosures Form	The application included unsigned forms for Natalie Cherry, Gary Dodge; Ethel Donaldson, Esther Graham, Sonya McCray, Sharon Sade' Truiett, and Anthony Wallace. In addition, an unsigned form was included for Walker (not listed as founded board member).
2.5 Charter Management Company and Highly Success Charter School Operator Supplement	<p>The application lists the following statement on Page 2.5-11 in reference to H.A.R.K. Educational Services, Inc.:</p> <p>"This is start-up management company. It has no operating history or financial assets. Attached is a copy of the Resume of the lead company representatives."</p> <p>Resume of Dr. David E. Clark, Jr. Resume of Ozie L. Hall</p> <p>Page 2.5-7 notes that "H.A.R.K. will provide in-kind start-up services" but the management agreement includes charges for \$150K in pre-charter services.</p> <p>Chester Community Charter School (led by Dr. Clark) is a low performing school (see attached Future Ready PA Index). In school year 2018-19, 16.3%</p>

	<p>of CCCS students demonstrated proficiency in reading (Statewide average: 62.1%). In math, 6.4% of students demonstrated proficiency (Statewide average: 45.2%).</p> <p>Mr. Hall did not disclose the failed charter school he led in North Carolina (Kinston Charter Academy). While HARK Educational Services is not currently involved in any litigation, the State of NC filed suit against Mr. Hall and his wife for allegedly misusing money.</p> <p>(www.wecharter.org) no information listed about its principals nor staff.</p> <p>Advanced Education Systems, LLC The Charter School Services company. No information available online.</p> <p>The selection of H.A.R.K. as DELA's charter management company reflects poorly on the Founding Board for not conducting a more thorough due diligence process.</p>
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Again, thank you for your interest in establishing a charter school. We suggest that you and your team review some of the previous charter school applications that are posted on our website (e.g. Sussex Montessori School, Mapleton Charter School). I hope the feedback provided here is helpful. If you have any questions, please contact me at (302) 735-4021.

Respectfully,



John H. Carwell, Jr.



Progress Towards Goal/Standard

- ● ● Meets or Exceeds Statewide Goal
- ● ○ Meets or Exceeds Interim Target
- ○ ● Not Meeting Statewide Goal/ Interim Target

Current and Previous Performance Comparison

- ↑ Increase in Performance from the Previous Year
- Maintained the Same Performance from the Previous Year
- ↓ Decrease in Performance from the Previous Year

IS- Insufficient Sample NA- Not Applicable
 Color coding and arrows provide information about school progress.

Chester Community CS

State Assessment Measures

Proficient or Advanced on Pennsylvania State Assessments



English Language Arts/Literature

All Student Group Did Not Meet Interim Goal/Improvement Target

Percent Proficient or Advanced	16.3%
Statewide Average	62.1%
Statewide 2030 Goal	81.1%

Student Group Breakdown

All Student Group	16.3%	○ ○ ●
American Indian/Alaskan Native	IS	○ ○ ○
Asian	IS	○ ○ ○
Hawaiian/Pacific Islander	IS	○ ○ ○
Black	15.6%	○ ○ ↓
Hispanic	15.8%	○ ○ ↑
White	38.2%	○ ↑ ○
2 or More Races	29.2%	○ ○ ↓
Economically Disadvantaged	16.5%	○ ○ ●
English Learner	6.9%	○ ○ ↓
Student with Disabilities	5.8%	○ ○ ↓



Mathematics/Algebra

All Student Group Did Not Meet Interim Goal/Improvement Target

Percent Proficient or Advanced	6.4%
Statewide Average	45.2%
Statewide 2030 Goal	71.8%

Student Group Breakdown

All Student Group	6.4%	○ ○ ●
American Indian/Alaskan Native	IS	○ ○ ○
Asian	IS	○ ○ ○
Hawaiian/Pacific Islander	IS	○ ○ ○
Black	5.9%	○ ○ ↓
Hispanic	6.6%	○ ○ ●
White	31.3%	○ ↑ ○
2 or More Races	9.2%	○ ○ ↓
Economically Disadvantaged	6.6%	○ ○ ●
English Learner	3.0%	○ ○ ●
Student with Disabilities	2.9%	○ ○ ↓



Science/Biology

All Student Group Did Not Meet Interim Goal/Improvement Target

Percent Proficient or Advanced	22.8%
Statewide Average	66.0%
Statewide 2030 Goal	83.0%

Student Group Breakdown

All Student Group	22.8%		
American Indian/Alaskan Native	IS		
Asian	IS		
Hawaiian/Pacific Islander	IS		
Black	23.1%		
Hispanic	19.5%		
White	IS		
2 or More Races	IS		
Economically Disadvantaged	23.0%		
English Learner	11.6%		
Student with Disabilities	11.1%		

Meeting Annual Academic Growth Expectations (PVAAS)



English Language Arts/Literature

All Student Group Did Not Meet the Standard Demonstrating Growth

Academic Growth Score	63.0
Statewide Average Growth Score	75.0
Meeting Statewide Growth Standard	70.0

Student Group Breakdown

All Student Group	63.0		
American Indian/Alaskan Native	IS		
Asian	IS		
Hawaiian/Pacific Islander	IS		
Black	62.0		
Hispanic	78.0		
White	IS		
2 or More Races	76.0		
Economically Disadvantaged	67.0		
English Learner	65.0		
Student with Disabilities	70.0		



Mathematics/Algebra

All Student Group Meets the Standard Demonstrating Growth

Academic Growth Score	78.0
Statewide Average Growth Score	75.3
Meeting Statewide Growth Standard	70.0

Student Group Breakdown

All Student Group	78.0		
American Indian/Alaskan Native	IS		
Asian	IS		
Hawaiian/Pacific Islander	IS		
Black	76.0		
Hispanic	94.0		
White	IS		
2 or More Races	50.0		
Economically Disadvantaged	78.0		
English Learner	94.0		
Student with Disabilities	81.0		



Science/Biology

All Student Group Did Not Meet the Standard Demonstrating Growth

Academic Growth Score	50.0
Statewide Average Growth Score	75.1
Meeting Statewide Growth Standard	70.0

Student Group Breakdown

All Student Group	50.0			
American Indian/Alaskan Native	IS			
Asian	IS			
Hawaiian/Pacific Islander	IS			
Black	50.0			
Hispanic	54.5			
White	IS			
2 or More Races	IS			
Economically Disadvantaged	50.0			
English Learner	72.0			
Student with Disabilities	57.0			

Advanced on Pennsylvania State Assessments



English Language Arts/Literature

All Student Group	
Percent Advanced	1.2%
Statewide Average	17.8%

Student Group Breakdown

All Student Group	1.2%
American Indian/Alaskan Native	IS
Asian	IS
Hawaiian/Pacific Islander	IS
Black	1.1%
Hispanic	0.0%
White	5.9%
2 or More Races	4.6%
Economically Disadvantaged	1.1%
English Learner	.8%
Student with Disabilities	.9%



Mathematics/Algebra

All Student Group	
Percent Advanced	1.0%
Statewide Average	17.8%

Student Group Breakdown

All Student Group	1.0%
American Indian/Alaskan Native	IS
Asian	IS
Hawaiian/Pacific Islander	IS
Black	.9%
Hispanic	1.8%
White	0.0%
2 or More Races	1.5%
Economically Disadvantaged	1.0%
English Learner	1.5%
Student with Disabilities	.6%



Science/Biology

All Student Group

Percent Advanced

2.8%

Statewide Average

28.9%

Student Group Breakdown

All Student Group	2.8%
American Indian/Alaskan Native	IS
Asian	IS
Hawaiian/Pacific Islander	IS
Black	3.1%
Hispanic	0.0%
White	IS
2 or More Races	IS
Economically Disadvantaged	2.8%
English Learner	2.3%
Student with Disabilities	.5%

On-Track Measures

English Language Growth and Attainment



English Language Growth and Attainment

All Student Group Did Not Meet Interim Goal/Improvement Target

Percent English Language Growth and Attainment	22.9%
Statewide Average	31.2%
Statewide 2030 Goal	70.3%

Student Group Breakdown

All Student Group	22.9%	
American Indian/Alaskan Native	IS	
Asian	IS	
Hawaiian/Pacific Islander	IS	
Black	31.8%	
Hispanic	21.3%	
White	IS	
2 or More Races	IS	
Economically Disadvantaged	21.1%	
English Learner	23.0%	
Student with Disabilities	16.7%	

Regular Attendance



Regular Attendance

All Student Group Did Not Meet Performance Standard

Percent Regular Attendance	48.7%
Statewide Average	85.8%
Statewide 2030 Goal	94.1%

Student Group Breakdown

All Student Group	48.7%	
American Indian/Alaskan Native	IS	
Asian	IS	
Hawaiian/Pacific Islander	IS	
Black	48.4%	
Hispanic	50.3%	
White	53.7%	
2 or More Races	48.6%	
Economically Disadvantaged	49.3%	
English Learner	53.2%	
Student with Disabilities	41.4%	

Early Indicators of Success



Grade 3 Reading

All Student Group

Percent Grade 3 Reading

14.5%

Student Group Breakdown

All Student Group	14.5%
American Indian/Alaskan Native	IS
Asian	IS
Hawaiian/Pacific Islander	IS
Black	13.3%
Hispanic	13.7%
White	IS
2 or More Races	IS
Economically Disadvantaged	14.9%
English Learner	13.6%
Student with Disabilities	5.5%



Grade 7 Mathematics

All Student Group

Percent Grade 7 Mathematics

6.0%

Student Group Breakdown

All Student Group	6.0%
American Indian/Alaskan Native	IS
Asian	IS
Hawaiian/Pacific Islander	IS
Black	5.5%
Hispanic	3.8%
White	IS
2 or More Races	IS
Economically Disadvantaged	6.3%
English Learner	IS
Student with Disabilities	6.1%

College and Career Measures

Career Standards Benchmark



Career Standards Benchmark

All Student Group Exceeds Performance Standard

Percent Career Standards Benchmark	99.2%
Statewide Average	89.8%
Statewide 2030 Goal	98.0%

Student Group Breakdown

All Student Group	99.2%	
American Indian/Alaskan Native	IS	
Asian	IS	
Hawaiian/Pacific Islander	IS	
Black	99.1%	
Hispanic	100.0%	
White	IS	
2 or More Races	IS	
Economically Disadvantaged	99.3%	
English Learner	100.0%	
Student with Disabilities	98.3%	

High School Graduation Rate



Four-Year Cohort

All Student Group

Percent Graduation 4-Year Cohort	Data Does Not Apply
Statewide Average	85.8%
Statewide 2030 Goal	92.4%

Student Group Breakdown

All Student Group	Data Does Not Apply
American Indian/Alaskan Native	Data Does Not Apply
Asian	Data Does Not Apply
Hawaiian/Pacific Islander	Data Does Not Apply
Black	Data Does Not Apply
Hispanic	Data Does Not Apply
White	Data Does Not Apply
2 or More Races	Data Does Not Apply
Economically Disadvantaged	Data Does Not Apply
English Learner	Data Does Not Apply
Student with Disabilities	Data Does Not Apply



5-Year Cohort

All Student Group

Percent Graduation 5-Year Cohort	Data Does Not Apply
Statewide Average	88.5%

Student Group Breakdown

All Student Group	Data Does Not Apply
American Indian/Alaskan Native	Data Does Not Apply
Asian	Data Does Not Apply
Hawaiian/Pacific Islander	Data Does Not Apply
Black	Data Does Not Apply
Hispanic	Data Does Not Apply
White	Data Does Not Apply
2 or More Races	Data Does Not Apply
Economically Disadvantaged	Data Does Not Apply
English Learner	Data Does Not Apply
Student with Disabilities	Data Does Not Apply

Industry Based Learning



Industry-Based Learning

All Student Group

Percent Industry-Based Learning	Data Does Not Apply
Statewide Average	29.1%
Statewide Performance Standard	30.7%

Components of Indicator

Percent Scoring Competent or Advanced on NOCTI/NIMS	NA
Percent Earned Industry-Recognized Credential	NA
Percent Completed Work-Based Learning Experience	NA

Student Group Breakdown

All Student Group	Data Does Not Apply
American Indian/Alaskan Native	Data Does Not Apply
Asian	Data Does Not Apply
Hawaiian/Pacific Islander	Data Does Not Apply
Black	Data Does Not Apply
Hispanic	Data Does Not Apply
White	Data Does Not Apply
2 or More Races	Data Does Not Apply
Economically Disadvantaged	Data Does Not Apply
English Learner	Data Does Not Apply
Student with Disabilities	Data Does Not Apply



Advanced on Industry-Based Competency Assessment

All Student Group

Percent Advanced	Data Does Not Apply
Statewide Average	5.8%

Student Group Breakdown

All Student Group	Data Does Not Apply
American Indian/Alaskan Native	Data Does Not Apply
Asian	Data Does Not Apply
Hawaiian/Pacific Islander	Data Does Not Apply
Black	Data Does Not Apply
Hispanic	Data Does Not Apply
White	Data Does Not Apply
2 or More Races	Data Does Not Apply
Economically Disadvantaged	Data Does Not Apply
English Learner	Data Does Not Apply
Student with Disabilities	Data Does Not Apply

Rigorous Courses of Study



Rigorous Courses of Study

All Student Group

Percent Rigorous Courses of Study	Data Does Not Apply
Statewide Average	57.5%
Statewide Performance Standard	Coming Soon

Components of Indicator

Percent AP/IB Participation	NA
Percent College Course Enrollment	NA
Percent CTE Program of Study Concentration	NA
• Provided by CTC	NA
• Provided within LEA	NA
Number Unique Rigorous Courses	NA

Student Group Breakdown

All Student Group	Data Does Not Apply
American Indian/Alaskan Native	Data Does Not Apply
Asian	Data Does Not Apply
Hawaiian/Pacific Islander	Data Does Not Apply
Black	Data Does Not Apply
Hispanic	Data Does Not Apply
White	Data Does Not Apply
2 or More Races	Data Does Not Apply
Economically Disadvantaged	Data Does Not Apply
English Learner	Data Does Not Apply
Student with Disabilities	Data Does Not Apply

Post Secondary Transition to School, Military, or Work



Post Secondary Transition

All Student Group

Percent Graduates

Data Does Not Apply

Statewide Average

82.8%

Components of Indicator

Post Secondary Education	NA
Enlisted Military	NA
Entered PA Workforce	NA

Student Group Breakdown (Post Secondary Education)

All Student Group	NA
American Indian/Alaskan Native	NA
Asian	NA
Hawaiian/Pacific Islander	NA
Black	NA
Hispanic	NA
White	NA
2 or More Races	NA
Economically Disadvantaged	NA
English Learner	NA
Student with Disabilities	NA

Student Group Breakdown (Enlisted Military)

All Student Group	NA
American Indian/Alaskan Native	NA
Asian	NA
Hawaiian/Pacific Islander	NA
Black	NA
Hispanic	NA
White	NA
2 or More Races	NA
Economically Disadvantaged	NA
English Learner	NA
Student with Disabilities	NA

Student Group Breakdown (Entered PA Workforce)

All Student Group	NA
American Indian/Alaskan Native	NA
Asian	NA
Hawaiian/Pacific Islander	NA
Black	NA
Hispanic	NA
White	NA
2 or More Races	NA
Economically Disadvantaged	NA
English Learner	NA
Student with Disabilities	NA

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DESTINY EDUCATION LEADERSHIP ACADEMY

CHARTER SCHOOL APPLICATION

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School Proposal Overview

School Proposal Overview

Name of proposed school	DESTINY EDUCATION LEADERSHIP ACADEMY
Opening year	2021
Geographic community †	Kent County, U.S. Census Tract No. 0418.1 (Capital School District)
Model or focus (e.g., Arts, College Preparatory, Dual-Language, etc.)	21 st Century Education Model
Primary contact person (name, email, mobile phone, fax)	Andre' Boggerty Email: admin@destinyeducationleadershipacademy.com Mobile Phone: (302) 943-5118
Mailing address	630 W. Division Street Suite G Dover, Delaware 19904
Board Chair (name, email, mobile phone, fax)	Andre Boggerty, Board Chair Email: amboggerty@gmail.com Phone: (302) 943-5118 Fax:
Name of applicant group or entity applying	Destiny Education Leadership Academy

† Identification of geographic community may be as specific as a neighborhood or as general as the city/town identified for the school location.

Provide the names and roles in the applicant team and current employer of all persons on the applicant team.

Name	Role	Current Employment & Title
Andre' Boggerty	Board Chair	Delaware Family Court, Director of Human Resources
Natalie Cherry	Board Secretary	Bayhealth Medical Center, Registered Nurse
La Mar T. Gunn, Sr.	Board Treasurer	Gunn Wealth Management, Chief Investment Strategist

Anthony Wallace	Board Member	Crossroad Christian Church, Senior Pastor and Chief Executive Officer
Ethel Donaldson	Board Member	Aetna, Customer Service Supervisor
Gary R. Dodge	Board Member	Attorney at Law
Sonya McCray	Board Member	Delaware State University, Adjunct Instructor/Writing Studio Coordinator
Esther V. Graham	Board Member	Milford Early Learning Center, Chief Executive Officer
Sharon Sade' Truiett	Board Member	First State Community Action Agency, Public Relations Specialist

Does the school expect to contract or partner with a Charter Management Company or other organization for school management/operation?

Yes

No

If yes, provide the name of the Charter Management Company or other partner organization if known.

H.A.R.K. Educational Services, Inc.

(Note! If the applicant plans to contract with a Charter Management Company, the applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement (See Section 2.5) in addition to the application narrative.)

Proposed Principal/School Leader Information (if known)

Proposed Principal/School Leader Candidate (name, email, mobile phone, fax)	Unknown
Current Employment	

School Enrollment Projections

School Enrollment Projection

Grades	Number of Students				
	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023- 2024	Year 4 2024-2025	Year 5 2025- 2026
K	44	44	44	44	44
1	44	44	44	44	44
2	44	44	44	44	44
3	44	44	44	44	44
4	44	44	44	44	44
5	44	44	44	44	44
6		44	44	44	44
7			44	44	44
8				44	44
9					
10					
11					
12					
Total Students	264	308	352	396	396
Classes per grade	2	2	2	2	2
Average number of students per class	22	22	22	22	22

(Note! Provide additional columns if you will not reach full enrollment by year five.)

Student Demographics: Provide your estimated student demographics below.

	Low Income%	Special Education %	English Language Learners (ELL) %
Projected Demographics	41%	10%	5%

Executive Summary

1.1 Executive Summary

14 Del. C. §§ 512(1)-(3). And (5)-(6)

Destiny Education Leadership Academy (“DELA”) is a proposed grade K-8 public charter school located in Kent County, Delaware. The proposed education plan features a 21st Century school and learning environment. The school is student-centered and embraces a program of “Intelligent Academic Rigor (IAR).” IAR is an academically rigorous data-driven program which builds upon timely information which pinpoints student status and moves student progress in a methodical and systematic fashion toward established student performance goals. This data-driven school will use Brain-Based Learning theory and research to elevate Kent County students to new heights.

1. Mission and Vision Statements

Destiny Education Leadership Academy (“DELA”) mission is:

“To provide our students with a rigorous academic program which builds 21st Century skills and places students on a path to admission to the best colleges and universities in the world.”

DELA is a proposed tuition free public charter school which will serve grades K-8. The school will serve grades K-5 in the initial year of operation and expand one grade level per year until reaching grades K-8 in year four. The intent of the school is the improvement of student learning. Admissions to the best colleges and universities in the world required greater than 90th percentile scores on the ACT and SAT. Preparation for admission to the top tier schools starts in the early grades. Students development of strong cognitive skills in reading, writing, and math are important predictors of future college success. DELA’s vision is to provide students in Kent County, Delaware with a rigorous academic experience which places them where they need to be academically to become eligible for later admission to top tier schools. Our vision is to inspire students to take personal responsibility for learning and work diligently in a student learning community aspiring to high academic achievement.

DELA board of directors is committed to scientifically based educational best practices and cutting-edge learning technology. DELA’s vision of the future is a world where our students are planetary defenders who exhibit strong character, leadership, and passion on the cutting edge of change. Our students will develop a global view which sees us all as interconnected. Our students will treat all others with dignity, honor, kindness, and respect. Our students will exhibit strong problem-solving skills, excellent analytical, abstract, and logical reason skills. DELA students will help shape a better world. Just a few years ago now, the Japanese National Space Agency landed a robotic spacecraft on an asteroid over 190 million miles away from our planet. Over 50 nations have space programs, use satellite technology, or support private corporations engaged in some form of space exploration. In 2015, the United States slipped to number 40 in math, number 25 in science, and number 24 in reading skills in the

Programm' in International Student Assessment (PISA). America's decline in the international academic community must be reversed by innovation in education and major educational reform. DELA's vision is to provide leadership in educational reform.

2. Educational Need and Target Population

DELA will locate in the school attendance area of the Capital School District at 4861 N. DuPont Highway, Dover, Delaware 19901. The recently reported Delaware School Report Card shows that about 4 in 10 students in the Capital School District score at or above grade level on State End-of-Grade Test in Reading/English Language Arts. About 3 in 10 students score at or above grade level in Mathematics. Several elementary schools in the local school district experience even worse academic score. They students deserve and opportunity to excel and change the trajectory of the future by embracing a student learning community focused on academic success. At-risk groups' test scores in the Capital School District and all the local Kent county school districts demonstrate an urgent need for a public school choice.

DELA will serve students in grades K-8. In the initial year of operation, the school will serve grades K-5 and subsequently expand one grade level per year until reaching grade 8 in year four. The proposed school will also draw students from Smyrna School District, Lake Forest School District, and Caesar Rodney School District. We anticipate that about 57 percent of student who attend DELA will reside in the Capital School District with the remaining students coming from the other named districts. The proposed location at 4861 N. DuPont Highway, Dover, Delaware 19901 was selected due to the existing conditions which demonstrate a need for school choice.

DELA will meet the needs of students and the community by providing the opportunity for a high-quality educational experience which sets the foundation and readiness for future college admissions. Students in grades K-8 need a strong academic foundation in reading, writing, and math to prepare them for future academic success. So far over 400 families have signed on to support DELA by indicating an intent to enroll their students.

3. Community Engagement

DELA has bubbled up from the local community to address an identified need for quality education. The organizers are primarily residents of Kent County. DELA board members have conducted community forums and appeared at multiple community events, published its' Preliminary School Design Plan, and conducted a survey to obtain over 400 responses supporting the opening of the proposed school. Part of our assessment included public records searches and analysis of public school data which demonstrates a need for the proposed school. We have also examined multiple school design plans and have embraced the 21st Century Education Model as cutting edge and timely.

DELA's board will continue to host community forums, conduct open board meetings, and conduct outreach to engage students, parents, and the community to

support the proposed school. To learn more, please visit us on the worldwide web at: www.delacademy.org

4. Educational Plan

DELA's education plan builds a student-centered 21st Century School with an interactive whiteboard in every classroom, document cameras in every classroom, and one-to-one student computers. A "state of the art" school facility will house our program of "Intelligent Academic Rigor." The major instructional strategy, design which is based upon Brain-Base Learning Theory, is Active-Based Learning. Active-Based Learning is a strategy designed to engage students through multiple neuro pathways. Active-Based Learning is designed to create a vivid sensory rich learning experience to result in deep learning. Our program is designed to help student process information to the highest levels of Bloom's Taxonomy. Active-Based Learning also has a social component which promotes cooperative learning and positive social interactions to support learning.

DELA will use the Delaware Content Standard as the foundation of its instructional program. The school will feature a digital repository of content materials and student works storage. The school will engage in regular assessment using the Northwest Evaluation Associations Measures of Academic Progress (MAP) assessments in reading, math, and science. The school will feature a Response-to-Intervention (RTI) Multi-tiered System of Support (MTSS) to assure that no student is left behind. The RTI system will enable us to quickly identify students in need of additional academic support.

DELA's academic program and RTI system will help the school assure the success of traditionally at-risk students such as students with disabilities, English language learners, economically disadvantaged students, homeless students, gifted and talented students, and other educationally disadvantaged or underserved students.

The school's use of MAP assessments will provide the advantage of our teachers and Instructional Leaders having accurate and timely data to make appropriate academic interventions, engage in strategic planning, and provide academic rigor which engages students in the learning process. DELA is working to create a school culture where students are passionate about learning and work in cooperation to build a successful academic future.

DELA's educational plan build upon the "Mars One" model. In future interplanetary space travel, the residences of space pods will pursue their individual and specific areas of academic and career competencies, but entire group is responsible for assuring that all group members have the minimum knowledge need to survive in the hostile environment of space. Similarly, DELA's school culture is designed to facilitate a student learning community where student, staff, and parents, work together to assure that all DELA students meet and exceed grade level standards.

5. Leadership and Governance

DELA has a highly-qualified board of directors which will provide governance, academic oversight, and fiscal oversight to the school. The board will hold monthly board meetings which are open to the public. The board sets policy, hires and

supervises the Lead School Administrator, and hears grievances from parents, staff, and the community. The board approves the annual budget and authorizes expenditures.

The school leadership team will be hired by May 2021. The leadership team will consist of a lead school administrator, instructional leader, and school finance officer. The board has engaged H.A.R.K. Educational Services, Inc. to support the school's planning, organization, and development. H.A.R.K. will support the school leadership team, provide professional development to the board and staff specific to the operation of public charter schools. H.A.R.K. is an educational services provider with extensive background and skill in the planning, organizing, opening, and operating of public charter schools.

The governance structure of the school consists of oversight, policy development, budgeting, and the board functions required to operate a nonprofit corporation and carry out the duties of governance in a public charter school. The management structure is led by a Lead School Administrator which manages staff and guides the day-to-day operations the school. The Leader School Administrator manages federal programs, student information management, provides facilities management, manages curriculum and instruction issues, and carries out reporting duties. The board, educational services provider (H.A.R.K.), and the Lead School Administrator work together during the term of the charter to assure the school is working to carry out its mission and vision.

The Lead School Administrator will be selected based upon qualifications and experience. The board is searching for an individual who can think outside the box as its Lead School Administrator. We are on the cutting edge of educational change. DELA is pioneering "Intelligent Academic Rigor" as part of a new educational paradigm where all students become high achievers as consequence of operation of a high-quality program which is not dependent for its' success on a student's zip code. We need a leader who will carry out the program with passion and integrity.

6. Business Plan

DELA will operate from an approximately 30,000 SF facility featuring 13 classrooms, a library, computer lab/small group instruction room, and high-quality workspace. The proposed facility will feature high-bandwidth Internet access and internal infrastructure which will accommodate all student and staff being on a device on the Internet at the same time without loss of speed or getting knocked off-line.

The school's finances will be managed by the board with the support of a highly qualified School Finance Officer. The school's transportation plan assure that transportation is not a barrier to student attendance. The board seeks to establish partnerships in the community which enhance the opportunities of our students.

The school plan to engage in private fundraising to support the school's annual operating budget and capital development needs.

Founding Group and School Leadership

1.2 Founding Group and School Leadership

14 Del. C. § 512(1)

Founding Group Membership [14 Del. C. § 512(1)]

- a. Identify the key members of the Founding Group for the proposed school. Identify *only* those individuals who will play a substantial ongoing role in school development, governance, and/or management, and will thus share responsibility for the school. These may include proposed Board members, school leaders/management, staff members, or other essential partners.

Explain what role each individual will play, and note which Founding Group members are certified educators, parents, and members of the community as required by 14 Del. C. § 512(1).

<u>Founding Board Members</u>	<u>Role</u>
Andre’Boggerty	Board Chair
Natalie Cherry	Board Secretary
La Mar T. Gunn	Board Treasurer
Anthony Wallace	Board Member
Ethel Donaldson	Board Member
Esther V. Graham	Board Member
Gary R. Dodge	Board Member
Sonya T. McCray	Board Member
Sharon Sade’Truiett	Board Member

- b. Explain the Founding Group’s collective qualifications for establishing a high-quality charter school in Delaware and in assuming stewardship of public funds. Address the following in your response.
 - Experience and/or involvement in K -12 public education system;
 - Experience in the design and operation of a charter school (if the school has closed or is slated for closure, non-renewal, or dissolution, describe the circumstances that led to such closure, non-renewal, or dissolution);

- School leadership, administration, and governance;
- Research based curriculum and instructional strategies that will ensure that all students meet or exceed the expectations of the Delaware Content Standards (Common Core State Standards in English language arts and mathematics-and Next Generation Science Standards);
- Business management, including but not limited to Delaware financial and accounting systems and the funding procedures for Delaware charter schools;
- Personnel management;
- Diversity issues, including but not limited to outreach, student enrollment, and instruction;
- At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services; English language learners; migrant/homeless students; and other at-risk populations that the school intends to serve;
- School operations, including but not limited to charter school funding/finance, school bus transportation, facilities management, and school lunch/breakfast programs, and health and safety; and
- Parent and community engagement.

DELA's Founding Board Members bring a wealth of experience to the table. This group is highly qualified to govern a 21st Century School. Not only does this group possess the required competencies, they also possess the vision required to establish a public charter school which the State can become proud. First, the Board Chair is Andre' Boggerty. Mr. Boggerty holds a Masters Degree in Human Resources Management. In his professional career, Mr. Boggerty currently serves as the Director of Human Resources for the Delaware Family Court (Statewide). Mr. Boggerty understands how systems operate in Delaware and will work diligently to assure the school is a success. As a father, Mr. Boggerty has a passion to see children succeed in life and he is committed to improving the quality of life in his community. Mr. Boggerty is a Kent County, Delaware resident.

Natalie Cherry is the Board Secretary and a parent. Ms. Cherry is a resident of Kent County. In her professional career Ms. Cherry is a Registered Nurse. Ms. Cherry is passionate about assuring the health and safety of students. She brings significant leadership to the board and will assure the board keeps proper records and follows up on important issues. Ms. Cherry also has experience in real estate and property management which will help the board make sound decisions regard facilities.

La Mar T. Gunn hold an Masters of Business Administration (MBA) and a strong background in fundraising and financial management. Mr. Gunn is the owner and Fundraising Executive for Gunn Wealth Management. Mr. Gunn is the school's Board Treasurer. Mr. Gunn has managed millions of dollars, including strategic roles at Delaware State University, Merrill Lynch, and Waterhouse Securities. Mr. Gunn has extensive board experience having served on the boards of Omega Charities, Hope Foundation, and Methodist Action Program. Mr. Gunn is committed to assure this school is successful.

Anthony Wallace will serve as board member. Mr. Wallace has extensive leadership experience, manages millions of dollars in assets, and a \$1.5 million

operating budget. He has extensive experience in nonprofit governance. Mr. Wallace is committed to quality and has a passion for the development of this school.

Gary R. Dodge is a Delaware licensed attorney. Mr. Dodge as a board member Mr. Dodge brings a legal perspective to the board's operation.

Sharon Sade' Truiett holds a Master Degree with a concentration in Public Administration. She has extensive public relations experience and has prior experience as a grades 3-8 English/Social Studies Teacher.

Ethel Donaldson is an experienced Customer Service Supervisor. Her extensive experience managing teams and working with the public is a major contribution to the success of the school. Ms. Donaldson brings skills to the board which are needed to address parent issues and interact with the community. Ms. Donaldson has extensive experience working with children and parents in her community.

Esther V. Graham service to the board brings her extensive background as CEO/Administrator for an early learning center. She has experience in nonprofit governance and brings significant insight into the needs of young students. Ms. Graham has prior experience serving as a nonprofit board member.

Sonya T. McCray holds a Master of Education Degree. She serves as Writing Studio Coordinator and Adjunct Professor at Delaware State University. She has served as a 5-6 grade teacher.

This board is an experienced and responsible group who takes their commitment seriously. This group has experience in law, finance, nonprofit governance, educational administration, real estate, marketing, and teaching.

c. Describe the Founding Group's ties to and knowledge of the proposed school community.

- Summarize each person's experience, qualifications, and affiliations that will be directly relevant to developing a high-quality charter school that reflects the school's mission and vision. Explain why each individual was chosen to participate in this Founding Group.
- Explain how and why the Founding Group decided to form a school in Delaware.

This founding group consists of residents of Kent County, Delaware. Kent County is home to the board. This group consists of active community members ordinarily committed to making their community a better place for all. The group is racially and ethnically diverse. The individuals in this group were chosen to serve on this board because of their unique talents, passion, and commitment. This group engaged H.A.R. K. Educational Services, Inc. to assist them in developing a public charter school. The group recognized the need for a new public charter school because only about 4 in 10 students in the Capital School District score at grade level on State Reading/English Language Arts end-of-grade test. About 3 in 10 students pass Math. We want the children of our community to be positioned to gain access to the best colleges and universities in the world.

d. Provide, as **Attachment 1 (Founding Group Résumés and Biographies)**. Include full résumés (including contact information) and professional biographies (brief

narratives) for the individuals named. Label each document with the individual's affiliation with the proposed school.

Principal/Founding Group, School Leader, and School Leadership Team [14 Del. C. § 512(1)]

Background [14 Del. C. § 512(1)]

Explain the circumstances and motivations that brought the Founding Group together to propose this school.

Some of the leaders in this group, including Anthony Wallace, Esther Graham, and others worked to open a public charter school several years ago and the State subsequently place a moratorium on new charter schools in the state. The group inspired the construction of a facility to accommodate their earlier vision. The facility is substantially complete and designed for a school. The state moratorium was recently lifted. The group learned of the work of the leaders of H.A.R.K. Educational Services, Inc. in both North Carolina and in Pennsylvania. Ozie Hall, a former Delaware resident, is the author of a book entitled "Seven Steps: To Start a Public Charter School" available on Amazon. Mr. Hall holds a Master Degree in Education and Master Degree in Administration. He also holds a Certificate in High Performing Charter Schools from Harvard Graduate School of Education. Mr. Hall was a founder of Anderson Creek Academy (Anderson Creek Club Charter School). Mr. Hall has presided over the closing of a public charter school and the opening of a public charter school which he organized. He has worked with groups in Georgia, New York, Pennsylvania, and North Carolina to facilitate opening new charter schools. Mr. Hall wrote the charter application, organized the board, and worked with former Delaware Insurance Commissioner David N. Levinson (recently deceased) to plan, organize, open, and operate Anderson Creek Academy. Mr. Hall served as a founder and subsequently as the school's leader administrator for two years from 2014 until 2016. Anderson Creek Academy is a high performing public charter school in Harnett County, North Carolina. Dr. David E. Clark, Jr., a former Delaware resident, is the current CEO of Charter Community Charter School. Dr. Clark has served the school for the past 15 years. Under Dr. Clark's leadership the school has grown to over 4,500 grade K-8 student and is perhaps the single largest public charter school in the nation. Dr. Clark started his education career in Delaware and still holds a Delaware Teaching license. Dr. Clark's specialty is students with disabilities. Dr. Clark serves as a special education auditor for the State of Pennsylvania. Dr. Clark and Mr. Hall have provided guidance to the DELA board, including providing board professional development.

Principal/School Leader, Founding Group, and School Leadership Team [14 Del. C. §512 (1)]

1. If the Principal/School Leader candidate has been identified:

- a. Explain why this individual is well qualified to lead the proposed school in achieving its mission and goals. Summarize the proposed leader's academic and organizational track-record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high performing school. If the School Leader has never run a school, describe any principal leadership training programs that the proposed leader has completed or is currently participating in. (**Note!** Also provide, as **Attachment 2**, the qualifications, résumé and professional biography for this individual).
- b. Provide specific data that demonstrates strong evidence of the school leader's ability to effectively serve the proposed target population.

The Principal/School Leader has not yet been identified.

2. If the candidate is not yet identified, summarize the Board and/or other Founding Group members' academic and organizational performance record and provide specific evidence that demonstrates the Board's ability to effectively serve the proposed target population.

The Board has engaged the services of H.A.R.K. Educational Services, Inc, a Delaware business corporation which provides services to groups seeking to start public charter schools. This group brings over 25 years combined experience in charter school management and over 50 years combined experience in education. The board experience in law, finance, nonprofit governance has been cited. The board will hire a Lead School Administrator, Instructional Leader, and Financial Officer by May 2021. H.A.R.K. will assist the board in developing the school and provide ongoing guidance and consultation until the leadership/management team is hired.

3. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated prior to the school receiving per-pupil funding?

H.A.R.K. Educational Services, Inc. will assist the board in developing the school. H.A.R.K. Educational Services, Inc. will be compensated through independent fundraising during the development period. H.A.R.K. has a team of experienced charter school consultants with experience in charter school accounting, finance, facilities development, student information management, exceptional children's services, federal program administration, curriculum and instruction, school health clinics, charter school assumptions, charter school law, and many other areas of public charter school related skills.

4. Describe the responsibilities and qualifications of the school's leadership/management team (beyond the School Leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications, résumés, and professional biographies for these individuals. If these positions are vacant, explain the timeline, criteria, and process for recruitment and hiring.

The leadership/management team will be responsible for the day-to-day management of the school. The Lead School Administrator responsibilities include oversight of the total operation of the school, management of employees, federal program administration, facilities management, transportation, child nutrition, student information management, program compliance, parent relations, marketing, student recruitment, board administration, and all other aspects of the school. The qualification includes a master's degree or doctorate degree in educational administration or related field and completion of professional development by H.A.R.K. The Lead School Administrator report directly to the board and is provided guidance and support from H.A.R.K.

The Instructional Leader responsibilities include the management and organization of the school's Professional Learning Community (PLC) to operate a data-driven instructional program. The Instructional Leader will serve as test coordinator and work with instructional teams and individual teachers to implement the school's instructional program. The Instructional Leader will report to the Lead School Administrator. Qualifications include at least a master of education in curriculum and instruction or related education and experience. Must have quantitative experience, statistics knowledge, and complete professional development provided by H.A.R.K.

The School Finance Officer responsibilities include developing budgets, recordkeeping, maintaining books of accounts, working with the external auditor, making financial reports to the board and the charter school authorizer. Must have background in accounting and experience in governmental accounting. The School Finance Officer must have a minimum of a Bachelor Degree in accounting or finance. A licensed CPA is preferred.

The board, with the support of H.A.R.K., will conduct a nationwide search for a Leader School Administrator, Instructional Leader, and School finance Officer which will serve as the school's leadership/management team. This management team will be supported by H.A.R.K. This leadership/management team will be contracted by May 2021. This team will start, effective July 1, 2021. We will use www.teachers-teachers.org to obtain applications for the posted positions beginning in March 2021. The board will appoint a human resources committee which will make final decisions on hiring the leadership/management team. H.A.R.K. will provide professional development to the leadership/management team and guidance in start-up and operations of the charter school.

2.4 Charter School Board Member Biography

CURLEY, DODGE & FUNK, LLC

ATTORNEYS
AT LAW



Mr. Dodge is a graduate of Franklin & Marshall College, earning his degree in 1977 with a double major in Economics and Government. He attended The Delaware Law School of Widener University, graduating in 1980. He sat for and passed the Delaware Bar Examination in 1980 and was admitted to practice in December of that year. He has practiced in the Dover, Delaware community since that time. He was admitted to practice before the United States District Court for the District of Delaware in 1981 and admitted to the bar of the Supreme Court of the United States of America in 1986.

His areas of practice focus on residential and commercial real estate transactions and real estate related litigation, as well as general civil litigation including personal injury work, on several occasions having been sole or lead counsel in several of the largest jury awards in Kent County history.

Mr. Dodge has represented the Kent County Association of Realtors since 1988 and has served as a consultant for other Realtor boards on both the local and state levels. He has taught extensively in the field, having developed and/or taught continuing education courses as well as pre-licensing courses for both salespersons and brokers. He served a four-year term as a member of the Education Committee of the Delaware Real Estate Commission, completing that term in March 2002.

He presently serves on the Civil Advisory Committee for the judges of the Superior Court of the State of Delaware in and for Kent County, and has served on the Professional Guidance Committee of the Delaware Bar Association since its inception in the mid-1980's. He is a member of the Kent County Bar Association, the Delaware Bar Association and the Delaware Bar's Real and Personal Property Section. In that capacity, and as a community representative, he has served on task forces for the Delaware Department of Transportation, and the Delaware Department of Natural Resources and Environmental Control.

In 2003, he helped form, and led, a grass roots community group in a successful effort to preserve a valued community asset, the Garrisons Lake Golf Course, from residential development.

He, his wife, JoVonna, and their family have lived in the Garrisons Lake area of Kent County since 1993, where they have been active in the community, and in particular, their children's educational activities as they progressed through the Smyrna public schools.

In 2006, Mr. Dodge was recognized by the Delaware Supreme Court for exemplary pro bono public service.

Areas of Practice

- Real Estate Settlements
- Resident Real Estate Settlements
- Commercial Real Estate Settlements
- Real Estate Litigation
- General Civil Litigation
- Business Counseling
- Arbitration and Mediation
- Wills and Estate Administration

Destiny Education Leadership Academy Attachment 1-Resume A. Boggerty

2.4 Charter School Board Member Resume**Andre' Boggerty**

Objective To obtain a position in Labor Relations with your agency

Experience **2019-Current State of Delaware Family Court**

Statewide

- Director of Human Resources
- Review and Draft Policy on various matters.
- Supervise five direct reports.
- Develop and training on a variety of subjects.
- Oversee onboarding of new employees.
- Interpret various state and federal regulations.
- Employee engagement.
- Brief Judiciary on all Human Resources matters.

**2008-2019 United States Patent and Trademark Office
Alexandria, Virginia**

Human Resource Specialist

- Served as Chief Negotiator on mid-term bargaining agreements to include Multi-Union Pre-Tax Parking Agreement.
- Negotiated Telework Agreements and various Memorandum of Understandings.
- Analyze management initiatives for possible Labor Relations (LR) implications and compliance with negotiated contract language.
- Research case using tools such as Federal Labor Relation Authority (FLRA) and CyberFeds websites; FLRA Guide and working with the Office of General Law.
- Determine negotiability, compliance and interpret various proposed agency actions in accordance with the FLRA Statue to include §7106.
- Arrange and facilitate Labor Management meetings on various matters.
- Communicate effectively via writing, email, and telephonically.
- Trained Human Resources Staff and new Supervisory Patent Examiners on LR Basics such as grievance procedures and performance plan changes.
- Serve as a consultant to Classifiers and Senior Executives regarding Bargaining Unit Status of Agency positions.
- Conduct grievance meetings in accordance with the negotiated

Destiny Education Leadership Academy Attachment 1-Resume A. Boggerty

contract language of three separate bargaining unions.

- Independently manage grievance case load resolved 75% during Fiscal Year 2014.
- Represented LR in the implementation of the Agency's Nepotism Policy, Exit Survey, and Anti-Harassment and Complaint Policy.
- Complete in-depth analysis on grievances to resolve them at the lowest possible level.
- Interpret and oversee the application of collective bargaining agreements between the agency and three unions
- Research federal labor laws to apply to cases
- Write case decisions for grievances
- Advise and guide management on various employment issues
- Prepare and enforce agreements between the agency and unions
- Brief senior management on various employment matters.

2005-2008 Bayhealth Medical Center

Dover, Delaware

Human Resource Generalist

- Provide guidance regarding various policies such as Corrective Action
- Conduct fact findings for investigations such as sexual harassment allegations
- Provide annual and ad hoc training on various matters
- Prepare responses and attend unemployment case hearings
- Provide guidance and advice to managers regarding employee issues
- Facilitate company's "Problem Resolution" process
- Responsible for Recruiting and Staffing for 11 departments
- Screen external and internal applicants via online application process
- Brief new hires on benefits
- Meet with new hires as part of company's retention program
- Represent company at job fairs
- Meet with department managers to review position budgets
- Recommend modifications to position descriptions when needed

**2003-2005 State of Delaware Department of Labor
Delaware**

Milford,

Labor Law Enforcement Officer

- Investigate employment discrimination

Destiny Education Leadership Academy Attachment 1-Resume A. Boggerty

- Interpret and enforce state and federal law employment discrimination laws
- Provide detailed information to clients about the investigation process
- Correspond with Lawyers and Human Resource Management personnel

2002-2003 Connections, CSP Dover, Delaware

Case Manager

- Marketed program to various organizations throughout the state
- Prepared reports on clients status and recommended treatment status
- Maintained detailed case reports of client's progress
- Conducted individual and group counseling sessions

2001-2002 Salvation Army Dover, Delaware

Case Manager

- Recruited over 50 adolescents and adults to return to school
- Enrolled disadvantaged clients into a detailed case management program
- Reported program progress to supervisor and contract manager
- Assisted participants obtain employment

2000-2001 State Farm Insurance New Castle, Delaware

Claims Adjuster

- Effectively interpreted estimates to customers, Accomplished multiple estimates daily
- Negotiated repair duration with body shop businesses
- Completed company's regional and national estimators training courses

1998-2000 Curtis & Associate, Inc. Dover, Delaware

Employment Specialist

- Conducted job search training
- Assisted participants with resources to obtain/retain employment

Education/Training
Destiny Education Leadership Academy Attachment 1-Resume A. Boggerty

1991-1998 US Air Force DAFB, Delaware

Mechanic/Trainer

- Trained new airmen on various equipment
- Supervised and counseled airmen on behavioral skills
- Completed performance evaluations
- Maintained training records of airmen

Educational Training

FLRA Training, MSPB, Law Week, March, 2013

Briefing Skills, Commerce Learning Center (CLC), 2012

Critical Thinking Skills for Managing, CLC, 2012

Writing Skills, CLC, 2009

Dealing with Sexual Harassment Claims, CLC, 2008

Human Resource Management Certificate, Wilmington College, Nov 2006

M.S., Human Resource Management, Wilmington College, Jan 2005

B.A., General Studies, Wilmington College, 3.52 G.P.A., Aug. 2003

Andre' Boggerty

306 Crickle
Creek Lane
Dover, Delaware 19904

Email: amboggerty@gmail.com
Home Phone: (302) 730-3087
Cell Phone: (302) 943-5118

Objective

To obtain a position in Labor Relations with your agency

Experience

2019-Current State of Delaware Family Court
Statewide

Director of Human Resources

- Review and Draft Policy on various matters.
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Virginia

Alexandria,

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- Determine negotiability, compliance and interpret various proposed agency actions in accordance with the FLRA Statue to include §7106.
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Dover, Delaware

Human Resource Generalist

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- Provide annual and ad hoc training on various matters
- Prepare responses and attend unemployment case hearings
- Provide guidance and advice to managers regarding employee issues
- Facilitate company's "Problem Resolution" process
- Responsible for Recruiting and Staffing for 11 departments
- Screen external and internal applicants via online application process
- Brief new hires on benefits
- Meet with new hires as part of company's retention program
- Represent company at job fairs
- Meet with department managers to review position budgets
- Recommend modifications to position descriptions when needed

2003-2005 State of Delaware Department of Labor

Milford, Delaware

Labor Law Enforcement Officer

- Investigate employment discrimination
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Case Manager

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2000-2001 State Farm Insurance New Castle, Delaware

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Writing Skills, CLC, 2009
Dealing with Sexual Harassment Claims, CLC, 2008
Human Resource Management Certificate, Wilmington College, Nov 2006
M.S., Human Resource Management, Wilmington College, Jan 2005
B.A., General Studies, Wilmington College, 3.52 G.P.A., Aug. 2003

Natalie Cherry is an MSN, RN Accredited Case Manager who coordinates care and services of selected patient populations across the continuum of care. In this role, she promotes effective utilization and monitoring of health care resources. She is also a Performance Improvement Committee Member and an Active Workflow Process Facilitator in the Care Management Department at Bayhealth Medical Center. Natalie has experience as a University of Delaware Refresher Course speaker for Coronary Artery Disease and Hypertension. In addition to her nursing specialties, she is newly involved in the startup of Crimson Property Solutions, LLC alongside her husband. She enjoys reading, running, and spending time with her children. As a dedicated parent of school-aged children, Natalie is passionate about the educational experiences of all students and finding solutions to promote their effective matriculation from K-12 and beyond.

Natalie Cherry**ncher02@gmail.com 302-841-4104****Objective:**

Continue to advance in positive professional leadership, education, and growth. As devoted health care provider with 20 years of experience in nursing and coordinating care services of selected populations across the care continuum. As dedicated parent of school-aged children, passionate about the educational experiences of all students and finding solutions to promote effective matriculation from K-12 and beyond.

Work Experience:

2005 to 2019 Bayhealth Medical Center, Milford & Dover, DE
Registered Nurse Patient Care, Relief Charge Nurse, Nurse Preceptor, & Case Manager

1999 to 2005 Beebe Medical Center, Lewes, DE
Certified Nursing Assistant, Nurse Technician, Nurse Extern, & Charge Nurse

1994 to 1999 Grotto Pizza, Rehoboth Beach, DE
High Level Supervisor & Trainer

Education:

Wilmington University Masters of Science in Nursing Leadership
Wilmington University Bachelor of Science in Nursing
Beebe School of Nursing Nurse Diploma with Delaware Registered Nurse Licensure

Accomplishments:

American Case Management Accredited Case Manager Certification
Bayhealth Medical Center Performance Improvement Committee Member
University of Delaware Refresher Course Speaker
Sigma Theta Tau International Honor Society of Nursing
American Association of Critical-Care Nurses Member
Bayhealth Medical Center Electronic Documentation Committee Member
Bayhealth Medical Center Nurse of the Year Nominee
Bayhealth Medical Center Professional Practice Committee Co-Chairperson

Destiny Education Leadership Academy Attachment 1- Resume G. Dodge

2.4 Charter School Board Member Resume*Gary R. Dodge**250 Beiser Blvd. Suite 202**Dover, DE 19904**(302) 674-5400**Personal*

Married to JoVonna H. Dodge One
 son, Thomas Richard Dodge
 One daughter, Kathryn Mayne Dodge

Professional Employment History

January 2017 To Present	Curley, Dodge, Funk & Street, LLC 250 Beiser Boulevard, Ste. 202 Dover, DE 19904	Partner
January 2015 To December 2017	Curley, Dodge & Funk, LLC 250 Beiser Boulevard, Ste. 202 Dover, DE 19904	Partner
March 1996 To December 2014	Law Offices of Gary R. Dodge, P.A. 584 N. Dupont Highway, Ste. B Dover, DE 19901	President/Owner
June 1983 To March 1996	Dodge & O'Brien, P.A. 942 Walker Square, Ste. B. P.O. Box 882 Dover, DE 19903	Director
July 1982 To June 1983	Johnson, Dodge & O'Brien 28 North State Street Dover, DE 19901	Director
February 1982 To July 1982	Dean C. Johnson, Esquire 43 The Green Dover, DE 19901	Associate
September 1981 February 1982	Johnson & Walls 43 The Green Dover, DE 19901	Associate

Destiny Education Leadership Academy Attachment 1- Resume G. Dodge

Admitted to practice before the Supreme Court of the State of Delaware, the United State District Court for the District of Delaware, and the Supreme Court of the United States of America.

Paralegal Studies Teaching History

Summer, 1984	Wesley College Dover, Delaware	Tort Law
Fall, 1984	Wesley, College	Litigation
Fall, 1986	Dover, Delaware	

Real Estate Instructor History

Salesperson and Brokers pre-licensing courses on multiple occasions.

GRI 1 and 2

Numerous Continuing Education Courses
for Real Estate Licenses

Delaware Professional Land Surveyors Association

Education

August 1977	Delaware Law School of Widener University Wilmington, Delaware
May 1980	

Degree: Juris Doctor

September 1973	Franklin and Marshall College Lancaster, Pennsylvania
May 1977	

Degree: B.A. - Double Major Economics
- Government

Professional Associations/Committee Memberships

Delaware Bar Association

*Real & Personal Property Section;

* Professional Guidance Committee

Kent County Bar Association

Destiny Education Leadership Academy Attachment 1- Resume G. Dodge

Four Year Term on Real Estate Commission's Education Committee

Current Representative Clients

Kent County Association of

Realtors Remax Horizons, Inc.

Woodburn Realty

Central Delaware Habitat for

Humanity Keller Williams Central

Delaware Realty

Ethel Donaldson

EthelD1226@gmail.com | 302-943-7923 | Dover , DE 19901

Summary

Skilled Customer Service Supervisor who is knowledgeable about monitoring metrics and maximizing team success in fast-paced Call Center settings. Performance and quality driven with 19 years of experience. Natural leadership talent with motivational approach.

Skills

Dependable and reliable	Cross-functional collaboration
Ability to prioritize	Effective team player
Staff training and development	Event coordination
Team management	Motivational leadership style

Experience

Customer Service Supervisor - Aetna (Hartford, CT)

June 2009 - Current

Monitored daily activities of customer service team, providing guidance and encouragement to optimize productivity.

Established positive rapport with customers, managers and customer service team members to maintain positive and successful work environment.

Translated management directives into actionable mandates for front-line staff.

Achieved high customer satisfaction scores by de-escalating complaints quickly.

Coached staff on strategies to enhance performance and improve customer relations.

Ensured team member performance by providing supervision, scheduling, counseling and evaluations.

Developed and mentored team members to provide hospitable, professional service while adhering to established service models.

Senior Customer Service Representative - Aetna (Hartford, CT)

July 2000 - June 2009

Assisted customers by answering questions, addressing concerns and carefully providing details about benefits and claims.

Delivered fast, friendly and knowledgeable service for routine questions and service complaints while maintaining a pleasant and cordial attitude at all times, even when issues arose.

Met and exceeded performance goals to support long-term company growth and market dominance as a healthcare advocate.

Collected customer feedback and recommended procedural or product changes to enhance future service delivery.
Investigated sensitive customer service complaints and delivered prompt resolution to customer satisfaction.
Pursued continuing education and training programs to continue professional development.
Researched coverage and benefit options and supplied clients with all the necessary information to make informed decisions.

Education and Training

High School Diploma

June 1983

Dover High School, Dover, DE

Certifications

Leadership Essentials Certificate - 10/2009

Aetna Talent Management - 10/2009

Aetna ABX LEAN Process Improvement Yellow Belt - 8/2016

Additional Information

Salvation Army Soup Kitchen Attendant 2010-2019

Children's Ministry Teacher 1999-2014

Children's Ministry Director 2014-Present

EVG

EXPERIENCE

**CEO/ADMINISTRATOR • MILFORD EARLY LEARNING CENTER, INC •
FEBRUARY 2008- PRESENT**

Responsible for the overall operation of the center; i.e. financial management, program operation and implementation. Writes grants. Supervise Management staff

Consultant 2009- 2016 - Provided consultation services in Program development and management for the Office of Early Learning- Delaware Department of Education.

**SCHOOL ADMINISTRATOR • LAKE FOREST SCHOOL DISTRICT- DELAWARE
EARLY CHILDHOOD CENTER EARLY CHILDHOOD ASSISTANT PROGRAM •
2005-2009**

Responsible for the management of the Early Childhood Program (ECAP). Supervised 5 program managers/coordinators and 20 teachers and other staff. Planned, developed and implemented a developmentally appropriate program for children and their families. Managed annual budget of over \$300,000. Organized and conducted strategic planning and monitoring of program. Wrote grants.

**STATE HEAD START DIRECTOR - TELAMON CORPORATION DELAWARE
HEAD START PORGAMS – 2000 – 2005**

Responsible for the overall management of the Head Start and Migrant Head Start Program for Delaware and Maryland. Managed over 2-million-dollar budget. Wrote grants. Ensured a developmentally appropriate early childhood program was planned and implemented for children and their families.

**INSTRUCTOR/PROGRAM MANAGER- DELAWARE TECHNICAL &
COMMUNITY COLLEGE – 1997-1999**

Served as an instructor in the Early Childhood Program. Carried out the curriculum as prescribed. Assisted in developing and implementing the plans for the Early Childhood Lab School. Wrote policies and procedures. Supervised lab students and teachers in lab school

EDUCATION

**MASTERS– ORGANIZATIONAL MANAGEMENT • MARCH 2005 • UIVERSITY
OF PHEONIX**

BACHELORS – MASS COMMUNICATION• 1986 • ST. LOUIS UNIVERSITY



PROFESSIONAL EXPERIENCE
ADMINISTRATIVE SKILLS
CHILDHOOD

CERTIFICATE – EDUCATION/PROGRAM MANAGEMENT – 2000 – UCLA
JOHNSON & JOHNSON SCHOOL OF MANAGEMENT

GRADUATE CREDITS – MONTOSORI EDUCATION – 1998 – DELAWARE
STATE UNIVERSITY

CERTIFICATE – SONSHIP SCHOOL OF THE FIRST BORN - 2014

Board of Directors (Non-Profit) – Telamon Corporation. Serve as Operation
Committee Chair

Leadership team of Reset Church

Adjunct Instructor for Sonship School of the First Born

Mentor-Coach for Early Childhood Teachers, , Directors, Program Administrators,

Founder/CEO of Festa Della Donna, LLC

ESTHER GRAHAM

Esther Graham is very well known for her God-given ability to administrate, recognizing a need and organizing the resources to meet that need. Esther is also a teacher and conference teacher who demonstrates a true love for God and concern for people. As the wife of Pastor Jon Graham, she serves with her husband as co-pastor of New Covenant Christian Church of Wyoming, Delaware. An anointed vessel of the Lord, Esther ministers the Gospel of Jesus Christ in many cities, multiple states, and several countries throughout the world.



Ethel Donaldson - Customer Service Supervisor, Health Insurance

Ethel began her Aetna career in July 2000 as a Customer Service Representative in the Dover, Delaware office. She was promoted to a Senior Customer Service Representative in December of 2003; where she demonstrated her leadership abilities in mentoring, coaching and problem solving. Ethel continued to broaden her knowledge and skills by taking on additional tasks and projects such as subrogation research, claim history consolidation and file auditing.

In May 2005, Ethel became the ASD Site Champion. As the ASD Site Champion, Ethel had the worked nationally with ASD Site Champions, Business Leads and the Technical Team Leaders across the organization. Ethel has been nominated multiple times for the AWEA Excellence Awards for her leadership, teamwork and collaboration skills. Ethel won a Silver AWEA Award for Leadership in 2008. Ethel earned her ABX Process Improvement white and yellow belt certifications in 2010. Ethel completed and received her Positive Coach Approach Certification in 2012.

Ethel's wealth of Customer Service experience; knowledge and prior leadership experience allowed her to be promoted to her current role of Customer Service Supervisor in March 2008. Ethel has managed several key accounts in the organization such as Lockheed Martin, Sony Pictures and United States Steel with an average of 95,000 members combined.

Ethel has managed several diverse teams of employees, including teleworks in various states combined with staff positioned in various Aetna offices. Her current team of 18 Health Concierge Representatives handle an average of 425 calls each per month and approximately 5100 calls each per year. Ethel is responsible for ensure that they are adequately trained, have the necessary resources and tools to efficiently assist each member call with empathy, compassion and accuracy. She is responsible for provider real-time coaching and monthly one on one performance reviews with each member of her team. Ethel take the time to get to know each member of her team personally and recognizes their accomplishments and opportunities for improvement.

Throughout her career, Ethel has participated in several workgroups including Diversity & Culture Awareness, Telework Engagement, and Leadership Development, for the NE Region Service Centers. Outside of Aetna, Ethel is an active volunteer in her community by supporting the Salvation Army annual coat drive for the homeless, serves lunch monthly in the local Salvation Army Soup Kitchen and supports the annual Toys for Tots drive. Ethel is also the Children's Ministry Director at her local church where she oversees a team of 25 adult and a

weekly average of 75 children with ages ranging from newborn to 12 years. As the Children's Ministry director, she handles the staffing requirement, the curriculum, activities, tithes, offerings, SOP development and editing, inventory control, monitors and reports all safety and wellbeing of all staff and children while in the ministry care. Ethel holds quarterly meetings with the ministry team and creates/shares communication with parents about the ministry programs need and events.

Overall Ethel is very flexibly and resilient, as she has work for various Aetna sites throughout her career. She currently reports to the Blue Bell, PA service center; where she manages a team of 18 Health Concierge Representatives. Previously Ethel reported to the Allentown Customer Service Center in October of 2009 as a telework supervisor, where she has managed a diverse team of employees, including teleworks in various states combined with staff positioned in various Aetna offices. Ethel joined the Fort Wayne, Indiana site in March of 2013. While in Ft. Wayne, Ethel assisted with the implementation and management between Ft. Wayne and New Albany as they merged their phone skills. Ethel provided input, feedback and collaboration on the process of Ft. Wayne's transition to a telework site. October 2013, Ethel returned to the Allentown Customer Service Center as a telework supervisor. Ethel is currently supervising the North East Region Healthcare Business Solution Team which provides customer service for our Hospital Vertical Accounts.

Destiny Education Leadership Academy Attachment 1-Resume L. Gunn

2.4 Charter School Board Member Resume**LA MAR T. GUNN, MBA, CFRE
FUNDRAISING EXECUTIVE****SUMMARY OF QUALIFICATIONS**

Energetic and team-oriented fundraising executive with a proven track record of securing major gifts and effectively cultivating an inspired culture of giving amongst internal and external stakeholders.

Over 15 years of experience and leadership in the following areas:

- ❖ Strategic & Development Planning
- ❖ Personal Charitable Gift Guidance to High Net Worth Individuals
- ❖ Institutional Fundraising & Strategy Implementation
- ❖ Relationship & Partnership Building
- ❖ Donor Retention & Board Relations
- ❖ Charitable Investment & Planned Giving
- ❖ Advanced Estate Planning
- ❖ Public Relations, Marketing & Sales

PROFESSIONAL EXPERIENCE**GUNN WEALTH MANAGEMENT, Dover, Delaware 2004-present
Chief Investment Strategist**

- ❖ Entrusted with managing the retirement/charitable assets of high net worth individuals, while serving as an advisor to Single Family Offices.
- ❖ Forged strategic alliances with other professionals to ensure seamless delivery of an all-inclusive suite of financial services and products.
- ❖ Develop innovative investment strategies to help clients create and protect wealth, maximizing returns and minimizing risks.
- ❖ Implement sophisticated alternative investment, charitable giving, and estate planning strategies based on a keen understanding of trusts and the Internal Revenue Code (IRC).
- ❖ Assist clients with the establishment of GRATs and QPRTs to form Special Purpose Trusts.
- ❖ Utilize extensive knowledge and experience of the Uniform Probate Code (UPC) § 2-907 to fulfill client's charitable intentions.

- ❖ Design innovative planned giving solutions to provide immediate benefits to both charities and donors by creating cutting-edge gift strategies consisting of pooled income funds, CLTs, CGAs, etc.
- ❖ Establish sustainable investment strategies for affluent investors to ensure consistent charitable giving through up or down market cycles.
- ❖ Volunteer time and experience to support community and faith-based organizations, and small nonprofits.

PROFESSIONAL EXPERIENCE (continued)

DELAWARE STATE UNIVERSITY (DSU), Dover, DE 2010-2011

Director of Planned Giving and Major Gifts

- ❖ Maintained a select portfolio of 125-150 current and prospective major gift donors, with giving capacities of \$100,000 or more.
- ❖ Motivated and trained volunteers, faculty, and staff, to confidently solicit and cultivate major/planned gifts.

- ❖ Designed and implemented a comprehensive action plan to achieve the university's strategic fundraising goals.
- ❖ Volunteered as department team leader in annual fund campaign, achieving 100% employee participation.
- ❖ Cultivated existing donors and identified qualified prospects, while updating leadership through weekly reports.
- ❖ Maximized the use of Raiser's Edge, Bloomberg Professional, and West Law Next, to identify qualified prospects with vast giving capacity.
- ❖ In concert with leadership's capital campaign feasibility efforts, integrated a donor-centric "moves management" process to create and strengthen relationships with individuals, corporations, and foundations.
- ❖ Established a gift acceptance policy for the development office.
- ❖ Drafted and revised public relations tools and materials, such as website copy, newsletters, alumni communications and reports.
- ❖ Created the 'Hornet Pride' initiative and the Jerome "Brud" Holland Heritage Society as new vehicles to invigorate giving at DSU.

MERRILL LYNCH, Wilmington, Delaware 2000-2004

Certified Financial Manager

- ❖ Recruited from Waterhouse Securities based on extensive knowledge of global equity markets and a stellar account management record.

- ❖ Primary responsibility involved acquiring new clients with a minimum of \$500,000 in investable assets.

Destiny Education Leadership Academy Attachment 1-Resume L. Gunn

- ❖ Utilized a disciplined sell strategy to help investors create and protect wealth.
- ❖ Designed innovative investment strategies to capitalize on undervalued U.S. real estate and metals markets.
- ❖ Raised more than \$1 million in investable assets per month, via Merrill Lynch's Paths of Achievement ("POA") program.
- ❖ Developed a proprietary investment strategy and system for reducing portfolio risk and improving equity performance; the system was adopted by several financial advisors throughout the firm.
- ❖ Facilitated and structured philanthropic client transactions.

PROFESSIONAL EXPERIENCE (continued)

WATERHOUSE SECURITIES, Wilmington, Delaware 1998-2000

Account Executive

- ❖ Worked on a team of three advisors with more than \$110M in assets under management.
- ❖ Assisted local nonprofits in establishing conservative portfolio allocations with the goal of outpacing inflation.
- ❖ Conducted free financial literacy seminars in urban areas throughout the Mid-Atlantic region.
- ❖ Taught inexperienced investors the basics of stock market investing.
- ❖ Recommended conservative call options strategies to increase investment income earmarked for charitable remainder trust accounts.

ADVANCED FUNDRAISING & VOLUNTEER EXPERIENCE

AFRICAN AMERICAN CHAMBER OF COMMERCE OF CENTRAL
PENNSYLVANIA, Harrisburg, Pennsylvania Gift Planning Consultant (2011-2014)

CECIL B. MOORE COMMUNITY CORP, Philadelphia, Pennsylvania Gift Planning Consultant (1997-2002)

COVENANT HERITAGE BIBLE CHURCH, Wilmington, Delaware Board Member (2011-present)

GOODWILL INDUSTRIES, Wilmington, Delaware Financial Advisor (2001-2004)

HOPE FOUNDATION, Dover, Delaware Board Member (2013-present)

METHODIST ACTION PROGRAM (MAP), Wilmington, Delaware Board Member (1999-2004)

METROPOLITAN WILMINGTON URBAN LEAGUE, Wilmington, Delaware Financial Literacy Committee Founder/Chair (2002-2006)

NEW DESTINY INVESTMENT CLUB, Wilmington, Delaware Founder and Facilitator (2008-2012)

OMEGA CHARITIES, Atlanta, Georgia Board Member (2013-present)

UNIVERSITY OF DELAWARE CARILLON CIRCLE, Newark, Delaware Member (2010-present)

WILMINGTON YOUTH ATHLETIC ASSOCIATION, Wilmington, Delaware President and Head Football Coach (1996-2006)

Destiny Education Leadership Academy Attachment 1-Resume L. Gunn

2.4 Charter School Board Member Bio

La Mar T. Gunn Sr.

La Mar T. Gunn Sr., a native of Los Angeles, California, is a graduate of the University of Delaware and Delaware State University. Upon the completion of his graduate studies, La Mar made Dover, Delaware his home, and has since committed himself to helping build a strong and vibrant community where all believe success is attainable.

As a proud business owner, CEO and Investment Strategist with Gunn Wealth Management, La Mar's business mission is to help his clients live the lives that they want. As a Wall Street veteran, La Mar is widely known for guiding clients successfully through the 2008 financial crisis and for designing advanced investment strategies to help clients create and protect hard-earned wealth.

His professional motto is, "I invest my professional talent in people, so people can invest in a legacy that generations to come will be proud of".

La Mar works with both experienced and beginning investors. Focused in helping retirees, La Mar takes pride in meeting people right where they are in life.

Viewing life as a journey of lessons, La Mar uses every lesson for his own personal growth and to help others. He values honesty and respect, and practices these qualities instinctively with his family, friends, clients, community, and everyone that he encounters. La Mar loves God and is forever indebted to his beautiful wife, four children, and praying family for being the wind beneath his wings.

Gunn Wealth Management, LLC

11 North State Street, Dover, Delaware 19901 888-812-4099

Sharon Sade' Truiett
 (302) 465-6477
struiett@gmail.com

Education

Delaware State University, College of Arts and Humanities
Bachelor of Arts - Major: English May 2010
Cumulative GPA: 3.2 Dover, DE

Wilmington University, College of Sciences Dover, DE
Master of Science in Management - Concentration: Public Administration

Internship

January 2010-May 2010
 Dover, DE
 Delaware State University
Research Assistant

“Does the Achievement Gap exist in post-secondary education?”

Conducted extensive educational research and interviews in the form of survey responses from students currently enrolled in college.

Compiled data in a comprehensive way to analyze; verify the accuracy of the data and provide guidance from various perspectives, using Microsoft Excel, and PowerPoint for personalizing graphs and charts.

Performed independent studies and analyses on alternative methods and procedures to streamline processes to provide more effective and efficient operations of data

Researched and presented to various faculty members and colleagues at the Delaware State University and the University of Pennsylvania through written reports, and public presentations.

Professional Work Experience

April 2018-Present

Dover, DE

Public Relations Specialist

First State Community Action Agency

- Works with the Executive Director and the Board of Directors to develop strategic long-range plans consistent with the vision statement.
- Analyzes appropriate ways to bring this message to the various target groups.
 - Community-at-large
 - Potential clients and service recipients
 - Employees
 - Volunteers
 - Potential and regular donors

- Plans effective use of media through press releases and participation in community activities.
- Prepares written material to support fund-raising efforts.
- Research potential sources of grant money and work with the Director as it relates to events or as required.
- Prepare mailings and literature to be available for private foundations, United Way, government funding sources, and generous contributors from previous fund-raising efforts.
- Prepare applications for grant monies and prepares fundraising proposals for non designated sources.
- Assists the board of directors, controller, and volunteer fund-raisers in any public fundraising drives by the organization.
- Creates and produces a weekly newsletter for employees and community members. Selects subjects to be covered, produce articles, handle layout and any photographs/videography edit material and arrange to print.
- Reports on new hires, promotions, retirements, company projects, and new project development.
- Encourages employee and corporate participation or sponsorship of community service projects.
- Arranges for photography of all company events and press coverage when appropriate.
- Coordinate/plan/support all major campaigns/fundraising events.
- Performs other related duties as deemed necessary.
- Create and maintain marketing promotions and social media activities/official website.
- Facilitates/coordinates agency and community overreach activities.

February 2017-Present

Dover, DE

Project Coordinator/Trainer

Delaware Fatherhood and Family Coalition/ First State Community Action Agency

- Coordinate activities, resources, equipment and information
- Liaise with clients to identify and define project requirements, scope and objectives
- Make certain that clients' needs are met as the project evolves
- Help prepare project proposals, timeframes, schedule and budget
- Monitor and track project's progress and handle any issues that arise
- Act as the point of contact and communicate project status adequately to all participants
- Use project management tools to monitor working hours, budget, plans and money spend
- Issue all appropriate legal paperwork
- Report and escalate to management as needed
- Create and maintain comprehensive project documentation, plans and reports
- Collaborated with state agencies to provide support and services to clients, staff, co-workers and other agencies

- Developed policy and procedures for Project Coordinator/Trainers
- Served as chair and co-chair on various committees and event planning events
- Built and managed the capacity of community based fatherhood coalition
- Coordinated community outreach events in Kent County and surrounding areas
- Trained and presented community presentations across the state of Delaware on fatherhood
- Community engagement and outreach
- Established a Father to Father and Father to Son mentoring program within the state with community partners
- Responsible for preparing weekly and monthly deliverables reports and submitting to Division of Children, Youth, and Families and First State Community Action Agency

January 2014-November 2016

Dover, DE

Program Director, Communities in Schools/Campus Community Charter School

- Build and maintain program performance standards as required by Delaware Department of Education, including recruitment, enrollment and retention of program participants.
- Supervise all program staff including independent contractors, Site Coordinators, Teachers/Tutors, Enrichment Specialists, and Security Specialists to ensure program goals and objectives are met. Ensure that all staff and programmatic activities comply with Campus Community Charter School and Delaware State Department of Education rules, regulations, policies, and procedures.
- Develop and strengthen an after-school and summer program of extra-curricular and academic activities for students in grades kindergarten through eighth grade.
- Develop strategic plan for building upon the school's regular school day, incorporating the needs of the students.
- Develop and maintain a schedule for project based learning, academic, recreational, career development, service learning and extra-curricular activities.
- Facilitate regular after school meetings and trainings with staff. Provide ongoing staff development for program staff to increase their skills to achieve program outcomes.
- Build and maintain relationships with program partners and sites, meeting regularly with school administrators and partners.
- Accountable for creating, monitoring, implementing and evaluating programs.
- Maintain excellent program file and data management.
- Responsible for preparing weekly and monthly deliverables reports and submitting to Regional Director
- Work with Evaluation team to conduct program evaluation and performance measurement Assure safety and supervision of all students

August 2012-January 2014

Dover, DE

Teacher (Grades 3rd-8th) English/Social Studies

- Initiated, facilitated, and moderated classroom discussions.
- Evaluated and graded students' class work, assignments, and papers.
- Prepared course materials such as syllabi, homework assignments, and handouts.
Maintained student attendance records, grades, and other required records.
Planned, evaluated, and revised curricula, course content, and course materials and methods of instruction.
- Practiced differentiated instruction to ensure all students learning needs were being met
- Responsible for embedding the 7 habits of highly effective leaders into all lessons and projects
- Directed instruction with creative and hands on ideas
- Certified Project based learning instructor

August 2011-December 2016

Delaware, Maryland, Washington D.C

Independent Marketing/Branding Consultant

- Consulted, advised, and designed campaigns
- Consulted, advised and designed programs
- Defined mission, goals and objectives
- Improved organizational communication
- Helped to build a team to supports brand development
- Enlarged client's customer/consumer base and market segment
- Served as a bridge between client, their public, and media outlets
- Wrote press releases
- Managed campaigns
- Assisted in any event planning
- Served as a business advisor
- Obtained/handled all positive press for clients/ counteract undesirable press
- Created press packet which includes photos and information about publicized person's company
- Assisted with social media

September 2009- August 2010

November 2011-November 2015

Dover, DE

Victoria's Secret

Sales Associate/ Category Supervisor/Sales Lead

- Assisted customers while shopping for various products in the store
- Assisted all managers and team leaders in various store projects
- Specialized in the area of customer service and customer resolutions
- Ensured that each customers is treated respectfully and has a pleasant shopping experience

- Managed sale associates while coaching them to achieve company goals and standards.
- Communicated with store manager and district manager about the progress of store 564

June 2011-March 2012

Dover, DE

Crossroad Christian Church

Administrative Support Assistant

- Performed administrative and office support activities for multiple supervisors.
- Duties may include fielding telephone calls, receiving and directing visitors, word processing, filing, and faxing
- Extensive software skills were required, as well as Internet research abilities and strong communication skills.
- Coordinated schedules and meetings
- Communicated with all employees through electronic database, email, and project management systems
- Assisted all auxiliary heads in planning, preparation and presentation of all special events and programs
- Received all guests that arrive on the campus
- Worked with the other office leaders at the alternate location church office location, Kingdom Business Enterprises.
- Organized and executed church campaigns

June 2010- December 2011

Dover, DE

College Advisor

- M.A.C.S (Minorities Achieving Collegiate Success) Non- Profit Organization:
- Prepared Junior and Senior High School candidates for the transition to college
- Communicated with teachers, counselors and board members on various school district statistics in Delaware
- Coordinated tutors for individualized instruction
- Coordinated conferences, meetings, and special events for students, faculty and dignitaries.
- Provided mentor services for students.
- Coordinated and conducts financial aid informational sessions, college planning and college visits
- Organization's liaison for Delaware State University
- My role in the MACS program was to evaluate such things as: performance, personal and group awards, assignments, reassignments.

- Additionally, as the Advisor I reviewed each candidate's information, insured proper documents are submitted, determined availability, conducted quality reviews, and provided advice. I maintained a status tracking system on all actions and created computer reports and career briefs.

August 2009- May 2010

Dover, DE

Writing Lab Tutor

- Assisted students at Delaware State University in the writing process including both formal and informal writing
- Helped students to improve his/her writing skills
- Created an environment of trust and rapport with students
- Engaged students in learning and understanding the writing process
- Ensured that all students understand the writing process and ultimately write successful papers

REFERNCES

References available upon request.

Sade' Truiett

Ms. Sharon Sade' Truiett is a graduate of Delaware State University with a Bachelor of Arts Degree in English and minor in Psychology. She also holds a Master of Science Degree in Public Administration from Wilmington University. Her passion for knowledge has led her to several careers in education as an Educator and Program Director in the public and private school sectors.

In 2014, Sade' launched her mentoring organization G.I.R.L talk. Girl is an acronym for Gifted, Intelligent, Royal Leader. Her organization started with six girls and now she mentors over 54 girls in the state of Delaware. The mission of G.I.R.L talk is to equip girls with the skills and confidence to live boldly with purpose and passion.

At the core of Sade' is a passion and purpose designed to specifically empower people to live their best lives. She travels the world with messages of hope, empowerment, and encouragement with practical ways to immediately get individuals to their destiny. She loves serving in her community and is active on several boards and community development projects in Delaware. She facilitates a women's empowerment group, The Empowerment Circle, weekly. The Empowerment Circle is designed to help women to live their best lives with practical spiritual, emotional, mental, and holistic living skills.

Sade' currently resides in Delaware. In her leisure time she is enjoying life on a beach, time with her family, or serving in her church as she is a licensed minister.

Sade' lives by the life s motto of people won't care how much you know until they know how much you care. Kindness makes the world go around.

Reshid Xavier Walker, Ed.D.

49 Heartleaf Lane, Magnolia DE 19962

347-731-5570

Reshid.x.walker@wilmu.edu

EDUCATION:

Wilmington University, New Castle, DE (August, 2017)

Doctor of Education: Innovation & Education Leadership

Dissertation: Assessing teachers' Technological, Pedagogical, & Content Knowledge in elementary schools; Chair: Dr. Joseph Crossen; Committee member: Dr. Lewis Atkinson

Pace University; New York, NY (September, 2000)

Master of Science: Information Systems

King's College; Wilkes-Barre, PA (May, 1996)

Bachelor of Science: Management Information Systems

Research interest: Educational Analytics, Learning Management Systems, Technology Integration Models

Peer Reviewer: eEditorial Discovery/IGI Global Disseminator of Knowledge (www.igi-global.com)

- “Leveraging Elements of Understanding by Design to Develop Elementary Education Candidates’ TPACK in Mathematics”

Affiliations: Phi Beta Sigma Fraternity, Inc., *Member since 2005*

Professional Experience:

Wilmington University (2012 – present)

College of Education

Adjunct Professor

- Graduate Level
 - o **Doctorate Level (Fall 2019)**
 - EDL7115 Technology Integration (Course Developer)
 - Developed, designed, and taught course material to prepare educational leaders to lead technology integration projects at the district, building, and classroom levels.
 - o Topics covered include:
 - Transformational leadership
 - Creating culture and climate for change
 - Setting Policy
 - Theoretical framework/model review (TPACK, TIM, Triple E, SAMR)
 - Professional Development
 - Personalized/Blended Learning
 - Online Systems (Schoology, Blackboard, Canvas)
 - Learning Management Systems
 - Content Management Systems
 - Assessment and Accountability
 - Strategic project plan development
 - Technology Integration Plan Development

College of Technology***Adjunct Professor***

- Taught and currently teach the following courses:
 - **Master's Level (College of Technology)**
 - IST 7000 Database Management
 - Data Warehouse/Big Data
 - Business Intelligence/Data Analytics
 - Database Design
 - Systems Development Life Cycle (SDLC)
 - IST 8100 Integrating the Enterprise, IS Function/Technology
 - Redesigned the course in Spring 2019
 - Re-authored the final exam
 - Developed topics and activities around Big Data
 - Incorporated a project based learning activity where students must use what they have learned to develop an IT based product/solution to a real world problem.
 - IST 8101 Field Experience/Internship
 - Advised masters level students' Thesis/Capstone project
 - **Undergraduate Level**
 - MIS 320 Management Information Systems
 - ISM 350 Information Technology Policy and Strategy
 - DSN 325 Multimedia Web Page Design

Delaware State University (2012)***Adult and Continuing Education******College of Business******Adjunct Instructor***

- Taught the following courses:
 - Network Essentials (Adult and Continuing Education)
 - MIS105 Microcomputer Applications

Brandywine School District**Claymont Elementary School (July 1, 2019 to Present)*****Assistant Principal***

- Lead professional development on online learning systems and online assessments.
- Designed and implemented the master schedule
- Rostered all homerooms and courses for each student in eSchool
- Responsible for assessment and accountability at the building level
 - Served as the Building Level Test Coordinator
 - Supervised all MAP, Measure A/B, and Smarter Balance testing.
 - Prepared all testing data, discipline data, common assessment reports for review
 - Reviewed district and state assessment guidelines with staff during faculty meetings
 - Created all testing schedules and monitored completions rates
 - Trained certified and non-certified staff in test security

- Lead staff discussions on analyzing data in meaningful ways
- Assist assigned staff with goal setting and data aligned for Component V
- Supervised and evaluated assigned staff members according to Board policy & DPASII procedures.

Harlan Elementary School (July 1, 2013 to June 2019)

Assistant Principal

- Lead school-wide technology integration initiative:
 - Theoretical Framework: TPACK
 - Provided staff and students Blended Learning and Learning management systems training
 - Assisted staff with creating online assessments within Schoology
 - Training staff on using data in Schoology to guide instruction
 - Implemented school-wide, grade-level online-Schoology Groups
 - Designed and lead technology integration professional development for staff
 - Stewarded the school wide conversion of mail, shared directories to the use of Schoology as the sole content management system and school wide communication platform
 - Piloted the blended learning initiative for grades two, four, and five
- Trained elementary building principals on using Schoology as a content management system
- Designed and implemented the master schedule
- Responsive for assessment and accountability at the building level
 - Served as the Building Level Test Coordinator
 - Supervised all DCAS, STAR, Dibels, Measure B, and Smarter Balance testing.
 - Prepared all testing data, discipline data, common assessment reports for review
 - Conducted a test security violation investigation with the Supervisor of Assessment and Accountability
 - Reviewed district and state assessment guidelines with staff during faculty meetings
 - Created all testing schedules and monitored completions rates
 - Trained certified and non-certified staff in test security
 - Lead staff discussions on analyzing data in meaningful ways
 - Developed a PLC walk-through tool and discussed PLC data with staff.
 - Assist assigned staff with goal setting and data aligned for Component V
- Supervised and evaluated assigned staff members according to Board policy & DPASII procedures.
- Served on the District Technology Committee
- Building Unit Count Coordinator
 - Prepared unit count reports
 - Prepared allocation reports

Mount Pleasant Elementary School (September 2012 to June 2013)

Assistant Principal

- Responsible for daily teacher walk-throughs using the LFS walk-through tool.
- Evaluated assigned staff members according to Board policy, district, and DPAS II procedures.
- Reviewed DCAS Data with the principal and other assistant principals
- Facilitated the professional learning communities
 - Reinforced and echoed the principal's vision for PLC behaviors.
 - Provided leadership and direction on the use of common assessments
 - Lead staff discussions on analyzing data in meaningful ways
 - Trained the PLC teacher/leader to use statistical software to analyze data in order to build capacity and lead discussions with the social studies, math, and ELA PLCs.
 - Set the agenda for follow up meetings.
- Facilitated school review meetings with the Dean of Students, school psychologist, and parents in order to determine placement for returning OSS students.

Cape Henlopen School District**Cape Henlopen High School (February 1, 2012 to August 31, 2012)***Acting Assistant Principal*

- Responsible for daily teacher walk-throughs using the LFS Stride tool.
- Evaluated assigned staff members according to Board policy, district, and DPAS II procedures.
- Reviewed DCAS Data with the principal and other assistant principals
- Facilitated the social studies, English, and math professional learning communities
 - Reinforced and echoed the principal's vision for PLC behaviors.
 - Provided leadership and direction on the use of common assessments
 - Lead staff discussions on analyzing data in meaningful ways
 - Trained the PLC teacher/leader to use statistical software to analyze data in order to build capacity and lead discussions with the social studies, math, and ELA PLCs.
 - Set the agenda for follow up meetings.
- Facilitated school review meetings with the Dean of Students, school psychologist, and parents in order to determine placement for returning OSS students.
- Evaluated assigned staff members according to Board policy, district, and DPAS II procedures.
- Supervised the DCAS after school tutoring program.
- Reviewed and worked on the school budget with the financial secretary.

H. O. Brittingham Elementary School (August 25, 2011 to January 31, 2012)*Principal in Residence*

- Worked on the 2011-2012 School Improvement plan.
- Compiled all school assessment data to create a school wide data board and notebook.
- Assisted the principal in the general administration of the school with a 78% poverty rate.
- Assisted in the preparation of reports, records, lists and all other paper work required or appropriate to the school's administration.
- Lead professional development on using data to drive instruction.
- Evaluated assigned staff members according to Board policy, district, and DPAS II procedures.
- Established two pilot groups, for an electronic PLC, with the 2nd and 3rd grade level teams.
- Was Responsible for daily teacher walk-throughs
- Partnered with the Reading and Math RTI specialist to ensure the fidelity of RTI services for students.
- Assisted with September 30th Unit Count.

Capital School District**William Henry Middle School (February 13, 2011 to June 30, 2011)***Positive Intervention Teacher (Temporary position)*

- Provided research-based, field-tested interventions to students with behavioral issues within a self-contained classroom.
- Served on crisis intervention team as needed.
- Provided instructional support and plan curriculum, lessons, and teaching methods.
- Collected data on specific student behaviors & assist with implementing behavior programs.
- Counseled students individually and in groups as necessary.
- Consulted with teachers regarding the behavioral needs of students.

Substitute Teaching (September 2010 to February 2011)**Kent County Alternative Programs (November 9, 2009 to June 30, 2010)***Teacher-Business/Technology (Temporary position)*

- Analyzed student disciplinary data to determine best practices for improving at risk student behaviors.
- Coordinated and participated in school wide initiative to implement positive behavior support.
- Assisted with facilitating the DCAS testing (Online computer-based testing).
- Utilized instructional technology (www.netop.com) to do the following:
 - Share student screens for presentations & demonstrations
 - Setup student tutorials
 - Setting internet, file sharing, & access restrictions
 - Monitor student progress & Internet usage.
 - To remotely teach the following:
 - Macromedia suite (Dreamweaver, Flash, Flash player) & Microsoft Office 2003
 - Hardware/Software deployment.
 - Created online exams.
- Planned a program of study, meeting the individual needs, interests and abilities of the students.
- Developed a music club (Taught and mentored students in sound recording, performing arts.)
- Prepared student portfolios (e-folios), as written evidence of preparation & student achievement.
- Maintained accurate, complete, and correct records as required by law, district policy, and administrative regulation.

New York City Department of Education**BRONX THEATRE HIGH SCHOOL****Bronx, New York (September, 2003 – June, 2005)***Head Dean of Discipline/Technology coordinator*

- Managed a team of 4 deans.
- Supervised all student disciplinary procedures & kept records of any disciplinary action.
- Assisted in the supervision and evaluation of the student activity programs.
- Implemented project based strategies to improve student outcomes within an urban environment.
- Planned a program of study that met the individual needs, interests, & abilities of at risk students.
- Taught theatre business management in a Project Based Learning environment.
- Managed all student disciplinary procedures using web-based database tools.
- Attended district disciplinary hearings on behalf of Bronx Theatre High School.
- Attended administrator professional development training for curriculum dev. and programming.
- Assisted in the implementation and monitoring of approved curriculum changes.
- Assisted with development of the master schedule for the school.
- Worked with the parent coordinator in resolving student-teacher issues.

JOHN F. KENNEDY HIGH SCHOOL
Bronx, New York (October, 2001 – September, 2003)
Technology Teacher/Technical Support

Taught the following:

AutoCAD2000 and Versa CAD (Computer Aided Drafting Software)
Hardware and Software

Assisted to setting up the A+ program.

- Supported all student & faculty computer labs running Windows 2000/NT/98 Operating systems
- Monitored backup Servers running ArcServe for NT.
- Served as the assistant football coach at the junior varsity and varsity levels.

TECHNICAL EXPERIENCE:

COMCAST, New Castle, DE (February, 2008 – June 2009)
CAE Online Technician, Advanced Products

HOSTMYSITE, Newark, DE (June, 2007 – January, 2008)
Infrastructure Technician (24/7 Operation; 4pm to 12am shift)

BLUE HORIZON SOLUTIONS, LLC, New York (June, 2005 – June 2007)
Operations/NOC (24x7, 12am to 8am shift)

GOLDMAN SACHS/ISG CONSULTANTS, New York (June, 1999 – September, 2001)
Systems/Network Administrator

THE CHASE MANHATTAN BANK, New York, NY (July, 1998 – June, 1999)
Senior LAN Analyst

References

Victoria Haddad, Ph.D.
Assistant Professor
Assistant Department Chair: MIS-IST Course, Internet/Web Design

Wilmington University
College of Technology
Wilson Graduate Center, Rm. 320
31 Reads Way
New Castle, DE 19720
Phone: 302-327-4872
Victoria.x.Haddad@wilmu.edu

Joseph Crossen, Ed.D.
Associate Professor
Program Chair, Educational Leadership

Wilmington University
College of Education
320 North DuPont Highway
New Castle, DE 19720
Phone: (302) 342-8655
joseph.l.crossen@wilmu.edu

Nancy A. McDonald, Ed.D.
Assistant Professor/Former Program Chair, IST Graduate programs

Wilmington University
College of Technology
320 North DuPont Highway
New Castle, DE 19720
Phone: (302) 356-6825
nancy.a.mcdonald@wilmu.edu

THE LEAD SCHOOL ADMINISTRATOR HAS NOT YET BEEN HIRED.

LEAD SCHOOL ADMINISTRATOR

GENERAL REQUIREMENT

Duties and Responsibilities

The Lead School Administrator provides general oversight over the entire school operation. This position manages the human resources function, federal program function, staff evaluation function, curriculum and instruction, compliance, facilities, marketing and public relations, student recruitment, and other duties. The Lead School Administrator acts as the Executive Secretary to the Board. This is a performance-based position.

Qualifications

The Lead School Administrator shall possess a Master Degree or higher in educational administrator or a related field and completed training from the educational management services provider and participate in ongoing professional development.

Education Plan

1.3 Education Plan

14 *Del. C.* §§ 512(4)-(8) and (11)

The educational program should meet the requirements of 14 *Del. C.* §§ 512(4), (5), (6) and (7) and applicable regulations.

Curriculum and Instructional Design [14 *Del. C.* § 512(6)]

1. Provide a synopsis of the proposed educational program, including key components of the education model and any unique or innovative features.

Destiny Education Leadership Academy (“DELA”) is a proposed Grades K-8 public charter school that will locate in Kent County, Delaware, within the geographic attendance zone of the Capital School District. The proposed school will initially serve Grades K-5 in its first year of operation and expand one grade per year until reaching Grades K-8 in year four of its operation. The proposed school’s educational program is a student-centered 21st Century educational model operating within a 21st Century school facility. The school will feature a 21st Century technology infrastructure which includes an Interactive white board (with clickers) in each classroom and digital camera. The Interactive white board enables the classroom teachers to enhance the audio/visual component of interactions with students. The clickers allow students to directly interact with the teachers’ presentations using the Interactive white boards. Teachers use the digital cameras to introduce non-digital materials into the visual interaction, including for read-along, open reading, and open math. The proposed school will feature one-to-one student computers with the school’s instructional leaders maintain a computer management control system like the Chrome Management Console. Teachers will be able to make student assignments using the computer technology. Students will have access to a digital repository of content materials and students’ digital works will be stored in the school’s digital repository. In addition to this 21st Century technology, the teacher will have control over temperature and lighting in each classroom with each classroom designed for optimum acoustics. Teachers will be able to achieve optimum student desktop luminance in each classroom.

DELA’s proposed educational program includes a written parent, student, teacher, school compact. DELA will establish expectations of parents, students, teachers, and the school upfront to avoid any ambiguity and to recruit all parties to participate in the students’ academic success. Each student will develop a Personal Education Plan (PEP) as an exercise in personal goal setting and to lay out a road map for individual student academic progress. Parents will play a critical role in the development of the PEP. DELA features a “Cooperative Learning Culture” designed to facilitate students’ interactions to develop and maintain a shared culture of learning, curiosity, and team spirit to create an atmosphere where students are supporting each other in the learning process.

DELA's curriculum is built around the Delaware Content Standards, including the content standards for English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages. DELA defines curriculum to include at least five distinctive components which can be characterized as key components of its educational model, including (1) Content Standards, (2) Teaching Strategies/Instructional Methods, (3) Content Materials, (4) Assessments, and (5) Remedial Response to Assessments. The most distinctive feature of DELA's educational program is its School Culture (See: Section on "School Culture").

Content Standards

DELA embraces the Delaware Content Standards as the foundation of our educational program. At the beginning of each academic year, prior to the arrival of students, teachers will be provided professional development to review the standards in general with a major emphasis on the Reading/English Language Arts, Math, and Science Standards. The professional development will include developing an understanding of nexus between the content standards, teaching methods, content materials, assessments, and the remedial response to assessments. The professional development will include planning time to create grade level pacing guides and schedules for teaching for student mastery of the content standards. We acknowledge that it is an educational best practice to take the time to assure that teachers master the content standards prior to attempting to teach them to students. (E. Moskowitz and A. Lavinia, 2012).

Teaching Strategies/Instructional Methods

DELA will seek teachers with understanding of diverse instructional strategies during the recruitment and hiring process. DELA will provide pre-service professional development in what we identify as "Intelligence Academic Rigor" (IAR). (O. Hall, 2019). IAR is a data-driven instructional strategy which is designed around Brain-Based Learning Theories. IAR's main feature is active-based learning methods which are designed as highly interactive and engage multiple neural pathways in students. Active-based learning enhances student engagement by creating vivid memorable interactions wherein content materials is transmitted to students, including within a social component wherein students discuss or engage in interactive activities which reinforce learning. DELA embraces the educational best practice that students must be afforded the opportunity to learning materials and interact at all levels of Bloom's Taxonomy on the first instance of learning. DELA embraces the educational best practice that Professional Teachers must retain a degree of flexibility in use of teaching strategies as a professional judgment call. Cooperative Learning is a critical component of the IAR Model. IAR operating with a School Culture that emphasizes the development and function of a "Student Learning Community." Variation in teaching strategies will be monitored by the school instructional leadership and the school's Professional Learning Community (PLC) will work together to assure that instruction is optimized for the benefit of students. (M. Harrison, 2005).

Content Materials

DELA will set standards for content materials which includes a requirement for the investigation of sources and deliberative process to determine whether the materials are objective, science based, or generally accepted in the academic community. Teaching staff will receive professional development regarding selection of content materials as part of pre-service training. The school will develop a data-base of approved content materials for all grade levels which teachers may add to by submission to the instructional leader and PLC committee responsible for vetting content materials. The school will select ten grade level appropriate readers for each grade level for group reading projects. The PLC will organize the selection of content materials in all subject categories. We embrace the educational best practice that content material is best if it is culturally relevant to students, inspires their imagination, and can be scaffolded onto students existing repertoire of knowledge, skills, and understanding. (L. Ma, 1999; E. Moskowitz and A. Lavinia, 2012; O. Hall, 2019).

Assessments

DELA will participate in State's mandatory assessments, the Delaware System of Student Assessments (DeSSA). The school will use the Northwest Evaluation Association Measures of Academic Progress (MAP) assessment for reading, math, and science for its benchmark testing and methods to collect data to drive its instructional program. MAP assessments are aligned to Common Core Reading/English Language Arts and Math. MAP is also aligned to National Science Standards. MAP assessments have an acceptable standard margin of error which will provide DELA with a reliable testing method which will bridge the information gap between understanding student academic status at the beginning and ending of each school year. MAP assessments feature support materials which teachers can use in instruction. MAP yields sufficiently detailed data to enable teachers to hone-in-on individual students' remedial needs. High quality interim assessments aligned to the curriculum standards and State end-of-grade test are critical components of the schools embrace of a system of "Quality Improvement."

Remedial Response to Assessments

DELA's Response-to-Intervention (RTI) Multi-Tiered Support System (MTSS) is a key component of DELA's educational program. During the first ten (10) days of school all students will be tested using the MAP assessment for reading and math, and science grades 1-8. Data from the MAP assessment is immediately available for teacher and school leadership planning. As a data-driven school, timely and accurate data is critical to our ability to measure student academic progress incrementally and determine individual student needs. Our RTI process will essentially have four major components. First, all students remain in Phase I of the RTI process. Students which are one standard deviation below the mean grade level score will be elevated to Phase II of the RTI process for purposes of intervention. Phase II consists of interventions

which may include parent conferencing, goal setting with student and parent, small group instruction, peer support, and other appropriate interventions. If a student does not close the gap which placed them in Phase II as measured by the next testing benchmark, the student will be placed in Phase III of the RTI process. In Phase III, teachers and the instructional leader will meet with parent and student to review and modify the Personal Education Plan (PEP). The Phase III plan will include individual tutoring and review of whether the student needs of any other specialized services to help them improve academic progress. Phase IV includes student referral for evaluation for exceptional children's services (to determine if the student's learning is impaired by a disability). Teachers, parents, and the instructional leader may immediately move to place a student to Phase IV based upon appropriate evidence.

Reading

DELA recognizes that reading mastery is a gateway to high student achievement. (E. Moskowitz and A. Lavinia, 2012; O. Hall, 2019). The school will have daily Reading/ELA blocks of 90 minutes. Teachers will use the "Balanced Literacy" approach to reading and include the interactive components which established the "Think Literacy" program. Guided reading will include books the teacher as read and mastered pertaining to the standard objectives. Students will be engaged in story first, before structural components are introduced. Each grade level will have ten (10) assigned books. After completion of these foundational books, teachers and student will have greater flexibility in the selection of reading materials. MAP assessments yield Lexile Score and the Lexile System will serve as our functional way to determine challenging reading materials. The school's reading program will include cross curricular materials so that reading can also support math, science, social studies, health, physical education, visual and performing arts, and world language studies. Students will learn speed reading, comprehension, and reading mastery techniques as a regular part of the school's reading program. The school will adopt additional Reading Standards beyond the Delaware Content Standards which address 21st Century critical thinking skills including logical, analytical, abstract, and problem-solving skills. Students will begin using the case study method in third grade to enhance reading and critical thinking skills.

Writing

DELA students will learn cursive writing skills to facilitate improvement of cognitive functioning. Student will engage in daily writing exercises to improve creativity and imagination, and to develop accurate observation skills and the ability to effectively describe facts, events, situations, and master the art of writing. Student will write in cursive, print, use the keyboard, and learn to use 21st Century automated writing systems. Student writings will be stored in the school's digital repository and student will periodically review their writing progress over time.

Communications

DELA will conduct a schoolwide Speech Craft Program designed to facilitate students' verbal presentations. Student may enhance verbal presentation with visual props. DELA students will learn to engaged in effective Debate, Conference Discussions, Forum Communication, and other interactive communications scenarios. Effective communication skills are deemed vital to a well-rounded education. The school will facilitate skype, facetime, zoom or other secure electronic communication forums with other students in the United States and in foreign countries.

Mathematics

DELA will use the Delaware Content Standards for Mathematics and will adopt additional standards designed to develop a "Profound Understanding of Mathematics" in our students. (L. Ma, 1999). The additional standards will include master of math tables and the law of combinations and permutations. We will provide enhanced regrouping as contrasted to borrowing, decomposing, and mastery of the concept of place value. Our teacher will receive pre-service professional develop and continuing education to elevate math teaching skills the development of a "profound understanding of mathematics" necessary to teaching mathematics to students at the highest levels of Bloom's Taxonomy.

Science

DELA will use the Next Generation Science Standards for its foundational science standards. The school will adopt additional standards and assessments to measure student mastery of them. The school will interact with the National Aeronautics and Space Administration public education program. Students will be exposed to science from an international perspective. Student will be exposed to projects and developments from space agencies around the world including NASA, CNSA, ESA, ISRO, JAXA, Roscosmos, and space agencies from up to 72 separate nations. We will explore cutting edge research, including what we have learned about the earth.

Social Studies

DELA will use the Delaware Content Standards for Social Studies as a foundation for its program. The school will enhance its social studies program with additional standards and assessments to measure student mastery. The enhanced standards will be designed to promote future international cooperation and embrace the United Nations perspectives on global social issues.

2. Provide a synopsis of how the proposed instructional design reflects the needs of the school's target population, and how *all* students will meet or exceed the expectations of the Delaware Content Standards (English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages). The Delaware Content Standards are available at: <http://www.doe.k12.de.us/domain/374>

DELA will operate within the geographic boundaries of the Capital School District. Our student population is anticipated to reflect the general population demographics of Capital School District and the broader Kent County community. Our student population will be racially and ethnically diverse and include students at-risk, economically disadvantaged students, students with disabilities, English language learners, and students that are deemed gifted and talented. The needs of this student population are diverse and multi-dimensional. Recently reported School Report Card data show that about 43.3 percent or roughly 4 of 10 Capital School District students scored at or above grade level in English Language Arts. About 31.2 percent or roughly 3 of 10 Capital School District students score at or above grade level in Math. The public data suggests that Capital School District students are not on a trajectory toward "admission to best colleges and universities in the world" as is part of the DELA mission. The need we have identified is to move students toward academic achievement levels which will place them on the "path to admission to the best colleges and universities in the world." DELA board embraces the belief that strong reading and math skills are the keys to high academic performance. Our proposed instructional design focuses on students developing strong reading and math skills. Our strategy of "Intelligent Academic Rigor" is specifically designed to help students meet or exceed the expectations of the Delaware Content Standards.

DELA instructional design includes teacher master of standards, establishing clear pacing guides, establishing benchmarks, implementation of active-based learning, and using data to guide instruction, establishing new benchmarks, and providing instructional leadership and guidance to teachers and students which facilitate incremental student academic achievement. Our strategy includes managing progress for all subgroups and working to enable all students to meet or exceed the expectations of the Delaware Content Standards. Our proposed instructional design aligns to the needs of the targeted student population by including a method to identify individual student academic status and implementation of strategies to assure that all students individual needs are being met.

- a. The description of the instructional design should include, as appropriate, the educational approach (or approaches), including class size and structure, teaching methods with a supporting research base, technology integration for all grades to be served, and how the design relates to the mission of the school.

The average class size is 22 students contained within an approximately 750 SF classroom space furnished with high quality flex appropriate classroom furnishings or

optimum desktop illumination. Each classroom will have optimum lighting, temperature, and acoustics. Each classroom, at all grade levels, will be equipped with an interactive white board, digital camera, and one-to-one student computers with charging stations. Teachers overarching instructional method is active-based learning. Active-based learning involves the teacher engaging students in the curriculum content and mastery of standard objectives through multiple neural pathways. The active-based strategy is designed to assure that students learn in a sensory rich environment which makes for deep level learning within the brain. Active-based learning involves less teacher lectures and more student hands on learning activities, including technology facilitated instruction, cooperative learning projects, peer group support, and independent student research. The instruction design includes a special emphasis on student reading and math progress. The DELA school mission is to “To provide our students with a rigorous academic program which builds 21st Century skills and places students on a path to admission to the best colleges and universities in the world.” Our instructional design supports our mission by creating a fast-paced academic program which is specifically designed to impart 21st Century skills.

- b. Present evidence that the proposed educational program is research-based and has been or will be rigorous, engaging, and effective for the expected student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with the targeted population.

DELA’s contracted educational services provider leaders pioneered the proposed instructional design strategies at Anderson Creek Academy in Spring Lake, North Carolina. Anderson Creek Academy has consistently performed above the local school district and state standards in North Carolina since its inception in 2014. The management team acknowledges the proposed educational program design elements have been used successfully in the Success Academy schools in New York where high poverty minority students have consistently performed above the state and national average in reading, math, and science. The Clearinghouse of the Institute of Educational Sciences within the U.S. Department of Education public peer reviewed studies which identify educational best practices. Evidence from multiple studies suggest that DELA’s proposed educational model is highly likely to succeed with DELA’s targeted student population.

As a data-drive school, we also review long-range data and concluded that students who obtain the threshold academic performance score to gain entry to the best colleges and universities in the world start developing academic skills and habits at an early age. Most often, these students’ parents began to prepare them from birth and place them in supporting social environments which reinforce the expectation of attending a top tier college or university. DELA recognizes that high quality schools like Success Academies and Anderson Creek Academy have been able to achieve success with students from all backgrounds. Our proposed educational program is designed to level the playing field by being rigorous, engaging, and effective with the targeted student population.

DELA's mission is "To provide our students with a rigorous academic program which builds 21st Century skills and places students on a path to admission to the best colleges and universities in the world." Sample admissions scores from some of the best colleges and universities are as follows:

Top Tier College and University Admissions Scores

School	SAT ERW	SAT Math	SAT Total	ACT
Harvard U.	720-780	740-800	1460-1580	33-35
Yale U.	720-770	730-790	1450-1560	33-35
Princeton U.	710-770	730-800	1440-1570	32-35
Duke U.	710-770	740-800	1450-1570	33-35
Columbia U.	710-760	740-800	1450-1560	33-35
California IT	740-780	790-800	1530-1580	35-36

Source: College Boards

Now, compare the admissions criteria of the above sample best colleges and universities in the world to local colleges and universities. For example, University of Delaware SAT Total admissions threshold is 1190-1350, and ACT is 24-29. Delaware State University SAT Total admissions threshold is 800 or 17 on the ACT. According to U.S. News & World Report, of the top 20 Delaware high schools only three have college readiness rates above 50 percent, and only one above 80 percent. Multiple studies correlate success in elementary and middle school with success in high school and college. DELA's Board of Directors has assessed that our students will need to maintain academic scores in reading and math in the greater than 90th percentile to fulfill our mission. To be consistent with our mission, DELA students will need to have a combined score of 400 on each section of the SAT or a score of 17 on the ACT in 8th grade.

We submit this goal is attainable with use of the data-driven program of "Intelligent Academic Rigor." The Success Academies of New York have achieved similar academic goals with a well managed data-driven instructional program. (Citations Omitted). We believe that our high goal will lift all students. Even if only a smaller percentage of our student score above the 90th percentile, we will have obtained a significant victory in setting students on a path to college in general and some student on a path to the top universities.

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Osborne, D. (2017). *Reinvention America's Schools*, Bloomsbury, New York.

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3. Provide an overview of the planned curriculum, including, as **Attachment 4**, 1 scope and sequence per content area per grade band (K-2, 3-5, 6-8, 9-12) the school plans to serve. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (**English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages**). If the proposed school commits to joining the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the proposed school commits to joining the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

DELA's planned curriculum operates within three grade bands (K-2, 3-5, 6-8). See: Attachment 4. DELA has not committed to joining the Science Coalition or Social Studies Coalition.

4. Provide, as **Attachment 5**, 1 Mathematics unit with corresponding summative assessment and scoring rubrics, and 1 English Language Arts (ELA) unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards. If the proposed school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.

DELA has attached sample Units for Mathematics, English Language Arts, Science, and Social Studies as Attachment 5.

5. Describe how the school will ensure that all students have equitable access to the curriculum.

DELA recognizes the existence of barriers of access to the school curriculum which may impact individual student's access to the curriculum and ultimately student academic performance. The school instructional staff, including teachers and instructional leaders, will receive special training to assure that barriers to student access are identified and effectively ameliorated. Traditional barriers to equitable access to the curriculum include race and ethnicity, gender, social economic status, language barriers, students' disabilities, and teacher competence. We embrace the maxim that [The best tool available for removal of barriers of access to school curriculums in a highly competent and well-prepared instructional staff]. The school will require that all instructional staff develop minimum competencies in Culturally Responsive Teaching (CRT), possess the skills to facilitate student participation in student with disabilities services, English language learner services, and implement the school's Response-to-Intervention, Multi-Tiered System of Support (RTI/MTSS).

6. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of **all** students, including those who are gifted and talented.

DELA, as a 21st Century School, will use what we call the "Mars One" Model. In future interplanetary space travel, the residences of space pods will pursue their individual and specific areas of competency, but the entire group is responsible to assuring that all group members have the minimum knowledge to survive in the hostile environment of space. Similarly, as part of the school culture, DELA students under the leadership of the school's instructional staff, will work together as a learning community to assure that all peers meet minimum standards. DELA's assessment system is designed to facilitate teacher and instructional staff identification of the range of learners in each classroom and at each grade level, and to help staff assess students' instructional needs. Active-Based Learning Strategies includes a social component of learning which involves peer activities which reinforce learning, understanding of content materials, and mastery of content standards. Essentially, peer tutoring, cooperative learning groups, and full class discussions, and other active learning strategies are used to assure that all students learn and master standards in the full range of Bloom's Taxonomy to learning domains.

Differentiated instruction implies that teachers can effectively use multiple instructional strategies in a single class, in a single lesson, to assure that all students gain mastery of the content materials and standard objectives being taught. Teachers use of active-based learning assures that teachers at DELA will use Differentiated instruction to reach students through multiple neural pathways.

Teacher instruction is typically directed at student mastery of discrete standard objectives which students' actual mastery can later be audited on a formative or summative assessment. Generally, the inherent problem with age/grade level cohorts in the old factory model of education is that all student to not fit the age/grade level cohort. Some student may fall significant below or above the mean student performance level for the age/grade. The 21st Century Education Model addresses this

problem by enabling students to matriculate at an individual pace with external supports facilitate advancement. Many systems identify students as gifted and talented by Intelligence Quotient Scores, demonstrated cognitive abilities, or the ease with which they perform educational task as compared to their age/grade cohort peers. DELA will address the needs of gifted and talented students by providing in-class accelerated materials, moving students to higher grade level class(es), or advancing the student's grade level. As a standards-based school, DELA will use the full range of options available to meet the instructional needs of all students, including students who are traditionally defined as "gifted and talented."

7. Provide a synopsis of plans for additional academic support for at-risk students, including a description of how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and mathematics.

DELA's program of "Intelligent Academic Rigor" will rely heavily upon its assessment program to obtain real time, accurate data which can be used to determine each student's real-time academic status. Equipped with the latter information, DELA instructional staff can identify and implement real-time interventions for reading and mathematics.

For example, a student may score significantly below the mean of his/her age/grade level peers on a benchmark reading or math assessment. The professional teacher must then make a professional judgment as to why the students is low performing and what strategy should be used to help the student keep up with his/her age/grade level peer cohort. This professional judgment will be made within the context of a collaboration between the teachers, instructional leaders, parents, and the student. Some strategies may include small group instruction, small group or individual tutoring, peer tutoring, assignment of additional time on task, assignment of a learning mentor, or other strategy.

8. Explain how the graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

DELA will serve grades K-8. Therefore, this question in not applicable.

Student Performance Goals [14 Del. C. § 512(4) and (6)]

Outline the clearly measurable annual performance status and growth goals that the school will set in order to monitor and evaluate its progress accelerating student achievement. Respond to the following with regard to the proposed school's student performance goals and the Delaware School Success Framework (DSSF).

1. Describe the student performance standards for the school as a whole.

DELA's adopts the Delaware School Success Framework (DSSF) as the foundation of its student performance standards, including student academic achievement, student academic growth, on-track-to-graduation, and college and career preparation. The school will set measurable goals in reading, math, and science each year to exceed the local school district, state, and national standards on the State's mandatory assessments.

2. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

DELA will use the North West Evaluation Association's (NWEA's) Measures of Academic Progress (MAP) assessment system to conduct primary interim assessments in reading, math, and science at available grade levels. MAP assessments are aligned to the Common Core State Standards in English Language Arts and Mathematics. MAP science assessments provide a well-tested and stable measure for student science progress which aligns to national standards.

3. If the school plans to adopt or develop additional academic performance goals or assessments beyond the State's mandatory assessments, explain what standards the school will use, and describe the adoption or development process that has taken place or will take place. Include the timeline for achievement of student performance goals and the assessment of such performance.

DELA plans to adopt additional standards for reading, math, science, and social studies. The additional standards will be developed and adopted during two separate periods, including (1) during the pre-opening planning year, and (2) post-professional staff. New standards must be adopted and prepared for implementation prior to the beginning of an academic school year.

4. Explain the school's policies and standards for promoting students' from one grade to the next. Describe how and when promotion and graduation criteria will be communicated to parents and students.

DELA will use a ten (10) point grading scale. The minimum passing score is 70 percent. Student will be required to achieve at 70 percent report card score in the core subjects of Reading /ELA, Math, Science, and Social Studies to obtain promotion to the next grade level. The school's grading scale and promotion standards and policy will be published annually in the Parent/Student Handbook and will be available to students on the school website as well as being emailed to parents and students. The school will also make paper copies of the Parent/Student Handbook available to parents and

students. The Handbook will be provided to parent and students on the first day of school and will be available on the school website and transmitted via email prior to the first day of school.

5. Explain the process for ensuring that **all** students in grades 8-12 have a complete student success plan. Describe how the success plans will be monitored as required by 14 *Del. C.* § 5.0.

Each DELA student will develop a Personal Education Plan (PEP) at all grade levels in conjunction with teachers, parents, and the school's instructional leaders. In addition, students, parents, teachers, and school administration will sign a Student, Parent, Teacher, School Compact upon enrollment. At the 8th grade level the PEP will contain all required elements of the required Student Success Plan (SSP). The instructional leadership team will monitor student progress each quarter. The team will identify students eligible for 8th grade Advanced Placement (AP) and Honors (H) courses in the 7th grade and facilitate such placement.

High School Graduation Requirements (*High Schools Only*) [14 *Del. C.* §§ 512(4), (5), (6) and (7)]

This section is not applicable. DELA will operate grades K-8 only. (Skip to next section).

1. High schools will be expected to meet the Delaware Graduation Requirements, which may be amended from time to time. The requirements can be found at:

<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage>

2. Explain how the school will meet these requirements and monitor them through the use of the State's pupil accounting system. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Delaware, explain the additional requirements.
3. If applicable, also explain how the school will meet the requirements for any and all Career and Technical Education (CTE) pathways courses. Requirements include, but are not limited to:
 - a. Programs must follow a State-approved Pathway Standard and be of sufficient size and scope to be effective for graduates;
 - b. Applications must be approved;
 - c. Documented and appropriate labor market opportunities must sufficiently exceed the current training supply;
 - d. Laboratory facilities and equipment must meet all safety requirements pursuant to 14 DE Admin. Code § 885 and reflect current industry standards;

- e. Curriculum must follow current standards and include a State-approved end-of-pathway assessment;
 - a. Student access to the program must follow the Office of Civil Rights CTE (vocational education) guidelines for admission and recruitment available at: <http://www2.ed.gov/about/offices/list/ocr/docs/vocre.html>;
 - f. Pathways must follow an approved Program of Study;
 - g. A Program of Study document must be submitted with the application. The state template is available through this link: https://education.delaware.gov/educators/academic-support/career_and_technical_education/statemodel_programs_of_study/; and
 - h. Programs must include student participation in the related Career and Technical Student Organization.
This website will provide further information on Delaware CTE requirements: https://education.delaware.gov/educators/academic-support/career_and_technical_education/
4. Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

School Calendar and Schedule [14 Del. C. § 512(6)]

1. Provide, in **Attachment 6**, the school's proposed calendar for the first year of operation. Include the length of the school day, as well as start and dismissal times. Explain how the calendar will support the success of the educational program.

DELA's school calendar for the first year of operation is attached as Attachment 6. The length of the school day is 7 hours/day and 45 minutes with 180 school days. Classes start at 8:00 a.m. and end at 3:45 p.m. Monday through Friday. The school's proposed calendar will support the success of the educational program by providing for daily 90 minute blocks of Reading /English Language Arts, and daily 60 minute blocks each for Math and Science. See: Attachment 6.

Supplemental Programming [14 Del. C. § 512(6)]

1. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

DELA will make before and after school enrichment and a summer camp programs available to our students from an outside vendor. DELA may sponsor students who are economically disadvantaged through unrestricted funds, Title I, or other sources.

2. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

DELA will partner with outside vendors to make health and mental health services available to students.

3. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

DELA will monitor possible student-focused activities and programs which may be useful for our students and the board will review and make final decisions regarding participation or partnerships.

4. *For schools offering summer school.* Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded. Describe the program(s) to be offered. Identify how many students are expected to attend summer school and how will they be selected for participation. Identify how many hours and weeks of summer school will you provide, and how will it be funded. Explain how the school will provide Extended School Year services (ESY) for eligible students with disabilities.

DELA will offer summer school to students who need additional support. The board has not authorized or develop a summer school program at this time.

Special Populations and At-Risk Students [14 Del. C. § 512(4)-(7)]

1. At-Risk Students

- a. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

DELA will be prepared to serve all identifiable at-risk groups and expects to enroll some students from all at-risk categories including Students with Disabilities, English Language Learners, Economically Disadvantaged groups, Homeless Students, and Gifted and Talented students. The school will also enroll other Educationally Disadvantaged groups including racial and ethnic minorities, and other traditionally underperforming subgroups.

- b. Describe how the school will implement Response to Intervention procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance in accordance with 14 DE Admin. Code § 925.12.0.

DELA previously discussed its Response-to-Intervention (RTI) Multi-Tiered System of Support (MTSS). DELA's Response-to-Intervention (RTI) Multi-Tiered Support System (MTSS) is a key component of DELA's educational program. During the first ten (10) days of school all students will be tested using the MAP assessment for reading and math, and science grades 1-8. Data from the MAP assessment is immediately available for teacher and school leadership planning. As a data-driven

school, timely and accurate data is critical to our ability to measure student academic progress incrementally and determine individual student needs. Our RTI progress will essentially have four major components. First, all students remain in Phase I of the RTI process. Students which are one standard deviation below the mean grade level score will be elevated to Phase II of the RTI process for purposes of intervention. Phase II consists of interventions which may include parent conference, goal setting with student and parent, small group instruction, peer support, and other appropriate interventions. If a student does not close the gap which placed them in Phase II as measured by the next testing benchmark, the student will be placed in Phase III of the RTI process. In Phase III, teachers and the instructional leader will meet with parent and student to review and modify the Personal Education Plan (PEP). The Phase III plan will include individual tutoring and review of whether the student needs of any other specialized services to help them improve academic progress. Phase IV includes student referral for evaluation for exceptional children's services (to determine if the student's learning is impaired by a disability). Teachers, parents, and the instructional leader may immediately move to place a student to Phase IV based upon appropriate evidence. DELA's RTI standards exceed the requirements of 14 DE Admin. Code § 925.12.0.

- c. Describe how the school will organize and use instructional support teams to engage in a problem solving process to ensure the behavioral and academic success of all students in accordance with 14 DE Admin. Code § 923.11.9.

DELA staffing will include an Instructional Leader whose sole job will consist of leading the school's Professional Learning Community (PLC). The Instructional Leader will provide oversight of the school's data-driven instruction. The Instructional Leader will work with grade level and ad hoc instructional support teams to address individual student needs and strategies to help students become successful. These teams will meet on a regular schedule to be established by the Instructional Leader. Each student will have a Personal Education Plan (PEP). The instructional support teams will monitor students' progress on their PEP's, communicate with parents, and provide coaching, support, and encouragement to students to do the very best they can.

2. Students with Disabilities

Charter schools are responsible for hiring licensed, certified, and highly qualified special educators as required by 14 *Del. C. Ch. 1* and 14 DE Admin. Code § 900. School personnel must participate in the IEP Process including identifying students who may be eligible for special education services, evaluating students for special education services, developing an Individualized Education Program (IEP), and providing special education supports, services, accommodation, and modifications. Schools must comply with all applicable laws as outlined in the Compliance Certification Statement.

A. Identification

- a. Describe how the school will ensure compliance with Child Find responsibilities. Explain how the school will identify students in need of special education

services and the steps required to determine eligibility for special education services and avoid misidentification.

DELA shall post Child Find posters within the school facility and in areas accessible to parents to assure that parents and staff are aware of the school's program for students with disabilities and contact information as to how to make a student referral. The school will also post Child Find posters on the school's website and provide Child find information in the Parent/Student Handbook. The school leaders will discuss Child Find during the school open house programs and monthly parent meetings. The school's Instructional Leader will be responsible for regular review of benchmark data collected from MAP assessment, and the Instructional Leader and teachers will review prior year end-of-grade test data. The Instructional Leader and teachers will use data, observed classroom behavior, student records, and other data within the RTI process to make a determination as to whether a student should be referred to the school's Students with Disabilities staff for evaluation. Once a formal referral is made, and within 90 days, the students will be tested, and other appropriate data collected and presented to an Individual Education Plan (IEP) Team for review, which includes the student's parent(s) and other representative. The Team will include a School Administrator, Regular Education Teacher, Special Education Teacher, Parent(s) and other required persons. The Teams will determine whether the student's academic underperformance is the consequence of a statutorily recognized disability. The IEP Team will determine eligibility. The IEP Team can best avoid misidentification by doing a meticulous job of collecting proper data and review of the case. DELA will provide parents with a copy of the current eligibility manual and inform parents of their rights under IDEA.

- b. Describe the multi-tiers of evidenced-based academic and behavioral interventions and supports that will be provided prior to identification.

All students at DELA are participants in the Response-to-Intervention (RTI) process as previously stated. Generally, students whose test score fall at least one standard deviation below the mean are provided Phase II RTI services. Students which do not make adequate progress by next benchmark are elevated to Phase III. Students which do not make adequate educational progress after small group instruction, individual tutoring, behavioral interventions, and other interventions are referred for evaluation in Phase IV to the school's program for students with disabilities. In the general process, students will go through three tiers of interventions prior to referral for Students with Disabilities services. The exception may be students with backgrounds which include a developed record which shows low intellectual functioning on recognized test of intelligence, or who have visual, hearing, or other impairments which present an obvious need for protection under the IDEA. DELA will strictly follow the law regarding compliance with the IDEA.

- c. Describe the IEP team who will be determining eligibility including required roles.

DELA IEP Teams include the Student with Disabilities Coordinator, the School Principal or designee, a regular education teacher, a special education teacher, a parent(s) of the subject child, other designated parent/student representative, other

appropriate professionals/service providers. DELA will strictly follow the IDEA and State law regarding participation on IEP Teams.

B. Program Plan

- a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the Individuals with Disabilities Education Act (IDEA). Specify the programs, strategies, and supports you will provide for students with basic, intensive, and complex needs.

DELA will designate a Students with Disabilities Director/Coordinator who will report to the Lead School Administrator and be responsible for students with disabilities recordkeeping and reporting, including child counts and the observation of deadlines. Said Director/Coordinator shall provide guidance and oversight to teachers and staff on the requirements related to Students with Disabilities and individual staff responsibilities. All staff will receive pre-service professional development regarding staff duties and responsibilities regarding identification, evaluation, and referral of students with disabilities. DELA will provide a full continuum of services to students with disabilities, including pull out and push in services, and a self-contained classroom. The school will provide special transportation as needed and accommodate physical handicaps. The school will contract for support services including speech pathology, occupational therapy, physical therapy, and a school psychologist. The school will contract for other services as needed. The students with disabilities staff and the Lead School Administrator will match appropriate services to student needs including basic, intensive, and complex needs. DELA will observed the requirement of a Free Appropriate Public Education (FAPE). The school will provide for secure and confidential recordkeeping and storage for students with disabilities records.

- b. Describe how the school will provide a continuum of educational placements for students with disabilities. Include a description of the instructional strategies and supports that will be implemented to ensure placement and meaningful progress in the least restrictive environment. In addition, describe how students who require a more restrictive setting will be served within the school in accordance with 14 DE Admin. Code § 925.27.0.
- c. Describe how the school will ensure that students with disabilities have access and make meaningful progress in the general education curriculum and Common Core State Standards.

DELA will serve students with disabilities in the least restrictive environment. All students at DELA will participate in the general education curriculum, which includes Common Core Reading/ELA and Math. Students with disabilities teachers will make modifications to the general curriculum as may be required by the student's IEP. The school may use small group, individual tutors, extended testing, read-aloud, and other strategies to assure that students with disabilities have access to the general curriculum.

- d. Describe how the school will provide multi-tiers of academic and behavioral supports for students with disabilities.

Students with disabilities will participate in the school's RTI program the same as all other students. Students with disabilities will receive the same discipline as other students, except that any student suspended from school for a cumulative total of more than 10 days during the school year shall receive students with disabilities services on day 11 of any suspension. The school may also provide for manifestation hearings to determine if behavioral issues are related to a student's disability.

- e. Explain how the school will ensure parent participation in the IEP process in accordance with 14 DE Admin. Code § 900.925.22.

DELA students with disabilities staff will provide all required outreach and communications to parents to assure parent participation in the IEP process. The school will provide transportation if needed to assure parent participation.

- f. Describe how the school will ensure that IEP accommodations are provided for students with disabilities on the Delaware System of Student Assessment (DeSSA) and on the Alternate Assessment.

The school test coordinator will be provided a list of student accommodation (from student IEP's) by the SWD Director/Coordinator as a routine part of their testing duties. The test coordinator will plan and coordinate whether students with disabilities take regular assessment with accommodations or participate in Alternative Assessments based upon the student's IEP. The test coordinator report to the SWD Director/Coordinator and the Lead School Administrator on the status of testing SWD prior to all test administrations.

- g. Describe how the school will ensure that IEP services, supports, and accommodations are implemented by all staff working with students with disabilities.

IEP services, supports, and accommodations monitoring will be a regular part of the Lead School Administrator's management dashboard. The Lead School Administrator will require regular reporting from the SWD Director/Coordinator and the testing coordinator.

- h. For students with disabilities who are age 14 or older, or who are entering the eighth or a higher grade, explain how the school will address transition planning/provision of transition services.

The SWB Director/Coordinator will coordinate with the appropriate staff to assure that students with disabilities in the 8th grade receive any appropriate additional transition services.

C. Monitoring and Accountability

- a. Describe how the school will regularly evaluate and monitor the progress and success of students with disabilities to ensure the attainment of each student's goals set forth in the IEP and to ensure mastery of the Common Core Standards. Include a description of how the school will address students not making progress on IEP goals or toward mastery.

All students will participate in benchmark testing, including students with disabilities. The school's instructional leader will provide oversight of progress for students with disabilities as all other tested students. The school's instructional leader will report student with disabilities data to the SWD Director/Coordinator and other appropriate staff. Students with disabilities academic progress will be monitored the same as all other students, except these students will have additional supports according to the IEP. Students with disabilities not making adequate progress will receive appropriate interventions similar to regular education students, unless indicated otherwise by the IEP.

- b. Describe how the school will ensure that required participants, including parents, will attend IEP meetings.

Assign staff participation in IEP meetings is a mandatory job duty. Contract services personnel will have provisions in their contracts which require participate in the IEP's as assigned. As previously mentioned, the school will make all required outreach to parents and provide transportation if needed to assure parent participation.

- c. Describe the strategies that will be used when parents do not respond to school staff attempting to schedule IEP meetings, or when parents cannot or do not attend IEP meetings

DELA will use strategies outlined in the Delaware Department of Education SWB Handbook. In addition, the DELA may communicate with social workers and other professionals known to them or take such other actions as may be necessary if the parents lack of response rises to the level of abuse and neglect.

- d. Describe how the school will ensure participation of general education in the IEP meeting. For students who turn 14 or enter the 8th grade during the IEP year and who are participating in a career and technical education program, describe how the school will ensure that a CTE teacher/career technical teacher coordinator attends the IEP meeting.

At DELA all staff will be provided professional development on their responsibilities regarding participation in IEP meetings and their duties and responsibilities regarding students with disabilities. We would consider it a major breach of duty for general education teachers or CTE teachers who are required to

attend an IEP meeting to fail to do so. Said personnel will be subject to immediate disciplinary action.

- e. Describe the school's system of accountability to ensure compliance with IDEA, provision of special education services and procedural safeguards, along with a process to monitor student records and staff practices for regulatory compliance across the school.

The Lead School Administrator will maintain a compliance monitoring check list regarding implementation of the students with disabilities program. The Lead School Administrator or designee will conduct compliance monitoring at least annually. The review will include records completeness, records security, service schedules, review of IEP's, monitoring of program deadlines, review of staff and parent participation, and review of student academic progress.

D. Staffing and Professional Development

- a. Describe how the school will employ qualified special education staff, including, but not limited to, certified and highly-qualified special education teachers, and related service providers (including but not limited to Occupational Therapist, Physical Therapist, Speech/Language Pathologist, and School Psychologist). Include a list of the staff positions and a description of the duties for each position.

DELA will hire certified and highly-qualified staff, including related service providers. The school will obtain copies of credentials and conduct background checks. The traditional duties of the SWD Director/Coordinator include general oversight of the SWD program, recordkeeping, reporting, monitoring schedules, and providing support to regular education staff working with students with disabilities. The Exception Children's Teacher will provide daily instruction including push-in and pull-out services, and implementation of the instructional requirement of the IEP. Related services providers will work only in their specialty area. All are required to participate in the IEP process as assigned.

- b. Describe how the school will ensure that all staff (including but not limited to administrators, special education teachers, regular education teachers, guidance counselors, and support staff) are adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

DELA's board of directors will adopt a training schedule each year to assure that all staff receive proper training and professional development in implementing state and federal law related to the identification, evaluation, and education of students with disabilities. The board adopted professional development program will require mandatory participation.

3. English Language Learners

Charter schools are responsible for the identification of English language learners, the provision of English language services, and the annual assessment of English language proficiency as required by 14 DE Admin. Code 920. Additionally, charter schools are responsible for hiring certified English as a Second Language (ESL) and/or bilingual educators to provide services to English language learners. Paraprofessionals and tutors may serve English language learners only under the supervision of a certified ESL or bilingual teacher. In addition, ESL/bilingual school personnel must participate in the IEP Process of students who are dually identified for both Special Education and English language learners (SWD/ELL).

- a. Explain how the school will identify English language learner students in need of English language services, including the steps required to screen and assess the English language proficiency level and the timeline for completion.

DELA's English Language Learner program initial student identification program starts with the Home Language Survey included as part of the student enrollment packet. Students whose first language is not English will be tested using the W-Apt (Kindergarten) and WIDA Screener (Grades 1-8) within the first 30 days of school. DELA will use the state cut scores to determine eligibility and establish the level of services. Students will be tested annually using the ACCESS test in four domains including, listening, speaking, reading, and writing. DELA will use the State cut scores to determine adjustment in services levels and to determine when a student should exit the program.

- b. Explain how the school will schedule the contact hours for instruction based upon the English language learner's proficiency level.

DELA staff will include a highly qualified licensed ELL Teacher. The ELL Teacher will establish a schedule with contact hours of instruction based upon the student's proficiency levels. The ELL Teacher will report the schedule to the Lead School Administrator and coordinate with the SWD Director/Coordinator for any student eligible for ELL services and SWD services.

- c. Describe the program model(s) the school will use to deliver the English language services to students.

DELA ELL program models include Dual Language Immersion, Full-Services Push-in and Pull-out, Blended and Co-Teaching. The school will use service delivery methods listed in the most recent version of the Delaware Department of Education English Learner Guidebook.

- d. Describe the minimum English proficiency level scores required for enrollment into the ESL/bilingual program and the minimum exit level criteria to transition out of the program.

DELA will follow the state adopted standard. Student who score below a 5.0 composite are eligible for entrance and participation in the school's ELL program. Students who test at 5.0 or greater will be determined ineligible for participation in the ELL program or required to exit the program.

- e. Describe the school's plan for addressing parent involvement for English language learners, including immigrant students.

DELA will provide for printing materials in multiple languages to accommodate the communication needs of parents. The ELL staff will invite parents and offer transportation to the extent possible for facilitate participation.

- f. Describe how the school will ensure that English language learner students receive instruction and support to access and make meaningful progress in the general education curriculum and Common Core State Standards.

DELA Lead School Administrator will maintain a management dashboard and check list which includes regular review of EL schedules and student's academic progress scores from the MAP assessment. The MAP assessment is administered five times per year as part of the progress monitoring and data driven instructional program available to all students at DELA.

- g. Describe how the school will ensure that all English language learners, including those dually identified as students with disabilities who are also English language learners, will be assessed annually for English language proficiency.

Students with disabilities will take the ACCESS test the same as other ELL students except that test administration may be modified in accordance with the IEP or an alternative ACCESS for ELL's may be used. The school will use the guidance provided in the Delaware Department of Education English Learner Guidebook.

- h. Describe how the school will ensure that English language learners, including those dually identified as students with disabilities who are also English language learners, will be provided services for both programs.

As previously mentioned, The ELL teacher and the SWD Director/Coordinator will coordinate on the schedule of services to student who are both ELL and SWD eligible.

4. Gifted Students. Explain how the school will identify and meet the needs of gifted students, including:

- a. The specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

DELA acknowledges that students who enroll in its educational program will fall within a range of gifts, talents, and academic performance levels. Our mission includes preparing students to become eligible for admission to the best colleges and universities in the world. Our regular academic program is sufficiently rigorous to push students forward to their grade level greater than 90th percentile in reading and math. Students which are able to exceed our standards may be provided accelerated work or skipped to a higher grade-level class or skipped to a higher grade-level.

- b. How the school will provide qualified staffing for gifted students; and

DELA's hiring and recruitment of staff will include hiring at least one teacher with the Gifted and Talented Certification on their Teaching License. Our general program requires high quality teachers. DELA will provide pre-service professional development and ongoing professional development to teachers and instructional staff. The school will also provide specific professional development regarding teaching students who ordinarily qualify for participation in gifted and talented programs in the tradition public school system and the specific features of our program which accommodates their academic needs.

- c. How the school will assess and monitor the progress and success of gifted students.

DELA's Instructional Leader will monitor benchmark data collected from administration of the MAP assessment for reading, math, and science. These tests will be administered during the first ten (10) days of school and at intervals which roughly corresponded to each marking period comprising at total of five (5) test administrations each school year. All student's data is monitored by the Instructional Leader and teachers. The staff will operate as a Professional Learning Community (PLC) in a data-driven school. There are regular teams of teaching staff monitoring student progress, receiving feedback from teachers working with students on a day-to-day basis, receiving parent input, and making decisions about how to increase student progress.

5. Homeless Students. Explain how the school will identify and meet the needs of homeless students. Describe the training that the staff members will receive to meet the needs of homeless students.

DELA staff will receive pre-service and continuing professional development regarding student eligibility requirement of the McKinney Vento Homeless Assistance Act. Teachers and other staff will be training to recognize when a student lacks a "fixed, regular, and adequate nighttime residence." Teachers and staff will receive training which helps them recognize some of the signs which may accompany homelessness

such as students, being hungry, wearing the same clothing, poor hygiene, sleeping in class, request for changes in where a bus rider may be dropped off, and other signs. The school may provide special transportation for homeless students. The school will maintain a database of support services providers within the community which may be able to provide assistance relative to housing, food, clothing, employment, and to help students and families meet their needs and to help the student be successful in school.

Student Recruitment and Enrollment [14 Del. C. § 512(6) and (8) and 14 DE Admin. Code 275.4.4.2]

1. Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties and benchmarks and timelines that will demonstrate suitable progress over time. (Note! Be sure to reference <https://www.schoolchoicede.org/>.)

The DELA board of directors has already collected over 400 “Parent Support Surveys” (See: **Attachment 7**) demonstrating a demand for the proposed charter school. The board has considered the need for a pre-opening plan to recruit students to attend the school. The board’s initial targeted enrollment is 264 students in grades K-5 for the first year of the school’s operations. The school facility will be located at 4861 N. DuPont Highway, Dover in U.S. Census Tract #0418.01 within the demographic boundaries of the Capital School District.

The DELA board has determined that several factors will impact student recruitment and enrollment including (1) the proposed academic program, (2) the board’s ability to connect and inspire the confidence of the community, (3) the quality and preparation of staff, (4) support from other parents and community groups, and (5) the quality of the school facility. The DELA board has been working diligently to conduct outreach into the Kent County community to inform parents of potential students of the proposed school and the school’s proposed academic program. The board has conducted community forums, sent speakers to community events, handed out fliers, and made a major pre-application effort to connect with the community. The board has reached out to various community groups and has secured use of a high-quality school facility.

Our pre-opening year recruitment plan will begin upon Charter Application approval. The board will organize one major community forum per month beginning in April 2020. The board will conduct a total of seven (7) community forums between April and October 2020 in targeted communities in different U.S. Census Tracts which are included in the Capital School District, Smyrna School District, Lake Forest School District, and Caesar Rodney School District. We will use free local public service announcements on radio and television, and social media to market these events. We also plan to put out fliers/brochures throughout the region in local businesses and public places. Our goal is to communicate a message to the 178,550 (U.S. Census 2018 Population Estimate) which identifies the opportunity to participate in the proposed charter school.

2. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; linguistically diverse families and other youth at risk of academic failure. The response should include the following:

- a. A brief description of the recruitment strategies that the school will employ to attract each of the students described above to the school; and

DELA 2021-2022 open enrollment period will operate for about 60 days including November and December 2020. The open enrollment application will become available to the public in early November 2020 on www.schoolchoicede.org and on the proposed school's website at www.delacademy.com. Open enrollment will close on early January 2021. The school will conduct a lottery for all grade levels in which there are more applicants than seats available after consideration of pre-approved application preferences, if any. The recruitment and enrollment process will be completed on or before March 1, 2021. In accordance with state law, parents will be requested to commit to keeping their student enrolled in the school for a full year subject to approved exceptions.

The proposed school's website and marketing materials will specifically emphasize the school is open to all students without discrimination. Our marketing plan including outreach by U.S. Census Tract in the Kent County community to include families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and youth who are at-risk of academic failure. The school will use the following strategies to target recruitment to at-risk groups as follows:

Families in Poverty

DELA will provide students with bus transportation and participate in the National School Lunch Program to assure that transportation and school lunch is not a barrier to students in poverty attending the school. This information will be prominently displayed on the school's website and in program literature. In addition, this information is a major part of the presentations in our seven (7) pre-opening community forums.

Academically Low Achieving Students

DELA's proposed academic program uses "Active-Based Learning Strategies," teachers will be trained in Culturally Responsive Teaching (CRT) competencies, and the school's Response-to-Intervention Multi-Tiered System of Support are all specifically designed to remediate academically low achieving students. This information will be prominently displayed on the school's website and in program literature. In addition, this information is a major part of the presentations in our seven (7) pre-opening community forums.

Students with Disabilities

DELA plans a high-quality program for "students with disabilities." The school's marketing materials passed out at the seven (7) community forums and located on the school's website will note the proposed schools staffing qualifications, facilities, and program features for students with disabilities.

Linguistically Diverse Families

According to the U.S. Census 2018 Population Estimate for Kent County, Delaware, about 10 percent of the population under age 5 live in homes where a language other than English is spoken at home. The 2018 Population Estimate notes

that about 7 percent of the Kent County population are of Hispanic origin. We will publish our fliers and brochures in English and Spanish and feature multiple language translations on the school's website. We will market our English Language Proficiency Program in our program literature and feature this information in the seven (7) pre-opening community forums.

Youth At-Risk of Academic Failure

The general features of our academic program, including use of Active-Based Learning Strategies, have teachers trained in Culturally Responsive Teacher (CRT) competencies, and our outreach efforts to student with disabilities, linguistically diverse families, academically low-achieving students, and our expanded outreach throughout Kent County are designed to specifically include youth at-risk of academic failure.

Academically Gifted and Talented Students

Our outreach efforts will emphasize that our "School Design Plan" targets a broad spectrum of student abilities including students who are academically gifted and talented. Our marketing literature, brochures, fliers, website, and presentations will include our challenge to academically gifted and talented students.

- b. A brief explanation of the efforts, resources, structures, or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts, including disaggregation of student performance data for each subgroup. Identify your target re-enrollment rate for each year.

DELA's education plan includes use of NWEA/MAPS assessments for benchmarking student academic performance. MAPS feature the ability to track student performance by subgroups, including male, female, Economically Disadvantaged, Students with Disabilities, English Language Learners, White, Black, Hispanic, Asian, and other ethnicities. DELA will use the MAPS tools to monitor subgroup progress and the efficacy of its program. The school will make special efforts to develop positive relationships with all individual parents. Our goal or target enrollment and re-enrollment rate each year is to recruit and enroll a student population which demographically mirrors the population of the local school district where the school resides.

3. In **Attachment 7 (Parent Support Survey)**, provide evidence of demand for the proposed school among prospective parents/guardians. (Note! The Department is looking for evidence that your proposed school is wanted by the local community, and that enough pupils would come to your school to make it financially viable. This evidence takes the form of a survey that parents sign expressing support for the school. Specifically, you should aim to show that you have **support from parents for at least as many pupils as the number of seats in your school in its first two years of opening**. This is a minimum and your application will be rated more strongly if the school is significantly oversubscribed.)

Please see: Attachment 7.

4. Describe the ongoing student recruitment work that you will do once your school has opened. Identify the ways in which it will be different than your pre-opening year in terms of the strategies, activities, events, persons responsible and benchmarks.

DELA board of directors will develop a strategic plan which at a minimum includes ongoing student recruitment work once the school opens. The school will engage in a major marketing effort using free public service announcements on local radio and television, and social media leading up to and during the school's annual open enrollment period. Outreach efforts will include community forums, open house, visiting parent forums at local Head Start's and Pre-School Programs.

DELA plans a strong parent volunteer program which will include an outreach volunteer groups whose mandate will include marketing the school to other parents and families throughout the region. The proposed school's "Enrollment Policy and Withdrawal Policy" are included in Attachment 8.

The school's post-opening recruitment work and its pre-opening recruitment work are very similar, except that post-opening work will more heavily focus on recruit of kindergarten students and address attrition in grades 1-8.

5. Provide, as **Attachment 8**, the school's Enrollment Policy and Withdrawal Policy, which must include the following:
 - a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents;
 - b. Any admission preferences in accordance with 14 *Del. C.* § 506(b) and how they will be used, including how the school will identify Founding Group members and how the preference to children of the school's Founding Group members will be used, if applicable;
 - c. Establish a timeline for its application and admissions processes identical to any such timeline set forth in 14 *Del. C.* Ch. 4 for the operation of a public school choice program. Provide an approximate date for the lottery and describe the procedures for conducting a fair lottery process;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - e. A timeline and plan for student recruitment and enrollment;
 - f. Plans to maintain on file a written statement, signed by the parent or guardian of each enrolled child, that acknowledges that the child will attend the charter school for at least one complete school year pursuant to 14 *Del. C.* § 506(c)(3).

See: Attachment 8.

School Culture [14 Del. C. § 512(6)-(7) and 14 Del. C. §4112D]

1. Describe the culture or ethos of the proposed school and how this culture or ethos will promote a positive academic environment and reinforce student intellectual and social development.

DELA will develop messaging which promotes the development of “Student Learning Community.” The Student Learning Community’s focus will be high student academic performance. The culture and ethos will emphasize students helping each other and teamwork. The school will promote the promise “To treat all others with kindness and respect.” The school staff will receive training on promoting a learning culture where students are focused on understanding the world around them and gaining a global perspective. Our school culture will include starting with training students on proper school etiquette. We will set high expectations for parents, students, and staff and enforce those expectations by engineering a positive social environment which is participatory.

2. Explain the systems, practices, and traditions that the School Leader and staff will implement to foster this culture for students, teachers, administrators, and parents, starting from the first day of school. (Note! You will be asked to describe your discipline policy in the next section).

DELA student will start each day with a morning meeting where students and staff have an opportunity to address any issues which may become a barrier to full and dedicated participation in the academic day. The morning meeting will emphasize getting focused for the academic challenges of the day. Teachers will teach school etiquette during the first ten (10) days of school each year, establish class rules, and set expectations. Students will review and discuss the parent, student, teacher, school compact. Students and staff will discuss the school’s mission and purpose and students will be introduced to the world of academia including learning about colleges and universities, the purpose of these institutions, the benefits they provide to society, and a discussion will ensure about how to get to the best colleges and universities in the world. Teachers and staff will seek to recruit students to make a commitment to pursuing a path to the best colleges and universities in the world.

3. Describe the key elements of the school’s bullying prevention and anti-hazing policies. Explain how the school will develop this culture and use scientifically researched-based practices for students, educators, administrators, and parents starting from the first day of school. Resources to ensure compliance with state requirements are available at:

<https://www.stopbullying.gov/laws/delaware.html>

DELA Board of Directors will develop an anti-bullying policy which complies with 14 Del. C. § 4112A, et seq. Key elements of the school’s bullying prevention and anti-

hazing program will include a reporting system where student may report bullying or hazing if it happens to them or to someone else. Next, the school will appoint an investigative team to investigate all bullying complaints. Next, the board will adopt penalties for students engaged in bullying and the same will be enforced by the school administration. Finally, the school will promote anti-bullying education to assure that all student understand how bullying is defined and what is acceptable and unacceptable behaviors. The anti-bullying program will include a parent component to help parents understand issues related to bullying and how to support the school's anti-bullying and anti-hazing program.

4. Explain how the school culture will serve and support students with special needs, including students receiving special education services, English Language Learners, homeless and migrant students, and any other students at-risk of academic failure.

DELA's RTI program is specifically designed as a progress monitoring tool to quickly identify students at risk of academic failure, including students with disabilities, English language learners, homeless and migrant students, and other at-risk subgroups. The school culture will create an environment of cooperation and mutual support, including support to the above-mentioned student subgroups.

Student Discipline [14 Del. C. §512(6)-(7) and (11), 14 Del. C. § 4112F]

1. What will be the key elements of the school discipline policy, and how will it support the school culture that you describe above? Include plans regarding limitations on seclusion and restraint with respect to all students, including training and reporting requirements in accordance with 14 Del. C. § 4112F and related regulations at 14 DE Admin. Code § 610.

DELA board will adopt a school discipline policy and plan as part of its pre-opening activities. Our school discipline plan and policy will include a prevention component, have clear board-based rules, address school climate concerns, emphasize visible school leaders, and include significant parental involvement. The discipline policy and plan will outline clear penalties for misconduct. The plan will restrict the use of seclusion and restraint.

2. How will the discipline policy be practiced in the classroom in order to ensure that students are working on task and focused on learning?

DELA school culture is designed to establish school etiquette upfront. Teachers will establish behavioral expectation during the first ten (10) days of school. Our school culture and the level of rigor of our program will reduce to a minimum any classroom discipline issues. Should classroom discipline issues arise teachers and staff will use their training protocols to address the same. School Discipline and culturally responsive teacher will be a significant part of teacher professional development.

3. How will you ensure that minority students and students with disabilities are not disproportionately represented in disciplinary procedures such as suspensions and expulsions? How will you measure or track this data?

DELA educational program and school culture will reduce the likelihood of student discipline issues. The board will monitor real time student discipline data and take action to prevent any type of discrimination. Discipline data will be reported to board in the Lead School Administrator's monthly report.

4. Who will be responsible for implementing the school's discipline policy? What position will be responsible for electronically reporting discipline incidents in accordance with state requirements?

The Lead School Administrator will be responsible for implementation of the school's discipline policy and meeting electronic reporting requirements.

5. How will the school ensure that staff are adequately trained and properly implementing state and federal law related to the discipline of students with disabilities? Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Delaware statutes and regulations.

DELA staff will receive significant training regarding implementing state and federal law related to student discipline of students with disabilities, including the ten-day rule and the provision of services on day eleven. The Lead School Administrator will review each student's status prior to making any discipline decisions as a matter of course. The board anticipates adopting a Student Code of Conduct by November 2020 so the code is available as a part of the Parent/Student Handbook prior to open enrollment.

<u>Subject</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Reading/ELA	<ul style="list-style-type: none"> • Literature • Informational Text • Foundational Skills • Writing • Speaking & Listening • Language • Grammar • Conventions • Vocabulary 	<ul style="list-style-type: none"> • Literature • Informational Text • Foundational Skills • Writing • Speaking & Listening • Language • Grammar • Conventions • Vocabulary 	<ul style="list-style-type: none"> • Literature • Informational Text • Foundational Skills • Writing • Speaking & Listening • Language • Grammar • Conventions • Vocabulary
Math	<ul style="list-style-type: none"> • Ratios & Proportions • The Number System • Expressions & Equations • Geometry • Statistics & Probability 	<ul style="list-style-type: none"> • Ratios & Proportions • The Number System • Expressions & Equations • Geometry • Statistics & Probability • Functions • Algebra 	<ul style="list-style-type: none"> • Ratios & Proportions • The Number System • Expressions & Equations • Geometry • Statistics & Probability • Functions • Algebra
Science	<ul style="list-style-type: none"> • Force & Matter • Matter: Properties & Change • Energy: Conservation & Transfer • Earth in the University • Earth systems, structures & processes 	<ul style="list-style-type: none"> • Force & Matter • Matter: Properties & Change • Energy: Conservation & Transfer • Earth in the University • Earth systems, structures & processes 	<ul style="list-style-type: none"> • Force & Matter • Matter: Properties & Change • Energy: Conservation & Transfer • Earth in the University • Earth systems, structures & processes

	<ul style="list-style-type: none"> • Structure and Function of Living Organisms • Ecosystems 	<ul style="list-style-type: none"> • Structure and Function of Living Organisms • Ecosystems • Evolution & Genetics 	<ul style="list-style-type: none"> • Structure and Function of Living Organisms • Ecosystems • Evolution & Genetics • Earth History • Molecular Biology
Social Studies	<ul style="list-style-type: none"> • History • Geography and Environmental Literacy • Economics and Financial Literacy • Civics & Government • Culture • Globalization 	<ul style="list-style-type: none"> • History • Geography and Environmental Literacy • Economics and Financial Literacy • Civics & Government • Culture • Globalization 	<ul style="list-style-type: none"> • History • Geography and Environmental Literacy • Economics and Financial Literacy • Civics & Government • Culture • Globalization
21 st Century Technology	TBP	TBP	TBP

<u>Course</u>	<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>	<u>Fourth Grade</u>	<u>Fifth Grade</u>
English/Language Arts	-Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge
Mathematics	-Introduction -Counting & Cardinality -Operations & Algebraic Thinking -Number & Operations in Base Ten -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Number & Operations/Fractions -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Number & Operations/Fractions -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Number & Operations/Fractions -Measurement & Data -Geometry
Science	-Motion -Physical Properties -Observable Patterns -Comparison -Structure -Growth	-Forces -Earth -Moon -Sun -Planets Living Things	-Sound and Vibration -States of Matter -Weather -Animal Life Cycles -Variation	-Speed & Motion -States of Matter -Energy -Solar System -Earth's Surface -Human Body -Plants	-Magnetism -Electricity -Properties of Matter -Energy -Earth Study -Environment -Food Chains -Human Body	-Force & Motion -Matter & Energy -Temperature -Weather -Systems of Organisms -Plant & Animal Interdependence
Social Studies	-Change -Geography -Humans & Environment -Economic Concepts -Citizenship	-Societal Change -Geography -Humans & Local Communities -Economic Concepts -Law & Authority -Diversity	-History -Human Interaction -Economic Concepts -Governments -U.S. Constitution -Citizenship -Culture	-History -Change -Geography Themes -Market Economy -Entrepreneurship -Local Government -Democracy -Diversity	-Delaware History -Delaware Landmarks -Delaware Progress -Market Economy in Delaware -Economics & Personal Choices -Delaware Government -NC Constitution	-U.S. History -Founding Fathers -U.S. Economy -Global Economy -United Nations
Information Technology	-Information uses -Information Sources	-Useful Info Sources -Information Quality -Technology Tools	-Information Sources -Information Purposes	-Sources of Information -Research Strategies	-Information Sources -Research Strategies	-Information Sources -Research Strategies

	-Enjoyment vs. Information -Technology Tools -Technology Skills -Research -Ethical Issues	-Technology Skills -Research Process -Safety & Ethics	-Technology Tools & Skills -Research Process -Safety, Ethics & Responsible Use	-Technology Tools & Skills -Collaboration -Safety, Ethics & Responsible Use	-Technology Tools & Skills -Research Process -Safety, Ethics & Responsible Use	-Technology Tools & Skills -Collaboration -Safety, Ethics & Responsible Use
Arts Education	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts
Health Education	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs
Guidance	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers

Colorado Teacher-Authored Instructional Unit Sample

Reading, Writing, and Communicating

1st Grade

Unit Title: Transformations Around Me

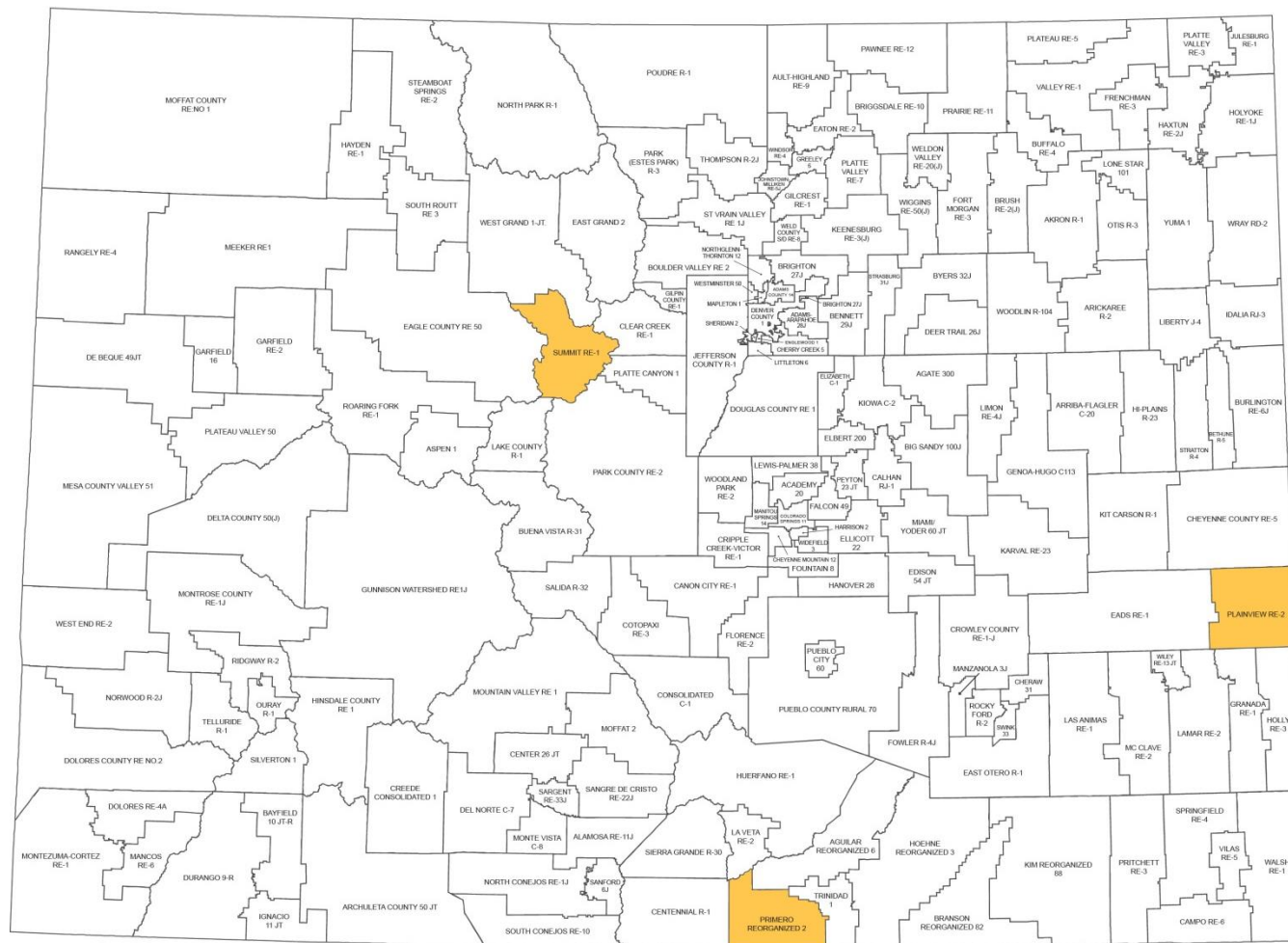
INSTRUCTIONAL UNIT AUTHORS

Plainview School District
 Nicole Albers
 Candi Frey
 Susan Greenfield
 Cheri Hopkins
 John Kaufman

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Summit School District
 Kendra Carpenter

Primero School District
 Mary McElhane



Colorado's District Sample Curriculum Project

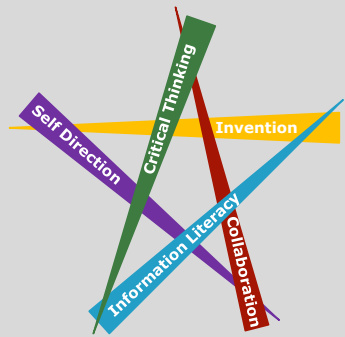
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Reading, Writing, and Communicating	Grade Level	1 st Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. Multiple strategies develop and expand oral vocabulary	RWC10-GR.1-S.1-GLE.1
	2. Verbal and nonverbal language is used to express and receive information	RWC10-GR.1-S.1-GLE.2
	3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech	RWC10-GR.1-S.1-GLE.2
2. Reading for All Purposes	1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.1
	2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.2
	3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations	RWC10-GR.1-S.2-GLE.3
	4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read	RWC10-GR.1-S.2-GLE.4
3. Writing and Composition	1. Exploring the writing process develops ideas for writing texts that carry meaning	RWC10-GR.1-S.3-GLE.1
	2. Appropriate spelling, conventions, and grammar are applied when writing	RWC10-GR.1-S.3-GLE.2
4. Research and Reasoning	1. A variety of resources leads to locating information and answering questions of interest	RWC10-GR.1-S.4-GLE.1
	2. Purpose, information, and questions about an issue are essential steps in early research	RWC10-GR.1-S.4-GLE.2

Colorado 21st Century Skills



- Critical Thinking and Reasoning:**
Thinking Deeply, Thinking Differently
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*

Common Core Reading Foundational Standards

Print Concepts: [CCSS: RF.1.1](#) Demonstrate understanding of the organization and basic features of print.
[CCSS: RF.1.1a](#) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness: [CCSS: RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
[CCSS: RF.1.2a](#) Distinguish long from short vowel sounds in spoken single-syllable words.
[CCSS: RF.1.2b](#) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
[CCSS: RF.1.2c](#) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
[CCSS: RF.1.2d](#) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition: [CCSS: RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
[CCSS: RF.1.3a](#) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
[CCSS: RF.1.3b](#) Decode regularly spelled one-syllable words.
[CCSS: RF.1.3c](#) Know final -e and common vowel team conventions for representing long vowel sounds.
[CCSS: RF.1.3d](#) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
[CCSS: RF.1.3e](#) Decode two-syllable words following basic patterns by breaking the words into syllables.
[CCSS: RF.1.3f](#) Read words with inflectional endings.
[CCSS: RF.1.3g](#) Recognize and read grade-appropriate irregularly spelled words.

Fluency: [CCSS: RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.
[CCSS: RF.1.4a](#) Read grade-level text with purpose and understanding.
[CCSS: RF.1.4b](#) Read grade-level text orally with accuracy, appropriate rate, and expression.
[CCSS: RF.1.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Transformations Around Me	6-8 weeks	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Transformations Around Me		Length of Unit	6-8 weeks
Focusing Lens(es)	Change	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.2 RWC10-GR.1-S.3-GLE.1 RWC10-GR.1-S.3-GLE.2	RWC10-GR.1-S.4-GLE.1 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.2-GLE.4 RWC10-GR.1-S.2-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What causes change? (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii; iii) and (RWC10-GR.1-S.2-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.4-EO.d.ii) • Is change important? (RWC10-GR.1-S.2-GLE.2-EO.a-e) and (RWC10-GR.1-S.2-GLE.3-EO.a.i; viii; ix) • How can you affect change? (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.2-EO.b.iii) 			
Unit Strands	Oral Expression & listening – Reading for all Purposes – Writing and Composition – Research and reasoning			
Concepts	In content:	In reading:	In writing:	
	change, growth, movement, progress, patterns, adaptation, environment, transformation, metamorphosis, convey	phonics, phonological awareness, fluency, vocabulary, comprehension	phonics, phonological awareness, fluency, vocabulary, comprehension, spelling	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)*	How many different ways can we break apart the word _____? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a.iv; v)	Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1)
Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d,e)*	What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii)	How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1; 2) and (RWC10-GR.1-S.2-GLE.2-N.1; 2)
The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials (RWC10-GR.1-S.2-GLE.2)*	What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii)	Why must readers understand the structural differences between narrative and informational text?

Colorado Teacher-Authored Sample Instructional Unit

<p>Change can often create progress. (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE.2-EO.d; e)</p>	<p>How has your reading improved this year? (S.2-GLE.1-EO.d, e; S,2-GLE:2-EO.d, e) What is an event that has made you change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE:2-EO.d; e) What is my responsibility to change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE2-EO.d; e)</p>	<p>Is progress always good? (S.2-GLE.1-EO.d, e; S,2-GLE.2-EO.d, e; S.3-GLE.1-EO.a) How can I bring about change? (RWC10-GR.1-S.1-GLE.1-EO.a-c) and (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.1-N.2)</p>
<p>Reading and writing purposes change depending on context and communication intent. (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b.ii; iii) and (RWC10-GR.1-S2-GLE.2-EO.b) and (RWC10-GR.1-S.3-GLE.1) and (RWC10-GR.1-S.4-GLE.1-EO.c) and (RWC10-GR.1-S.1-GLE.3-RA.3) and (RWC10-GR.1-S.2-GLE.2-IQ.1; 2) and (RWC10-GR.1-S.3-GLE.2-IQ.1-4)</p>	<p>How do you adapt your reading and writing for a variety of purposes? (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.2-EO.e) and (RWC10-GR.10S.2-GLE.3) and (RWC10-GR.1-S.3-GLE.1) How do you change your speech when talking to different people? (RWC10-GR.1-S.1-GLE.1-EO.a) and (RWC10-GR.1-S.1-GLE.1-N.1) Why do we use conventions? (RWC10-GR.1-S.3-GLE.2) and (RWC10-GR.1-S.2-GLE.2-IQ.1)</p>	<p>What can result if you do not or cannot adapt to outside influences? (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2) Is adaptation important? (RWC10-GR.1-S.2-GLE.2-EO.a and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE2-EO.d; e) How do you convey meaning in writing? (RWC10-GR.1-S.2-GLE.4-EO.b.iii; iv) and (RWC10-GR.1-S.3-GLE.2-EO.a)</p>
<p>People often adapt to changing environments in order to have success in that environment. (RWC10-GR.1-S.1-GLE.2-EO.b; c) and (RWC10-GR.1-S.2-GLE.1-EO.e.i; ii) and (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii)</p>	<p>How do you read different kinds of text? (RWC10-GR.1-S.2-GLE.1) and (RWC10-GR.1-S.2-GLE.2) How is your writing different when you are writing a persuasive piece versus a narrative? (RWC10-GR.1-S.3-GLE.1-EO.a; c)</p>	<p>How do you change depending on your purpose? (RWC10-GR.1-S.3-GLE.1-EO.a; c)</p>
<p>The analysis of systems and their inherent relationships help people uncover patterns and make meaning. (S.2-GLE.3-EO.a.i-vi; S.2-GLE.3-EO.a.viii; S.2-GLE.3-EO.a.ix; S.2 GLE.3-IQ.1-3, S.2 GLE.3-RA.1,3)</p>	<p>How are fiction and non-fiction text different/similar? (S.2-GLE.1-EO.b.ii) What patterns help us read? (S.1-GLE.3)</p>	<p>How can patterns be applied to learning to read and write? (RWC10-GR.1-S.1-GLE.3) and (RWC10-GR.1-S.2-GLE.3) and (RWC10-GR.1-S.2-GLE.4-EO.a)</p>

Colorado Teacher-Authored Sample Instructional Unit

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) CCSS: RF.1.1 • The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) CCSS: RF.1.1a • Grade-level phonics and word analysis skills for decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Research can help us find the answer to a question (RWC10-GR.1-S.2-GLE.2-EO.d) and (RWC10-GR.1-S.3-GLE.1-EO. d; f) • Characters can change (RWC10-GR.1-S.2 -GLE.1-EO.a.iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.2-GLE.2-EO.a.iii) • The difference between fiction and non-fiction writing/books (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d.i) and (RWC10-GR.1-S.2-GLE.1-EO.d) and (RWC10-GR.1-S.2-GLE.2.e.i; ii) and (RWC10-GR.1-S-4-GLE.2) 	<ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) CCSS: RF.1.1a • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: RF.1.2 • Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) CCSS: RF.1.2a • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) CCSS: RF.1.2b • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) CCSS: RF.1.2c • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) CCSS: RF.1.2d • Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) CCSS: RF.1.3a • Decode regularly spelled one-syllable words.(RWC10-GR.1-S.2-GLE.3-EO.a.ii) CCSS: RF.1.3b • Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) CCSS: RF.1.3c • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) CCSS: RF.1.3d • Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) CCSS: RF.1.3e • Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) CCSS: RF.1.3f • Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) CCSS: RF.1.3g • Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) CCSS: RF.1.4 • Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) CCSS: RF.1.4b • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) CCSS: RF.1.4c • Describe story elements and major events using key details (RWC10-GR.1-S.2-GLE.1-EO.a.iii) • Make logical predictions and explain why or why not (RWC10-GR.1-S.2-GLE.1-

Colorado Teacher-Authored Sample Instructional Unit

	<p>EO.a.iv)</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.4 • Use key ideas and details craft and structure to comprehend and read a variety of text (RWC10-GR.1-S.2-GLE.2-EO.a; b) • With guidance produce a piece of informative/explanatory text (RWC10-GR.1-S.3 -GLE.1-EO.b, d-f) • Use appropriate spelling, conventions and grammar when writing (RWC10-GR.1-S.3 -GLE.2-EO.a; b) • Use a variety of resources to locate information and answer questions of interest (RWC10-GR.1-S.4-GLE.1-EO.a-c) • Participate in shared research and writing with guidance and support (RWC10-GR.1-S.4-GLE.2-EO.a,b) • Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2 -GLE.4-EO.a-d) • Find key ideas and details in illustrations and text to answer questions about key ideas (RWC10-GR.1-S.2-GLE.2-EO.a.i) and (RWC10-GR.1-S.2-GLE.2-EO.c.i) • Identify main idea and retell details (RWC10-GR.1-S.2-GLE.2-EO.2.a.ii)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“My writing changed by putting an “!” to show that my character was excited.”</i> <i>“I know how to read boat so I can read soap.”</i> <i>“I have progressed in reading because now I can read chapter books.”</i></p>
<p>Academic Vocabulary:</p>	<p>pattern, adaptations, alter, environment, transformation, growth, progress, research, fiction, non-fiction, informative, explain character</p>
<p>Technical Vocabulary:</p>	<p>Metamorphosis, research process, pronunciation, illustration(s)/illustrator</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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Unit Description:	This unit centers around the attributes of physical communities and the adaptations that people make in order to be successful in particular environments. During the 6-8 weeks of the unit, students will examine their own physical community. They will respond to text and images and construct short written pieces for different purposes/audiences (including letters to pen pals, newspaper “articles,” etc.) documenting changes that occur and adaptations people make across seasons. The learning experiences build to a performance assessment that asks students to write (and create videos) about an adaptation, in the form of a favorite activity, they make in a particular season.
Considerations:	This unit focuses on a rural community; the changes that occur and the adaptations people make in this physical environment. The unit presumes that students have established pen pal relationships with counterparts in urban/suburban environments. These relationships will provide opportunities for students to explore different forms of writing and for communicating the attributes of their community with peers. Though the resources utilized in the unit are rural-specific, the learning experiences and performance assessment are easily adaptable for any physical environment.
Unit Generalizations	
Key Generalization:	People often adapt to changing environments in order to have success in that environment
Supporting Generalizations:	Change can often create progress
	Reading and writing purposes change depending on context and communication intent
Ongoing <i>These Generalizations, addressed throughout the Unit (and the entire year), are explained below in the Ongoing Learning Experiences section.</i>	
Ongoing Generalizations / Learning Experiences	Decoding words requires the application alphabetic principles, letter sounds, and letter combinations
	Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency
	The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials
	The analysis of (phonemic) systems and their inherent relationships help people uncover patterns and make meaning

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	People often adapt to changing environments in order to have success in that environment
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are an expert on your local (rural) community and you are going to be a “tour guide” for other 1st graders in Colorado who live in other (urban/suburban) communities! To help these other 1st graders get to know your community a bit, you will choose your favorite season and describe in writing one activity that is unique to your community during that season. You will work in small groups to then create a short video that will show your expert knowledge of how people in your community adapt to their environment during the season you have chosen to discuss.

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<p>Product/Evidence: (Expected product from students)</p>	<p>Students will work in small groups according to the season they have chosen (teachers could randomly assign students to seasons or have the students choose). Prior to the video work, students will individually construct responses that describe a unique activity in their community during the (assigned/chosen) season, using informational texts to support their claims about the season. Once these responses are constructed, students will create a short video together that illustrates the season and the corresponding unique activities in their community.</p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>For the individual work students may:</p> <ul style="list-style-type: none"> • Use partially completed graphic organizers for seasons/activities • Work with partners/teacher to dictate the season and activities <p>For the group work, students may take on single or multiple roles and/or participate in various tasks:</p> <ul style="list-style-type: none"> • Performer • Camera person • Visual arts/graphics person • Director

<p>Texts for independent reading or for class read aloud to support the content</p>	
<p align="center">Informational/Non-Fiction</p>	<p align="center">Fiction</p>
<p><i>Farm Community</i> by Peggy Pancella (Lexile Level - 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550) <i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360) <i>Living in Suburban Communities</i> by Kristin Sterling (Lexile Level = 420) <i>Suburb</i> by Peggy Pancella (Lexile Level = 300) <i>Living on Farms</i> by Allan Fowler (Lexile Level - 330) <i>Seasons</i> by David Stewart (Lexile Level – 610) <i>Animals in Fall</i> by Scholastic (Lexile Level - 530) <i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>Fall Weather</i> by Scholastic (Lexile Level - 530) <i>I See Winter</i> by Charles Ghigna (Lexile Level - 260) <i>Winter is</i> by Ann Dixon (Lexile Level – 500) <i>Winter</i> by Stephanie Hedlund (Lexile Level – 380) <i>Winter (The Seasons)</i> by Nuria Roca (Lexile Level – 590) <i>It’s Winter (Celebrate the Seasons)</i> by Linda Glaser (Lexile Level - 300) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590) <i>The Seasons (Spring)</i> by Nuria Roca (Lexile Level – 590) <i>Spring</i> by Sian Smith (Lexile Level – 380) <i>People in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 210) <i>Plants in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 340) <i>What Happens in Spring? (Four Super Seasons)</i> by Alex Appleby</p>	<p><i>Squirrel’s Fall Search</i> by Anita Loughrey (Lexile Level = 630) <i>Fall Leaf Project</i> by Margaret McNamara (Lexile Level - 270) <i>Fall Harvest</i> by Gail Saunders-Smith (Lexile Level – 160) <i>Winter According to Humphrey</i> by Betty Birney (Lexile Level – 630) <i>Winter Wheat</i> by Brenda Z. Guiberson (Lexile Level – 620)</p>

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Reading, Writing, and Communicating Ongoing Learning Experiences	
<p>Assessments: Each of the Ongoing Learning Experiences will use assessments aligned with and identified in the READ Act: DIBELS, PALS, DRA2 to measure foundational reading skills. (Additional commercially available resources may be found on the READ Act Resource Bank of Approved Assessments found here.) In addition, teachers may use other assessment resources to monitor student progress throughout the unit: CORE Phonics; Aimsweb resources; www.interventioncentral.org (Intervention Central), www.studentprogress.org (Student Progress) as well as the skill-specific assessments found in basal reading programs.</p>	
Ongoing Learning Experience #1	Students will think like readers by knowing and applying grade-level phonics and word analysis skills in decoding words.
Skills:	<p>CCSS: RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>CCSS: RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS: RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS: RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS: RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>CCSS: RF.1.3f Read words with inflectional endings.</p> <p>CCSS: RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards) (Commercially produced materials are available. In addition, materials may be found in particular basal readers which teacher may already access.)
Ongoing Learning Experience #2	Students will think like readers by demonstrating understanding of spoken words, syllables, and sounds (phonemes).
Skills:	<p>CCSS: RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS: RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS: RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS: RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards) (Commercially produced materials are available. In addition, materials may be found in particular basal readers which teacher may already access.)
Ongoing Learning Experience #3	Students will think like readers by reading with sufficient accuracy and fluency to support comprehension.
Skills:	<p>CCSS: RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS: RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p>
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)
Ongoing Learning Experience #4	Students will think like readers by demonstrating understanding of spoken words, syllables, and sounds (phonemes).
Skills:	<p>CCSS: RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS: RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS: RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS: RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)

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Prior Knowledge and Experiences

The experiences in this unit build on some basic (student) knowledge around the seasons, family occupations, and land features of their community. Teachers may want to revisit some of these concepts (particularly those physical aspects of the community) before the unit to reinforce these concepts.

Learning Experience # 1

The teacher may brainstorm with students the unique aspects of their surroundings so that students can begin to identify and define their physical community.

Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment	
Teacher Resources:	https://www.google.com/search?q=rural+community&tbm=isch&tbo=u&source=univ&sa=X&ei=sPrLUp-4E8WXrgGew4HYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-International) https://www.google.com/search?q=rural+communities+in+the+united+states+images&tbm=isch&tbo=u&source=univ&sa=X&ei=ofvLUt66BMybrQHg44CYAg&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-US) http://www.ask.com/question/characteristics-of-urban-community (Answers to the question: What is urban?) http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/ (Interactive map-physical communities) http://www.nps.gov/nr/publications/bulletins/nrb30/nrb30_5.htm (Definitions of rural environments) <i>Farm Community</i> by Peggy Pancella (Lexile Level - 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550)	
Student Resources:	<i>Farm Community</i> by Peggy Pancella (Lexile Level – 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550) <i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360)	
Assessment:	Students will begin the construction of a word wall that will continue throughout the unit, using the “brainstormed” words from this learning experience as the initial list http://www.schoolexpress.com/wordwalls/wordwalls.php (Word wall resource)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Selected rural images (See teacher resources)	The students may work with partners to locate images that connect with selected words on the word wall
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Selected rural images (See teacher resources)	The students may create visual mosaics that capture several of the words and concepts on the word wall
Critical Content:	N/A	
Key Skills:	<ul style="list-style-type: none"> Use a variety of resources to locate information and answer questions of interest 	
Critical Language:	Environment, surroundings, community	

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Learning Experience # 2		
The teacher may utilize informational texts and images of rural and urban areas so that students can create a working and shared definition of the physical aspects of a (rural) community. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment	
Teacher Resources:	https://www.google.com/search?q=rural+community&tbm=isch&tbo=u&source=univ&sa=X&ei=sPrLUp-4E8WXrgGew4HYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-International) https://www.google.com/search?q=rural+communities+in+the+united+states+images&tbm=isch&tbo=u&source=univ&sa=X&ei=ofvLUt66BMybrQHg44CYAg&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-US) http://www.nps.gov/nr/publications/bulletins/nrb30/nrb30_5.htm (Definitions of rural environments) http://www.brainpopjr.com/socialstudies/communities/ruralsuburbanandurban/preview.weml (Rural, Urban, and Suburban “ video) <i>Farm Community</i> by Peggy Pancella (Lexile Level - 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550) <i>Suburb</i> by Peggy Pancella (Lexile Level = 300) http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template) <i>Country Kid, City Kid</i> by Julie Cummins (Lexile Level – 1040)	
Student Resources:	<i>Farm Community</i> by Peggy Pancella (Lexile Level – 620) <i>Farm</i> by Penny Arlon (Lexile Level - 550) <i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360) <i>Living in Suburban Communities</i> by Kristin Sterling (Lexile Level -420) <i>Living in Urban Communities</i> by Kristin Sterling (Lexile Level --300) <i>City Neighborhood Walk</i> by Peggy Pancella (Lexile level- 620)	
Assessment:	Students will utilize photographs and the word wall to construct graphic organizers that compare and contrast the (physical) similarities and differences between urban and rural communities.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may start or partially complete a Venn Diagram http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template)	The students may complete the partially developed Venn Diagram
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students write an “opinion” piece about the best things about living in a (rural) community http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion)	The students may complete the graphic organizer and write it into a paragraph form
Critical Content:	<ul style="list-style-type: none"> • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, growth, progress, adaptations	

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Learning Experience # 3		
The teacher may utilize photographs and informational texts so that students can analyze how communities change physically over time. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Change can often create progress	
Teacher Resources:	<i>A One-room School (Historic Communities)</i> by Bobbie Kalman (Lexile Level - 860) http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now) <i>Kiowa County</i> by Eads High School Local History Project, Kiowa County Historical Society (Obtain resources from Kiowa County Museum or Eads Library) (Lexile Level – 1210) http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present) <i>Living on Farms</i> by Allan Fowler (Lexile Level - 330)	
Student Resources:	<i>Living on Farms</i> by Allan Fowler (Lexile Level - 330)	
Assessment:	Students will use the photographs and information from the texts to describe specific aspects of their physical community from the past and today.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a partially completed graphic organizer http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present)	The students may work individually or in partners (dictating) to complete the partially filled in organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now)	The students may create a game of flash cards (Draw pictures based on photographic images representing past and present aspects of the physical community) and quiz other students
Critical Content:	<ul style="list-style-type: none"> • Research can help us find the answer to a question 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Use key ideas and details craft and structure to comprehend and read a variety of text • Use a variety of resources to locate information and answer questions of interest • Participate in shared research and writing with guidance and support 	
Critical Language:	Environment, transformation, growth, progress	

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Learning Experience # 4		
The teacher may read a short informational text about seasons (e.g., <i>Changing Seasons</i> by Sian Smith) so that students can identify the changes in their physical community according to different seasons. [<i>Understanding text, Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Seasons</i> by David Stewart (Lexile Level – 610) <i>Squirrel’s Fall Search</i> by Anita Loughrey (Lexile Level = 630) http://www.exploringnature.org/db/detail.php?dbID=112&detID=2634 (Movie about the changing Seasons) http://www.brainpopjr.com/science/weather/seasons/preview.weml (Movie about the changing seasons) http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion) http://www.neok12.com/video/Seasons/zX755b755e04470c5d627f63.htm (Video-four seasons time lapse)	
Student Resources:	<i>Changing Seasons</i> by Sian Smith (Lexile level – 440) <i>Watching the Seasons</i> by Edana Eckart (Lexile level – 300) http://www.turtlediary.com/kindergarten-games/science-games/seasons.html (Changing seasons game)	
Assessment:	Students will write a short descriptive (opinion) piece about their favorite season that will include specific references to the informational text read by the teacher.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write the words the students wish to add to the word wall on slips of paper	The students may add (seasonal) words to the classroom word wall from the teacher read informational text The students may create a diorama or photo mosaic of their favorite season
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students write an “opinion” piece about their least favorite season http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion)	The students may complete the graphic organizer and transform it into a paragraph
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, growth, progress, alter	

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Learning Experience # 5		
The teacher may read both fictional and informational texts about fall and the physical changes that occur in their environment so that students can analyze specific characteristics of the fall season. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Animals in Fall</i> by Scholastic (Lexile Level - 530) <i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>Fall Weather</i> by Scholastic (Lexile Level - 530)	
Student Resources:	<i>Fall Leaf Project</i> by Margaret McNamara (Lexile Level - 270) <i>Fall Harvest</i> by Gail Saunders-Smith (Lexile Level – 160) http://www.primarygames.com/seasons/fall/games.htm (Fall games – 11) http://www.brainpopjr.com/science/weather/fall/preview.weml (Short “movie” about fall and changes and adaptations that occur)	
Assessment:	Students will choose an image from either an informational or fictional text to respond to by drawing and describing one major change they see in their physical environment during the fall.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The students may create a collage of colorful fall leaves and write a descriptive sentence for each leaf
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Transformation, growth, progress, alter, migration, hibernation, deciduous, evergreen, preparation, harvest	

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Learning Experience # 6		
The teacher may bring in guest speakers and artifacts associated with fall (e.g., canning supplies, models of harvesting implements, blaze orange safety vests, bird calls, binoculars) so that students can connect these artifacts with specific adaptations people make in this community. [<i>Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590)	
Student Resources:	<i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590)	
Assessment:	Students will describe (in letter form) for their (urban) pen pals some of the adaptations they and their families make during the fall season (clothing, activities, jobs and roles).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a graphic organizer that provides additional structure for letter writing: http://www.enchantedlearning.com/graphicorganizers/tree/ (Graphic organizer that divides up the letter)	The students may develop a graphic organizer and the letter in small groups to send to their pen pals
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/lesson_image/s/lesson275/compcon_chart.pdf (Basic compare and contrast graphic organizer)	The students may use text and other materials to compare and contrast fall changes in their community with fall changes that occur in other (urban/suburban environments)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Environment, transformation, growth, progress, alter, migration, harvest, preparations	

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Learning Experience # 7		
<p>The teacher may read both fictional and informational texts about winter and the physical changes that occur in their environment so that students can analyze specific characteristics of the winter season. [<i>Understanding text, Responding to text</i>]</p>		
Generalization Connection(s):	<p>People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent</p>	
Teacher Resources:	<p><i>Winter According to Humphrey</i> by Betty Birney (Lexile Level – 630) <i>Winter is</i> by Ann Dixon (Lexile Level – 500) <i>Winter (The Seasons)</i> by Nuria Roca (Lexile Level – 590) <i>Winter</i> by Stephanie Hedlund (Lexile Level – 380) http://www.pegitboard.com/pin/47d6ccdd726f8b173bfeddf20a6d (Word Search Template)</p>	
Student Resources:	<p>http://www.primarygames.com/seasons/winter/games.htm (Winter games) http://www.brainpopjr.com/science/weather/winter/preview.weml (Short “movie” about winter and the changes and adaptations that occur) <i>I See Winter</i> by Charles Ghigna (Lexile Level - 260) <i>It's Winter (Celebrate the Seasons)</i> by Linda Glaser (Lexile Level - 300)</p>	
Assessment:	<p>Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the winter.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph about physical changes that occur in the winter leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pegitboard.com/pin/47d6ccdd726f8b173bfeddf20a6d (Word Search Template)	The students may create a word search using words for winter activities in their (rural) community
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	<p>Environment, transformation, progress, alter, migration, hibernation, preparation, blizzards, tumbleweeds, Fahrenheit scale, below zero, snow blindness, frostbite</p>	

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Learning Experience # 8		
The teacher may bring in artifacts associated with winter (e.g., clothing, sleds and things used for sleds, snowshoes, tumbleweeds, models of snow removal equipment) so that students can connect these artifacts with specific adaptations people make in this community. [<i>Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>World of Reading Mickey & Friends: Goofy’s Sledding Contest</i> by Kate Ritchey (Lexile Level – 350) <i>Ready, Freddy! # 16: Ready, Set, Snow!</i> by Abby Klein (Lexile Level – 500) <i>A Prairie Boys’ Winter</i> by William Kurelek (Lexile Level – 880) Newspaper Articles about local severe winter weather events the community	
Student Resources:	http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template)	
Assessment:	Students will create a newspaper article for a given headline (such as “Winter Comes to Eastern Colorado”) describing the changes in their physical community that occur during the winter months.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may partially fill in and provide a graphic organizer to help development of the newspaper article http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template)	The students may complete the graphic organizer with a partner by filling in or dictating the story they want to tell
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.attentionworksheets.com/graphic-organizer-worksheets-who-whatwhen-where-why-question-mark/ (Graphic organizer outlining newspaper article components- Who, What, When, etc)	The students may use the graphic organizer to tell the story of one of their “winter” experiences (students could then use the newspaper template to write up this story as an article)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, blizzards, tumbleweeds, Fahrenheit scale, below zero, snow blindness, frostbite	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 9		
The teacher may read both fictional and informational texts about spring and the physical changes that occur in their environment so that students can analyze specific characteristics of the spring season. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>The Seasons (Spring)</i> by Nuria Roca (Lexile Level – 590) <i>Spring</i> by Sian Smith (Lexile Level – 380) <i>People in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 210) <i>Plants in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 340) <i>What Happens in Spring? (Four Super Seasons)</i> by Alex Appleby	
Student Resources:	http://www.primarygames.com/seasons/spring/games.htm (Spring Games) http://www.brainpopjr.com/science/weather/spring/preview.weml (Short “movie” about spring and the changes and adaptations that occur)	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the spring.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.google.com/#q=pictures+of+different+stages+growth+in+flower (Pictures of flower plant growth in spring)	The students may order a series of pictures of a growing plant and write about each stage
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, bloom, sprout, till, plow, plant, seedlings, rebirth	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 10		
<p>The teacher may bring in artifacts associated with spring (e.g., clothing, seeds, garden tools, models of planting, cultivating, and spraying equipment) so that students can connect these artifacts with specific adaptations people make in this community. <i>[Producing text]</i></p>		
Generalization Connection(s):	<p>People often adapt to changing environments in order to have success in that environment. Reading and writing purposes change depending on context and communication intent. Change can often create progress.</p>	
Teacher Resources:	<p><i>What's Inside</i> by Mary Jane Martin (Lexile Level - BR) <i>Wonderful Worms</i> by Linda Glaser (Lexile Level - 390) <i>Counting in the Garden</i> by Kim Parkerin (Lexile Level - BR) <i>Barnyard Banter</i> by Denise Fleming (Lexile Level - BR)</p>	
Student Resources:	<p>http://www.myamericanfarm.org (On-Line games and activities for spring farming) http://www.deere.com (On-Line games and activities for spring farming)</p>	
Assessment:	<p>Students will describe (in letter form), for their (urban) pen pals, some of the adaptations they and their families make during the spring season (clothing, activities, jobs and roles).</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may provide a graphic organizer that provides additional structure for letter writing: http://ww.enchantedlearning.com/graphicorganizers/tree/ (Graphic organizer that divides up the letter)</p>	<p>The students may develop a graphic organizer and the letter in small groups to send to their pen pals</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.readwritethink.org/files/resources/lesson_image/s/lesson275/compcon_chart.pdf (Basic compare and contrast graphic organizer)</p>	<p>The students may use text and other materials to compare and contrast spring changes in their community with spring changes that occur in other (urban/suburban environments)</p>
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	<p>Environment, transformation, progress, alter, migration, hibernation, preparation, cultivate, sprouts, bloom, seedlings, weed control</p>	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 11		
The teacher may read both fictional and informational texts about summer and the physical changes that occur in their environment so that students can analyze specific characteristics of the summer season. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>Summer Days and Nights</i> by Wong Herbert Yee (Lexile level 420) <i>Summer</i> (Four Seasons Series) by Nuria Roca (Lexile 590) <i>The Relatives Came</i> by Cynthia Rylant (Lexile level 940)	
Student Resources:	<i>Summer</i> by Alice Low (Lexile beginning reader) <i>Summer, An Alphabet Acrostic</i> by Steven Schnur <i>Summer</i> by Stan Smith	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the summer.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph about physical changes that occur in the summer leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template)	The students may complete a Venn Diagram that compares the similarities and differences between summer in an urban environment and summer in a rural environment
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Transformation, progress, alter, harvest, weed control, planting, preparation of soil, tornados, hail	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 12		
<p>The teacher may bring in artifacts associated with summer (e.g., clothing, seeds, garden tools, models of planting, cultivating, spraying, and harvesting equipment) so that students can connect these artifacts with specific adaptations people make in this community. [<i>Producing text</i>]</p>		
Generalization Connection(s):	<p>People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress</p>	
Teacher Resources:	<p>www.Deere.com (Online game about farming) www.myamericanfarm.org (Online game about the American farm)</p>	
Student Resources:	<p>http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template) www.myamericanfarm.org (Online game about the American farm)</p>	
Assessment:	<p>Students will create a newspaper article for a given headline (such as “Harvest in Full Swing” or “Heat Wave Hits the High Plains”) describing the changes in their physical community that occur in the summer.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may partially fill in and provide a graphic organizer to help development of the newspaper article http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template)</p>	<p>The students may complete the graphic organizer with a partner by filling in or dictating the story they want to tell</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.attentionworksheets.com/graphic-organizer-worksheets-who-whatwhen-where-why-question-mark/ (Graphic organizer outlining newspaper article components- Who, What, When, etc.)</p>	<p>The students may use the graphic organizer to tell the story of one of their “summer” experiences (students could then use the newspaper template to write up this story as an article)</p>
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	<p>Alter, preparation, cultivate, bloom, seeds, weed control, drought</p>	

Unit Title: Keeping Track

INSTRUCTIONAL UNIT AUTHORS

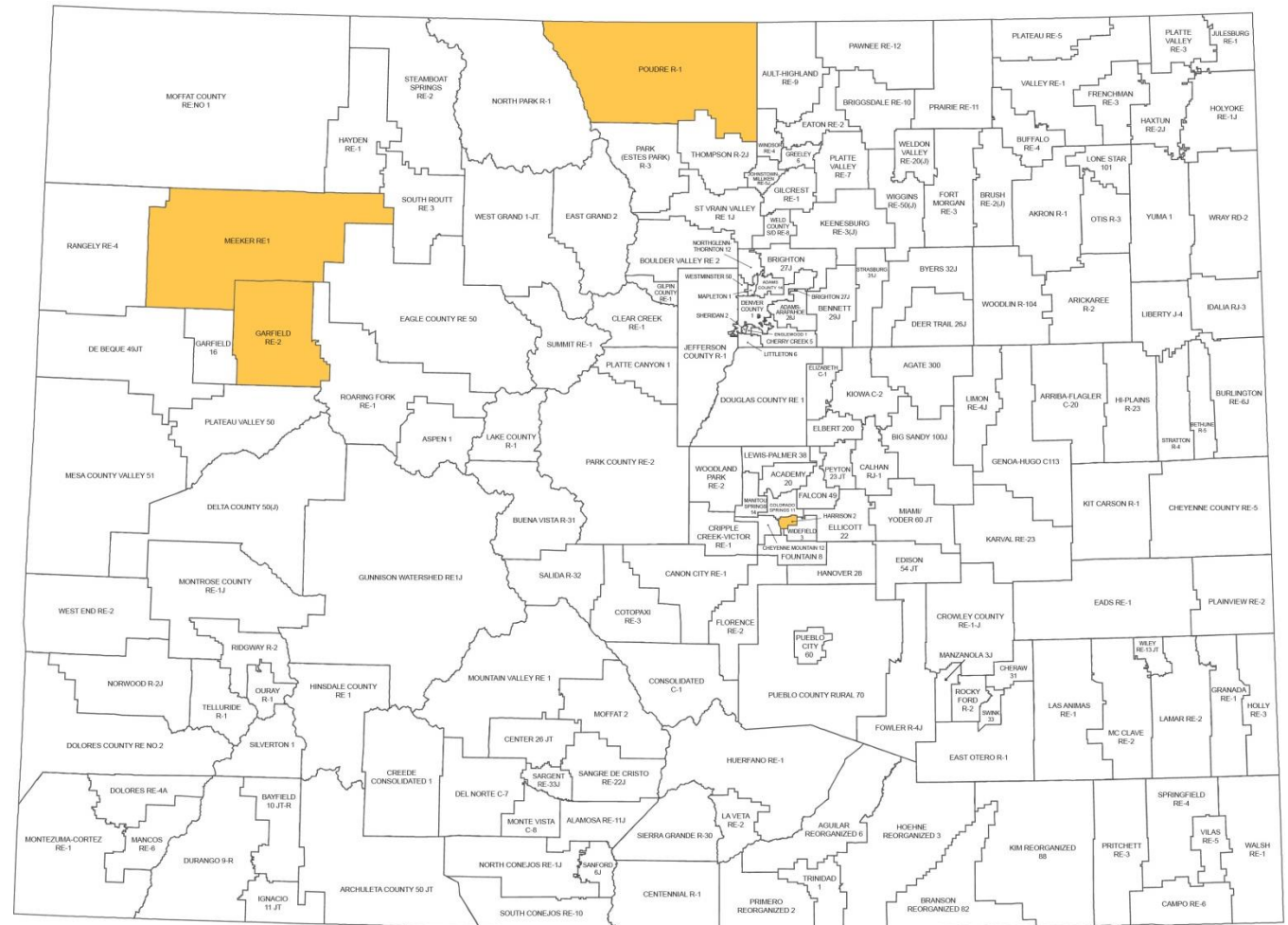
Meeker School District
 Shelly Bremer
 Keri Grieser
 Becky Hughes
 Laurel Mullins
 Stephanie Overton

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Garfield RE-2 School District
 Kim Frees

Harrison School District
 Christina Gillette

Poudre School District
 Robin MacArthur



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Mathematics	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Number Sense, Properties, and Operations	1. The whole number system describes place value relationships within and beyond 100 and forms the foundation for efficient algorithms	MA10-GR.1-S.1-GLE.1	
	2. Number relationships can be used to solve addition and subtraction problems	MA10-GR.1-S.1-GLE.2	
2. Patterns, Functions, and Algebraic Structures	Expectations for this standard are integrated into the other standards at this grade level.		
3. Data Analysis, Statistics, and Probability	1. Visual displays of information can be used to answer questions	MA10-GR.1-S.3-GLE.1	
4. Shape, Dimension, and Geometric Relationships	1. Shapes can be described by defining attributes and created by composing and decomposing	MA10-GR.1-S.4-GLE.1	
	2. Measurement is used to compare and order objects and events	MA10-GR.1-S.4-GLE.2	
<p align="center">Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p>Mathematical Practices:</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Keeping Track	4 weeks		

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Keeping Track		Length of Unit	4 weeks
Focusing Lens(es)	Comparison/Measurement	Standards and Grade Level Expectations Addressed in this Unit	MA10-GR.1-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why keep track of time? (MA10-GR.1-S.4-GLE.2-IQ.2) • Why do we measure objects? (MA10-GR.1-S.4-GLE.2-IQ.2) • How are length and time different? How are they the same? (MA10-GR.1-S.4-GLE.2-IQ.3) 			
Unit Strands	Measurement and Data, Geometry			
Concepts	Length, units, order, measure, time, hour, half hour, minute, rounding, indirect comparison, analog, digital			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
In different ways, both analog and digital clocks display and communicate hours and minutes (MA10-GR.1-S.4-GLE.2-EO.b)	How does a digital clock show a half hour? How does an analog clock show a half hour?	Why are there two hands on an analog clock?
Time telling requires an understanding of the half-hour unit of measure that can be composed into an hour and multiple hour increments (MA10-GR.1-S.4-GLE.2-EO.b.i)	How is a half hour different than an hour?	Why would we measure time in increments smaller than an hour?
When comparing the size of two objects that cannot be placed next to each other, a third object can be used for indirect comparison (MA10-GR.1-S.4-GLE.2-EO.a.i)	What kind of object could you use to indirectly compare the length of your desk and the length of the foursquare court on the playground?	How can you order three objects by length if you are not able to directly compare them? How can you tell when one object is bigger than another (MA10-GR.1-S.4-GLE.2-IQ.1) How can you be sure that two things that appear to be the same size truly are the same size?
Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps (MA10-GR.1-S.4-GLE.2-EO.a.ii)	What errors might occur when measuring?	Why might different measurements occur from measuring the same object with non-standard units?

Colorado Teacher-Authored Sample Instructional Unit

Key Knowledge and Skills: My students will...	<i>What students will know and be able to do are so closely linked in the concept-based discipline of mathematics. Therefore, in the mathematics samples what students should know and do are combined.</i>
<ul style="list-style-type: none"> • Order three objects by length (MA10-GR.1-S.4-GLE.2-EO.a.i) • Compare the lengths of two objects indirectly by using a third object (MA10-GR.1-S.4-GLE.2-EO.a.i) • Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object (MA10-GR.1-S.4-GLE.2-EO.a.ii) • Track the number of placed units to produce a measure of units (MA10-GR.1-S.4-GLE.2-EO.a.ii) • Tell and write time in hours and half-hours using analog and digital clocks (MA10-GR.1-S.4-GLE.2-EO.b) 	

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<p><i>It is a few minutes before nine o’clock. The length of my pencil is longer than my hand and then length of your pencil is shorter than my hand, which means my pencil is longer than your pencil.</i></p>
Academic Vocabulary:	Analog clock, digital clock, compare, half-hour, hour, minute, time
Technical Vocabulary:	Unit, indirect comparison, length, rounding

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit focuses on measurement in relation to length and time. Across the 4-week unit, students will consider the concepts of unit, zero, conservation and transitivity. Throughout the entire unit learning experiences are designed to ensure students are measuring for a purpose. Students begin by making indirect comparisons about length (transitivity) using non-standard units. The concept of comparison leads to students to discuss the need for standard units, which connects, to the concept of time and the unit of an hour. Students continue their work with units of length by repeating (iterating) a standard unit without gaps or overlaps. All of this work provides a foundation for working with a ruler.
Unit Generalizations	
Key Generalization:	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps
Supporting Generalizations:	In different ways, both analog and digital clocks display and communicate hours and minutes
	Time telling requires an understanding of the half-hour unit of measure that can be composed into an hour and multiple hour increments
	When comparing the size of two objects that cannot be placed next to each other, a third object can be used for indirect comparison

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	An educational company has hired you as mathematical designer to create a ruler for other first grade students that can be taped to their desk or table and set of directions for using the ruler. You will be provided with cardstock and two one-inch squares. The one-inch squares can be used to create individual one-inch unit marks on your ruler. Your goal it to create a ruler that will help students measure with accuracy and precision.
Product/Evidence: (Expected product from students)	Students will create a desktop ruler and set of directions for using the ruler. High quality rulers will: <ul style="list-style-type: none"> • show one-inch lengths iterated with no gaps or overlaps • accurate numbering from zero to the end the ruler High quality directions will: <ul style="list-style-type: none"> • use words and/or pictures to show how to find the length of an object
Differentiation: (Multiple modes for student expression)	Students can orally describe the directions for using their ruler. Students can include in their directions how to measure the length of an object not aligned to the zero mark of the ruler to demonstrate their understanding of the arbitrariness of zero. Students can partition the one-inch units to indicate half-inches to show an advanced understanding of the measurement concept.

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Length (Math Counts)</i> by Henry Arthur Pluckrose (Lexile level 270+) <i>Actual Size</i> by Steve Jenkins (Lexile level 1080)</p>	<p><i>How Big Is a Foot?</i> by Rolf Myller (Lexile level 660) <i>Inch by Inch</i> by Leo Lionni (Lexile level 210) <i>What time is it, Mr. Crocodile?</i> by Doug Cushman (Lexile level 270+) <i>How Tall, How Short, How Far Away</i> by David Adler (Lexile level 750) <i>Is a Blue Whale the Biggest Thing There Is?</i> By Robert Wells (Lexile level 580) <i>Super Sand Castle Saturday</i> by Stuart Murphy (Lexile level 910) <i>Measuring Penny</i> by Loreen Leedy (Lexile level 500) <i>Millions to Measure</i> by David Schwartz (Lexile level 470) <i>How Long or How Wide? A Measuring Guide</i> by Brian Cleary (270+)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a mathematician – Expressing mathematical reasoning by constructing viable arguments, critiquing the reasoning of others [Mathematical Practice 3]	Teacher Resources:	http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm (lesson plans contains exemplars that could be replicated for students to critique the reasoning of others)
			Student Resources:	N/A
	Skills:	Present and defend solutions to problems and identify and describe the flaw in reasoning of others [Mathematical Practice 4]	Assessment:	Students analyze and defend their solutions for each major learning experience. Careful attention should be paid to precise use of vocabulary and symbols. Periodically throughout the unit, students should be provided with flawed solutions and asked to identify, describe and correct the flaw.
2.	Description:	Think/work like a mathematician – Engaging in the practice of modeling the solution to real world problems	Teacher Resources:	https://www.sites.google.com/a/cmpso.org/caccss-resources/k-8-modeling-task-force/k-8-modeling-resources (examples of modeling problems and resources for teachers on teaching and scoring them)
			Student Resources:	N/A
	Skills:	Model real world problems mapping relationships with appropriate models, analyze relationships to draw conclusions, interpret results in relation to context, justify and defend the model, and reflect on whether results make sense	Assessment:	Modeling Problems Students utilize visual models for measurement such as number lines to represent and analyze relationships of real world problems to draw conclusions and interpret results in relation to the context of the problem.

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3.	Description:	Mathematicians are fluent with addition and subtraction within 10	Teacher Resources:	http://www.mathematicallyminded.com/ (resources for centers or home activities in the free downloads section) http://www.edplus.canterbury.ac.nz/literacy_numeracy/maths/numdocuments/dot_card_and_ten_frame_package2005.pdf (dot cards and ten frame activities)
			Student Resources:	http://www.fisme.science.uu.nl/toepassingen/03373/ (speedy pictures designed to practice fluency)
	Skills:	Add and subtract within 10 includes knowing all the ways to compose and decompose each whole number from 1 to 10	Assessment:	Fluency Problems Students build fluency with combinations within 10 through consistent practice.

Prior Knowledge and Experiences

Student familiarity with the concepts of shorter and longer and ordering items by length will provide a strong foundation for this unit. These concepts are the starting point for instruction. Students unfamiliar will still be able to access the unit but more time should be spent on the beginning activities.

Learning Experience # 1

The teacher may read a book (e.g., *Measuring Penny* by Loreen Leedy) to begin a discussion about all types of measurement (e.g., length, time, weight) so that students can begin to see measurement used and described in a variety of ways.

Teacher Notes:	The teacher may want to create a poster of the recollections students share about measurement that can be revisited at the end of the unit to show growth in understanding. Students may converge their thinking about measurement on length only, the book <i>Measuring Penny</i> should help to create more divergent thinking. This unit focuses on time and length but the brainstorming should be open to any type of measurement because the key ideas of this unit are true for all types of measurement. The article, Measurement of Length: How Can We Teach it Better? by Constance Kamii provides a review of the big ideas in measurement (e.g., units, conservation, transitivity, zero).
Generalization Connection(s):	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps
Teacher Resources:	<i>Measurement of Length: How Can We Teach it Better?</i> by Constance Kamii <i>Measuring Penny</i> by Loreen Leedy
Student Resources:	N/A
Assessment:	Students can demonstrate their prior knowledge with measurement by discussing questions such as: What words do you use to describe the length of an object? What words do you use to describe time? Why do we keep track of time? Why do we measure objects? How are length and time different/same?

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students can discuss measurement with a partner prior to the whole class discussion to practice verbalizing their ideas
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/cat.mhtml?searchterm=measurement+tool&search_group=&lang=en&search_source=search_form (measurement images)	Students can create a collage representing different types of measurement
Key Knowledge and Skills:	N/A	
Critical Language:	Length, time, height, weight, volume	

Learning Experience # 2

The teacher may provide string (or some other nonstandard measuring tool) to students and demonstrate how to compare the string to objects in the room so that students can practice using the words longer, shorter or same length.

Enactive: Students can compare their string to objects in the room

Iconic: Students can draw pictures of the objects and their string to show if the string was longer, shorter or the same length

Symbolic: Students can label their pictures with longer, shorter, or same length

Teacher Notes:	Students may confuse whether the word shorter describes the object or the string. As students line their string up with the item for comparison it is helpful to check if they start at the end of the object and if they pull the string tight. Some students may also “iterate” or repeat the string and be able to say the item is twice the length of my string, these students already have a concept of the measuring that can be built on later. There is no need to encourage this strategy because it is part of a later learning experience.	
Generalization Connection(s):	When comparing the size of two objects that cannot be placed next to each other, a third object can be used for indirect comparison	
Teacher Resources:	http://www.k-5mathteachingresources.com/1st-grade-measurement-and-data.html (unit on measurement and data for first grade) http://www.nzmaths.co.nz/resource/tallerwiderlonger (five lessons dealing with longer and shorter) http://www.amazon.com/Ladybug-Move-Richard-Fowler/dp/0152004750 (ladybug on the move lesson) http://illuminations.nctm.org/LessonDetail.aspx?ID=L123 (ladybug lessons)	
Student Resources:	N/A	
Assessment:	Students mastering the concept and skills of this lesson should be able to answer questions such as: How can you tell when one object is longer than another? What does it mean for two objects to be the same length? When might you want to know if an object is longer or shorter than another object?	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may predetermine the objects for string comparison and provide pictures of the objects	Students can arrange pictures of objects in a table labeled with the words shorter, longer, and same
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide curved objects (e.g., banana) to determine if the student curves the string along the object or goes straight across the object	Students can compare curved objects to their string Students can explain whether it is possible to determine which of the objects is the longest without directly comparing the objects
Key Knowledge and Skills:	<ul style="list-style-type: none"> • Order three objects by length • Compare the lengths of two objects indirectly by using a third object 	
Critical Language:	Longer, shorter, same, length, bigger, smaller, distance <i>My string is shorter than my foot. My string is longer than my pencil.</i>	

Learning Experience # 3		
The teacher may use the student work from the previous learning experience so that students can create comparison statements by indirectly comparing objects in relation to the string (e.g., The pencil is longer than the crayon because the pencil was longer than the string and the crayon was shorter than the string).		
Generalization Connection(s):	When comparing the size of two objects that cannot be placed next to each other, a third object can be used for indirect comparison	
Teacher Resources:	http://www.internet4classrooms.com/common_core/order_three_objects_length_compare_lengths_measurement_data_first_1st_grade_math_mathematics.htm (variety of resources for comparing objects including worksheets)	
Student Resources:	http://www.ixl.com/math/grade-1/compare-objects-length-and-height (practice questions on comparing lengths)	
Assessment:	Students mastering the concept and skills of this lesson should be able to answer questions such as: How can you compare the length of two objects when it is not possible to put them next to each other? When might you need to compare the length of two objects and not be able to line them up next to each other?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide sentence frames for making comparisons https://mathsentenceframes.wikispaces.com/ (explanation of sentence frames and examples)	Students can complete sentence frames to compare the pictures of objects
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may create descriptions of criteria for students to find objects (e.g., find an object longer than the stapler but shorter than the door)	Students locate objects based on criteria provided by the teacher

Colorado Teacher-Authored Sample Instructional Unit

Key Knowledge and Skills:	<ul style="list-style-type: none"> • Order three objects by length • Compare the lengths of two objects indirectly by using a third object
Critical Language:	<p>Short, shorter, shortest, long, longer, longest, in-between, compare, same, length, bigger, smaller, distance</p> <p><i>The pencil is longer than the crayon because the pencil was longer than the string and the crayon was shorter than the string.</i></p>

Learning Experience # 4

The teacher may provide a context, which requires a standard unit of measurement (e.g., needing a fence for a garden) so that students can begin to comprehend the need for standard units of measurement.

Enactive: Students can measure the length of the item with their own feet and compare to each other and the teacher.

Symbolic: Students can discuss the need for a standard unit of measurement.

Teacher Notes:	It may be helpful to create a visual, such as a graph, of the measurements students found when using a non-standard unit. The variety of answers should motivate the need for a consistent answer when measuring, for instance if they are ordering fencing online.	
Generalization Connection(s):	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps	
Teacher Resources:	http://www.brighthouseeducation.com/lesson-plans-grades-1-2/50168-math-measurement-lesson-plan/ (lesson plan for exploring the need for standard measurements)	
Student Resources:	<i>How Big Is a Foot?</i> by Rolf Myller	
Assessment:	<p>Students mastering the concept and skills of this lesson should be able to answer questions such as:</p> <p>Why is each person’s foot not a good tool when needing an exact measurement?</p> <p>Why do we need standard units when measuring?</p> <p>What are some common standard units we use to measure lengths?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students work in pairs	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://ellerbruch.nmu.edu/cs255/JoniEMi/metricsystem.html (description of the origin of different units of measurements)	Students can present to the class about the origin of units such as the foot
Key Knowledge and Skills:	<ul style="list-style-type: none"> • Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object • Track the number of placed units to produce a measure of units 	
Critical Language:	Length, distance, unit, measurement	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 5		
<p>The teacher may provide a context for measuring an object so that students can begin to understand the need for accuracy when finding the length of an object.</p> <p><i>Enactive:</i> One group of students can be given an unlimited number of units (square tiles, unifix cubes, paper clips) to measure the item the second group of students can be given only one unit to measure the item.</p> <p><i>Iconic:</i> Students draw a picture of the item and represent how many units it took to measure the item.</p> <p><i>Symbolic:</i> Students record the length of the units (e.g., 25 tiles, 25 paper clips)</p>		
Teacher Notes:	It is important to discuss the strategies students used to measure the item by both groups of students and the results. It is particularly important to focus on the need for accuracy (i.e., avoid gaps and overlaps when measuring an item) and how it can result in different and incorrect lengths for the same item. After the discussion students can re-measure the item switching groups and using the strategies discussed. Students might bring up the need for a better measuring tool that prevents gaps or overlaps (i.e., ruler) this is a great discussion that can be followed up in the next learning experience.	
Generalization Connection(s):	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps	
Teacher Resources:	http://www.k-5mathteachingresources.com/1st-grade-measurement-and-data.html (ideas for measurement lessons, the measuring with sticks lesson relates closely to this lesson)	
Student Resources:	N/A	
Assessment:	Students mastering the concept and skills of this lesson should be able to answer questions such as: Why is it important to not have gaps or overlaps when measuring an item? How can gaps and overlaps be prevented when measuring an item? What might cause two people to get different measurements when using the same size unit? Which is easier/more accurate measuring with a few tiles or just one tile? Why?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide unlimited tiles for students who may need extra support to measure an item	Students can measure the item by collaborating with others and sharing strategies
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with only one tile to measure item	Students can measure the item to the nearest $\frac{1}{2}$ unit using only one unit (e.g., only one square tile) to measure the item
Key Knowledge and Skills:	<ul style="list-style-type: none"> • Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object • Track the number of placed units to produce a measure of units 	
Critical Language:	Gaps, overlaps, unit, ruler, length, label, measurement	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 6		
<p>The teacher may have students jump along a number line (on the floor with marks (no numbers) at each one-foot increment) so that students can begin thinking of measurement as a distance traveled concept.</p> <p><i>Enactive:</i> Students can start at zero and jump as far as possible. Students can then go back to zero and jump one foot at a time to determine how far they jumped.</p> <p><i>Iconic:</i> Students can complete a number line showing the distance they jumped by showing each jump from zero to the end of their jump.</p> <p><i>Symbolic:</i> Students can compare the length of their jump to their classmates (e.g., I jumped one foot less than Jorge).</p>		
Teacher Notes:	The goal of this learning experience is to transition students from viewing measurement as counting objects towards a distance traveled concept. As students hop one foot at a time it is helpful to reinforce with them that they start at zero and count for each hop, this is to help students understand they are not counting the “tick marks”, which can result in counting the zero mark rather than counting the distance traveled.	
Generalization Connection(s):	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps.	
Teacher Resources:	http://katm.org/wp/wp-content/uploads/flipbooks/1stFLIPpdf2.pdf (Kansas Flip Book – Grade 1)	
Student Resources:	N/A	
Assessment:	<p>Students mastering the concept and skills of this lesson should be able to answer questions such as:</p> <p>When finding the length of your jump do you count the marks on the floor or how many one foot jumps you made?</p> <p>Where is zero feet? Where is one foot?</p> <p>How many one-foot jumps does it take to get from zero to five feet? How many marks are there from zero to five feet?</p> <p>How is a number line similar and different from the one-foot marks on the floor?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may use a different color for each foot for additional clarification for students	Students can hop from the end of their hop to the end of another student’s hop to compare the hops
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may create opportunities for students to relate counting from a number other than zero as a pre-cursor to subtraction or missing addend addition http://www.tncurriculumcenter.org/resource/2429/go (game to measure objects not beginning at zero and comparing the lengths of objects)	Students can find the length of their jump when starting at a mark that does not represent zero Students can find the distance they would jump after three jumps by showing it on a number line
Key Knowledge and Skills:	<ul style="list-style-type: none"> • Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object • Track the number of placed units to produce a measure of units 	
Critical Language:	Measurement, foot, feet, distance, less than, more than, the same as, length, zero, ruler marks, number line, compare, similar, different	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 7		
<p>The teacher may use a one handed clock to discuss the position of the hour hand at hour and half hour increments so that students can connect the concept of time to measurement.</p> <p><i>Enactive:</i> Students can work together to move the hour hand on their clocks, working together to identify hour and half hour increments.</p> <p><i>Iconic:</i> Students can create a strip of paper to wrap around the clock and mark the hour and half hour marks on the strip of paper from 1 to 12, the paper then resembles a ruler/number line when laid flat.</p> <p><i>Symbolic:</i> Students can translate hour and half hour from the analog clock to the digital clock.</p>		
Generalization Connection(s):	<p>Time telling requires an understanding of the half-hour unit of measure that can be composed into an hour and multiple hour increments</p> <p>In different ways, both analog and digital clocks display and communicate hours and minutes</p>	
Teacher Resources:	<p>http://katm.org/wp/wp-content/uploads/flipbooks/1stFLIPpdf2.pdf (Kansas Flip Book - Grade 1 shows instructional strategies and common misconceptions for the measurement standard related to time)</p> <p>http://www.illustrativemathematics.org/illustrations/992 (Illustrative Mathematics provides an assessment task where students make a clock)</p> <p>http://www.fi.edu/time/Journey/JustInTime/lesson1.html (Just in Time lesson plan for telling time to the hour)</p>	
Student Resources:	<p>http://jmathpage.com/JIMSMMeasurementclocks.html (Johnnie’s Math Page half-hour math games)</p> <p>www.abcya.com/telling_time.htm (game for telling time to the hour)</p>	
Assessment:	<p>Students mastering the concept and skills of this lesson should be able to answer questions such as:</p> <p>How do digital clocks show a half-hour?</p> <p>How do analog clocks show a half-hour?</p> <p>Why are there two hands on analog clocks?</p> <p>How is measuring time similar to measuring the length of an object?</p> <p>Why is it important for an hour to be the same for everyone?</p> <p>Was there a zero on your clock and/or your clock number line? Why or why not?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide students with times at the hour or half hour	The students can show times on a clock by physically moving the hour hand on the clock
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide a clock for students with both a minute and hour hand	Students can mark time in quarter hours Students can explain how 60 minutes relates to a half and quarter hour by creating their own number line from 1-60 on a strip of paper and folding to find half-way and quarter points
Key Knowledge and Skills:	<ul style="list-style-type: none"> Tell and write time in hours and half-hours using analog and digital clocks 	
Critical Language:	<p>Clock, hour, half, half-hour, half past, digital clock, analog clock, minute hand, hour hand, length, number line, ruler, measurement, zero</p>	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 8		
<p>The teacher may create numberless rulers so that students can begin to understand how rulers facilitate accurate measurement (i.e., eliminates gaps and overlaps).</p> <p><i>Iconic:</i> Students can measure items using their ruler. <i>Symbolic:</i> Students can record the lengths of items they measure.</p>		
Teacher Notes:	<p>The teacher may want to watch how students line up their rulers when measuring an object, (i.e., do they line the end of the ruler up to the end of the object). It is not necessary to line the end of the ruler up to the end of the object. Students can line up to any part of the ruler and find the length. This is one of the reasons to not number the ruler for students because it prompts students to think about the movement from one end of the object to the other end of the object on the ruler and to see zero as arbitrary. Any hash mark can be used as a zero. If students put numbers on their ruler watch for the misconception of numbering the spaces rather than hashmarks and check to see if they write a zero.</p>	
Generalization Connection(s):	<p>Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps</p>	
Teacher Resources:	<p>http://www.vendian.org/mncharity/dir3/paper_rulers/UnstableURL/squares_cm_in.pdf (link to pdf of rulers with alternating colors) http://www.lcps.org/cms/lib4/VA01000195/Centricity/domain/116/atsquared/Creating%20Customized%20Graph%20Paper%20in%20MS%20Word%202007%20and%202010.pdf (direction on how to create rulers with alternating colors using Microsoft word)</p>	
Student Resources:	<p>http://www.pbs.org/parents/education/math/games/first-second-grade/time-to-move/ (web-based game for measurement with rulers)</p>	
Assessment:	<p>Students mastering the concept and skills of this lesson should be able to answer questions such as: How can you use a ruler to find the length of an object? How does a ruler avoid issues with gaps and overlaps when measuring? How can you be sure that two things that appear to be the same size truly are the same size? Does the length of an item change if I don't start at zero on the ruler? Where is the zero on the ruler and what does it mean?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may provide students with square tiles the same unit size as the ruler to reinforce how to find the length of the object by iterating a unit</p>	<p>Students can find the measure of an object by lining a ruler up along an object and then placing square tiles on top of the ruler along the object</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teacher may provide discussion opportunities for measuring fractional parts of whole units (ie, "What do I do with five units and a little bit more?") http://pbskids.org/cyberchase/math-games/sleuths-on-the-loose/ (web-game for students to compare length)</p>	<p>Students can modify their rulers to show halves and/or quarters of a unit</p>

Colorado Teacher-Authored Sample Instructional Unit

Key Knowledge and Skills:	<ul style="list-style-type: none">• Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object• Track the number of placed units to produce a measure of units
Critical Language:	Unit, equal, zero, measurement, distance, less than, more than, the same as, length, zero, ruler marks, number line, compare, similar, different

Colorado Teacher-Authored Instructional Unit Sample

Science
1st Grade

Unit Title: Organisms and Offspring

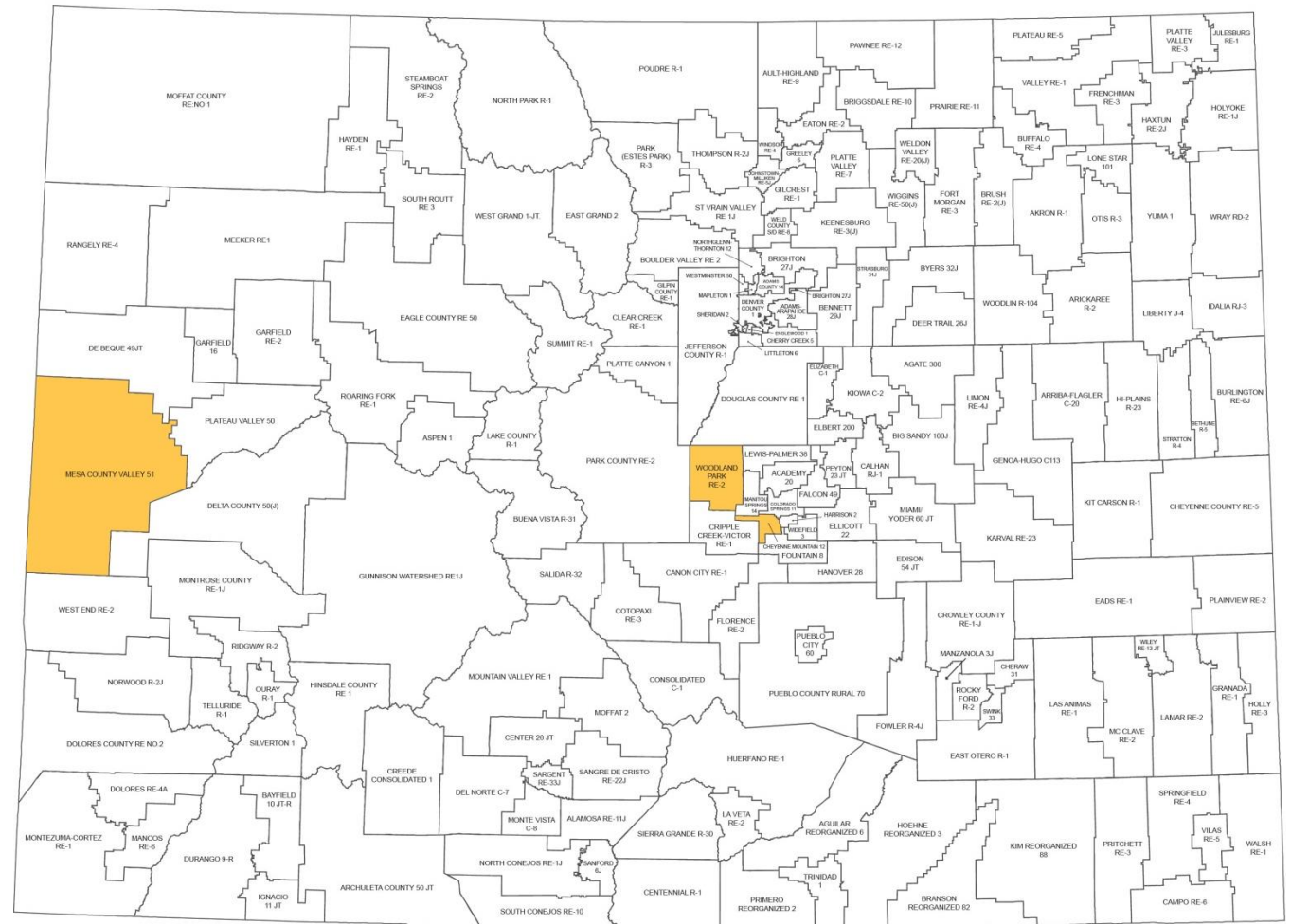
INSTRUCTIONAL UNIT AUTHORS

Woodland Park School District
Kerry Butzlaff
Catherine Davidson
Laura Martin

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Cheyenne Mountain School District
Judy Swanson

Mesa County School District
Kim Smith



Colorado's District Sample Curriculum Project

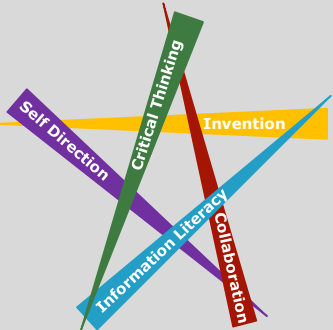
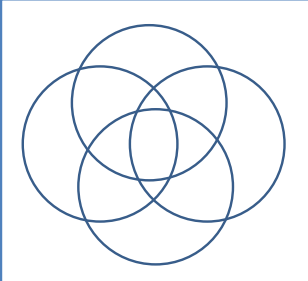
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Science	Grade Level	1 st Grade
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Course Name/Course Code			
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Standard	Grade Level Expectations (GLE)	GLE Code
1. Physical Science	1. Solids and liquids have unique properties that distinguish them	SC09-GR.1-S.1-GLE.1
2. Life Science	1. Offspring have characteristics that are similar to but not exactly like their parents' characteristics	SC09-GR.1-S.2-GLE.1
	2. An organism is a living thing that has physical characteristics to help it survive	SC09-GR.1-S.2-GLE.2
3. Earth Systems Science	1. Earth's materials can be compared and classified based on their properties	SC09-GR.1-S.3-GLE.1

<div style="text-align: center;"> <h3>Colorado 21st Century Skills</h3>  </div> <ul style="list-style-type: none"> Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i> Information Literacy: <i>Untangling the Web</i> Collaboration: <i>Working Together, Learning Together</i> Self-Direction: <i>Own Your Learning</i> Invention: <i>Creating Solutions</i> 	<p>Intrigrated Curriculum Design: This intradisciplinary approach matches basic elements in each of the science strands – physical, life, earth systems sciences - forming overlaps in instruction of certain topics and concepts in an authentic integrated model.</p> <div style="text-align: right;">  </div>
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Organisms and Offspring	3 – 5 weeks	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Organisms & Offspring		Length of Unit	3 – 5 weeks
Focusing Lens(es)	Patterns	Standards and Grade Level Expectations Addressed in this Unit	SC09-GR.1-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How are offspring like their parents? (SC09-GR.1-S.2-GLE.1; IQ.1,2) 			
Unit Strands	Life Science			
Concepts	organism, offspring, variation, characteristics, patterns, inheritance			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Patterns of inheritance acknowledge that offspring originate from the adult organism (SC09-GR.1-S.2-GLE.1-EO.a,b,c)	What does the adult look like? (SC09-GR.1-S.2-GLE.1-EO.a,b,c; IQ.1,2) What does the offspring look like? (SC09-GR.1-S.2-GLE.1-EO.a,b,c; IQ.1,2)	How can you tell if an organism and offspring are related? (SC09-GR.1-S.2-GLE.1-EO.a,b,c; IQ.1,2)
Offspring can demonstrate variations in the characteristics they inherit from their parental organism (SC09-GR.1-S.2-GLE.1-EO.a,b,c)	What characteristics are different? (SC09-GR.1-S.2-GLE.1-EO.a,b,c,d)	How do the characteristics of organisms and offspring vary? (SC09-GR.1-S.2-GLE.1-EO.a,b,c,d; RA.1; N.2)
Characteristics of adult organisms often transfer to offspring (SC09-GR.1-S.2-GLE.1-EO.a,b,c)	What characteristics are similar between the adult and offspring? (SC09-GR.1-S.2-GLE.1-EO.a,b,c,d; RA.2,3)	How are adults and offspring similar? (SC09-GR.1-S.2-GLE.1-EO.a,b,c,d)

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The similarities and differences of parents and offspring in a variety of organisms including both plants and animals (SC09-GR.1-S.2-GLE.1-EO.a) • Diversity or variation within populations of living organisms (SC09-GR.1-S.2-GLE.1;RA.1) • How family photographs often reveal similar physical traits (SC09-GR.1-S.2-GLE.1;RA.2) • That eye color may or may not be passed from parents eye color can be different than their child’s (SC09-GR.1-S.2-GLE.1;RA.3) 	<ul style="list-style-type: none"> • Use evidence to analyze similarities and differences (SC09-GR.1-S.2-GLE.1-EO.a) • Analyze and interpret data (SC09-GR.1-S.2-GLE.1-EO.b; N.1) • Question peers about evidence used in developing ideas (SC09-GR.1-S.2-GLE.1-EO.c; N.2) • Interpret information represented in pictures, illustrations, and simple charts (SC09-GR.1-S.2-GLE.1-EO.d)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Some living things and their offspring have traits that are similar, but not exactly alike.</i></p>
<p>Academic Vocabulary:</p>	<p>evidence, analyze, interpret, data, question, collaboration, pictures, illustrations, simple charts, characteristics, traits, diversity, variation, similar</p>
<p>Technical Vocabulary:</p>	<p>parent, offspring, adult, child, family, mother, father, son, daughter, seed, plant, animal, resemble</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit focuses on the offspring of organisms, variations and similarities within those offspring, and patterns of inheritance. Beginning with characteristics of living and nonliving things, across the unit students investigate seeds and plants, animals and offspring, characteristics of animals, and patterns of inheritance. The unit culminates in a performance assessment that asks students to reunite animals babies that have been separated from their parents based on patterns of inheritance.
Considerations:	The timing of the unit may change based on how often science is taught in the district. Students have many misconceptions about how babies are born, however this unit does not address that. The final learning experience depends on students’ ability to access family photos. Teachers will need to determine if everyone in their class can participate before endeavoring to use this learning experience.
Unit Generalizations	
Key Generalization:	Patterns of inheritance acknowledge that offspring originate from the adult organism
Supporting Generalizations:	Offspring can demonstrate variations in the characteristics they inherit from their parental organism
	Characteristics of adult organisms often transfer to offspring

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Patterns of inheritance acknowledge that offspring originate from the adult organism
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Your community is opening a brand new zoo dedicated to gorillas, baboons, chimpanzees, and orangutans. During the train ride to your community, all the babies from these animals got separated from their parents. Using photographs, your job, as budding animal scientists, is to reunite the babies with their parents based on similar patterns of inheritance.
Product/Evidence: (Expected product from students)	<p>The students’ community is opening a brand new zoo dedicated to gorillas, baboons, chimpanzees, and orangutans. During the train ride to their community, all the babies from these animals got separated from their parents. Students will be asked to match babies with their parents using photographs, based on similar patterns of inheritance.</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=chimpanzee+babies&search_group=&lang=en&search_source=search_for_m(chimpanzee (Chimpanzee baby images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=gorilla+baby&search_group=&lang=en&search_source=search_form (Gorilla baby images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=orangutan+baby&search_group=&lang=en&search_source=search_form (Orangutan baby images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=baboon+baby&search_group=&lang=en&search_source=search_formform (Baboon baby images)</p> <p>https://www.google.com/search?q=baboon+babies&tbm=isch&tbo=u&source=univ&sa=X&ei=aNggU_2YII2gogTujoGIDA&ved=0C CQQsAQ&biw=1366&bih=648#q=baboon+adults&tbm=isch (Images of Baboon adults)</p> <p>https://www.google.com/search?q=baboon+babies&tbm=isch&tbo=u&source=univ&sa=X&ei=aNggU_2YII2gogTujoGIDA&ved=0C CQQsAQ&biw=1366&bih=648#q=chimpanzee+adults&tbm=isch (Images of adult chimpanzees)</p>

Colorado Teacher-Authored Sample Instructional Unit

	<p>https://www.google.com/search?q=baboon+babies&tbm=isch&tbo=u&source=univ&sa=X&ei=aNggU_2YII2gogTujoGIDA&ved=0C CQsAQ&biw=1366&bih=648#q=gorilla+adults&tbm=isch (Images of gorilla adults)</p> <p>https://www.google.com/search?q=baboon+babies&tbm=isch&tbo=u&source=univ&sa=X&ei=aNggU_2YII2gogTujoGIDA&ved=0C CQsAQ&biw=1366&bih=648#q=orangutan+adults&tbm=isch (images of Orangutan adults)</p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>The teacher may allow students to work with a partner or in a small group. To extend this work, students may explain why the animals have certain characteristics (e.g. giraffes have long necks to reach food in high places, etc.)</p>

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>Baby Animals Learn</i> - Pamela Chanko [lexile level BR] <i>Animal Mothers and Babies</i> - Dona Herwick-Rice [lexile level 460] <i>Characteristics of Animals</i> - Libby Romero [lexile level 280] <i>Discover Animals</i> - Libby Romero [lexile level 130] <i>From Egg to Chicken</i> - Gerald Legg and Carolyn Scrace [lexile level 500] <i>From Tadpole to Frog</i> - Gerald Legg and Carolyn Scrace [lexile level 460] <i>From Seed to Sunflower</i> - Gerald Legg and Carolyn Scrace [lexile level 450] <i>Do Penguins have Puppies?</i> - Michael Dahl [lexile level 440] <i>Do Whales have Wings?</i> - Michael Dahl [lexile level 440] <i>Hair Traits: Color, Texture and More</i> - Buffy Silverman [lexile level 500] <i>Facial Features: Freckles, Earlobes, Noses and More</i> - Jennifer Boothroyd [lexile level 530] <i>Life Cycles</i> - Sian Smith [lexile level 650] <i>The Life Cycle of Mammals</i> - Susan H. Gray [lexile level 840] <i>The Life Cycle of Reptiles</i> - Darlene Stille [lexile level 770] <i>The Life Cycle of Fish</i> - Darlene Stille [lexile level 860] <i>The Life Cycle of Insects</i> - Susan H. Gray [lexile level 770] <i>The Life Cycle of a Kangaroo</i> - Angela Royston [lexile level 650] <i>Dogs and Their Puppies</i> - Linda Tagliaferro [lexile level 380] <i>Bears and Their Cubs</i> - Linda Tagliaferro [lexile level 450] <i>Robins and Their Chicks</i> - Linda Tagliaferro [lexile level 450] <i>Life Cycle of a Carrot</i> - Linda Tagliaferro [lexile level 420] <i>Ducks and Their Ducklings</i> - Margaret Hall [lexile level 370] <i>Elephants and Their Calves</i> - Margaret Hall [lexile level 370] <i>Cows and Their Calves</i> - Margaret Hall [lexile level 370] <i>Tigers and Their Cubs</i> - Margaret Hall [lexile level 330] <i>Gorillas and Their Infants</i> - Margaret Hall [lexile level 400] <i>Penguins and Their Chicks</i> - Margaret Hall [lexile level 420] <i>Seeds</i> by Gail Saunders-Smith [lexile level 240]</p>	<p><i>Sunflower House</i> - Eve Bunting [lexile level 530] <i>Saving the Griffin</i> - Kristin Wolden Nitz [lexile level 550]</p>

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Seeds by Patricia Whitehouse [lexile level 460]
Animals Born Alive and Well by Ruth Heller
Chickens Aren't the Only Ones by Ruth Heller

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Working like a scientist: Using a science notebook	Teacher Resources:	http://ebecri.org/content/toolkit (Teacher resource for creating science notebooks also includes lessons on using notebooks) http://www.bing.com/images/search?q=Printable+Science+Notebook+Pages+Template&Form=IQFRDR (Teacher resource for creating science notebooks)
	Skills:	Record and analyze data Graphing data and results Describing observations	Student Resources:	http://www.sciencenotebooks.org/ (Site for science note booking) https://www.google.com/search?q=science+notebooks&espv=210&es_sm=93&tbm=isch&tbo=u&source=univ&sa=X&ei=hSoGU_cU4fjIAbKcGdgM&ved=0CDEQsAQ&biw=1092&bih=533 (Images of science notebooks)
			Assessment:	Students will enter observations and data into their individual science notebooks. https://www.google.com/search?q=science+notebooks&espv=210&es_sm=93&tbm=isch&tbo=u&source=univ&sa=X&ei=hSoGU_cU4fjIAbKcGdgM&ved=0CDEQsAQ&biw=1092&bih=533 (Images of science notebooks)

Prior Knowledge and Experiences

Students must have an understanding of plants, animals, parent, child, mother, daughter, father, son, and babies.

Vertical Articulation: The last time students have seen concepts related to the ones within this unit was in PK.

Learning Experiences # 1 – 5 Instructional Timeframe: Weeks 1-5

Learning Experience # 1

The teacher may brainstorm with students the characteristics of living and non-living things so that students can create class definitions for these two categories.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism
Teacher Resources:	http://www.bing.com/videos/search?q=Video+Living+and+Non-Living+Things&FORM=VIRE10#view=detail&mid=53C09E51CD7C355057B953C09E51CD7C355057B9 (Prezi that demonstrates differences between living and non-living things. It includes animated videos. 6minutes 22 seconds)

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	http://www.bing.com/images/search?q=Living+and+Non-Living+Picture+Sort&FORM=REStAB#a (Various resources available on this website) http://files.havfunteaching.com/worksheets/science/animals/animal-classification-worksheet.pdf (Worksheet on animal classification)	
Student Resources:	http://files.havfunteaching.com/worksheets/science/living-and-nonliving-things/living-and-non-living-things.pdf (Worksheet on living versus nonliving) http://files.havfunteaching.com/worksheets/science/living-and-nonliving-things/is-it-living-worksheet.pdf (Worksheet on living versus nonliving)	
Assessment:	Students will use the definitions created as a class to create a word wall and post words and images underneath the appropriate definition. http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use small groups	The student may use visuals to add to the word wall
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Organism, characteristics, living vs. non-living things 	
Key Skills:	<ul style="list-style-type: none"> Identify, sort, justify, categorize, define 	
Critical Language:	Living, non-living, differences, characteristics, sort, categorize, justify, identify, define	

Learning Experience # 2

The teacher may lead an investigation involving different (plant) seeds so that students can begin to connect unique seeds with (the development of) unique plants.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring
Teacher Resources:	https://www.google.com/search?q=plants+and+seeds+worksheets&espv=210&es_sm=93&tbm=isch&tbo=u&source=univ&sa=X&ei=SMFU_2REemlyAGGooD4Dw&ved=0CCQQsAQ&biw=1092&bih=533 (Plant and seed worksheets) http://www.bing.com/images/search?q=different+kinds+of+seeds&qv=different+kinds+of+seeds&FORM=IGRE (Images of seeds) http://www.richmondgrowsseeds.org/ (Site for seed lending program- free seeds)
Student Resources:	https://www.google.com/search?q=plants+and+seeds+worksheets&espv=210&es_sm=93&tbm=isch&tbo=u&source=univ&sa=X&ei=SMFU_2REemlyAGGooD4Dw&ved=0CCQQsAQ&biw=1092&bih=533 (Plant and seed worksheets) http://www.sciencenotebooks.org/ (Site for science note booking)

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Assessment:	Students will accurately illustrate and describe the various seeds and their plants in a science notebook/journal to identify the differences between the seeds and plants.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use small groups The teacher may use peer partners The teacher may modify the number of seeds	The student may verbally describe the seeds and plants
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use resource books and/or videos to show students multiple types of plants and seeds https://www.google.com/search?q=ecological+succession&espv=210&es_sm=93&tbm=isch&source=lnms&sa=X&ei=kxQFU7GjKcWTyQHM1IGgAQ&sqi=2&ved=0CacQ_AUoAQ&biw=1092&bih=533&dpr=1.25#q=plants+and+seeds&tbm=isch (Images of plants and seeds)	The student may predict what kind of plant is produced by a seed
Critical Content:	<ul style="list-style-type: none"> Seeds, plants, characteristics, observe, produce 	
Key Skills:	<ul style="list-style-type: none"> Identify characteristics, describe, sort, illustrate, investigate 	
Critical Language:	Plant, seed, characteristics, investigate, produce, different, describe, sort, illustrate, identify	

Learning Experience # 3

The teacher may lead a discussion about plants and their seeds so that students can begin identifying the life cycle of a plant.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring
Teacher Resources:	http://www.education.com/files/238201_238300/238271/plant-life-cycle.pdf (Life cycle of a plant) www.teachertube.com/viewVideo.php?video_id=134153 (Video on plant life cycles) http://www.bing.com/videos/search?q=Time-Lapse+Seed+to+Plant&Form=VQFRVP#view=detail&mid=42ED2B02229602BA31B742ED2B02229602BA31B7 (Time lapse video of a seed to a plant) http://www.bing.com/images/search?q=Living+and+Non-Living+Picture+Sort&FORM=RESTAB#a (Images of living things)
Student Resources:	http://www.education.com/files/238201_238300/238271/plant-life-cycle.pdf (Life cycle of a plant) http://www.richmondgrowsseeds.org/ (Plant cycle detective game) http://www.bing.com/images/search?q=Living+and+Non-Living+Picture+Sort&FORM=RESTAB#a (Images of living things) http://files.havefunteaching.com/worksheets/reading/sequencing/carrot-sequence-worksheet.pdf (Worksheet on plant life cycle)
Assessment:	Students will sequence the life cycle of a plant (e.g., Cut and paste, draw pictures, make a wheel) to demonstrate their understanding of the life cycle of a plant.

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use peer partner and/or small group	The student may use a verbal presentation
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may allow time lapse videos and/or photographs of seed growth http://www.timetoast.com/ (Timetoast)	The student may develop a timeline for the development of a seed into a plant
Critical Content:	<ul style="list-style-type: none"> Seeds, plants, characteristics, observe, produce 	
Key Skills:	<ul style="list-style-type: none"> Sequencing, observing, understand a life cycle 	
Critical Language:	Seeds, plants, growth, roots, leaves, life cycle, stem, sprout, water, soil, nutrients, sunlight, sequencing, observe, produce	

Learning Experience # 4

The teacher may initiate a plant growth lab experience so that students can understand how to use observations to collect data.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism	
Teacher Resources:	http://www.bing.com/videos/search?q=Time-Lapse+Seed+to+Plant&Form=VQFRVP#view=detail&mid=49BB07AECDF70F69EEE149BB07AECDF70F69EEE1 (Time lapse video of plant life cycle) http://www.innovativeclassroom.com/Teaching-Toolbox/Reproducibles/index.php?id=55 (Observation sheet) http://www.nclack.k12.or.us/cms/lib6/OR01000992/Centricity/Domain/98/observing%20and%20comparing%20plants.pdf (Plant observation template) http://www.nclack.k12.or.us/cms/lib6/OR01000992/Centricity/Domain/98/observation%20posters%20K-5.pdf (Observation posters)	
Student Resources:	http://www.youtube.com/watch?v=EKx4ZwoJgXY (Growing beans time lapse) http://www.youtube.com/watch?v=sErX8NIVy8I (Time lapse of plant growth)	
Assessment:	Students will observe their growing plant and record data (in their science notebook) on that growth in order to confirm their understanding of the life cycle of a plant.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may allow a peer partner The teacher may allow small group The teacher may provide a partial sequence (some pictures provided)	The student may verbally present the sequence The student may point to the sequence

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Seeds, plants, characteristics, observe 	
Key Skills:	<ul style="list-style-type: none"> Sequencing, observing, understand a life cycle, record, 	
Critical Language:	Seeds, plants, growth, roots, leaves, life cycle, stem, sprout, water, soil, nutrients, sunlight, observe, sequencing, record	

Learning Experience # 5

The teacher may have students brainstorm animals and their offspring so that students can begin categorizing egg-laying versus live birth animals.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring	
Teacher Resources:	<i>Chickens Aren't the Only Ones</i> - Ruth Heller <i>Animals Born Alive and Well</i> - Ruth Heller	
Student Resources:	N/A	
Assessment:	Students will identify and sort animals that lay eggs and animals that have live birth (e.g., Chart, list, pictures, whiteboards) and record those observations in their science notebooks. https://www.google.com/search?q=sorting+tree+template&tbm=isch&tbo=u&source=univ&sa=X&ei=WccgU-S7DMfWyQHR-YGoBA&ved=0CCQQAQ&biw=1366&bih=648 (Sorting tree template)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use peer partners The teacher may use small groups The teacher may reduce the number of options	The student may verbally present The student may point to the correct answer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use resource books and/or videos http://www.youtube.com/watch?v=2lCKc8tURtc (Video of kangaroos birth)	The student may study the unusual births of animals such as marsupials (e.g. Kangaroo, Opossum); Platypus, or the Panda
Critical Content:	<ul style="list-style-type: none"> Inheritance, offspring, eggs, live birth, patterns 	
Key Skills:	<ul style="list-style-type: none"> Identify, sort 	
Critical Language:	Brainstorm, eggs, live birth, animals, sort, identify	

Colorado Teacher-Authored Sample Instructional Unit

**Learning Experiences # 6 – 7
Instructional Timeframe: Weeks 6-7**

Learning Experience # 6

Teacher may provide photographs or examples of various species of animals (e.g., fish, amphibians, mammals, birds, reptiles) and lead a discussion so that students can describe, identify, and categorize animals by unique characteristics.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring	
Teacher Resources:	http://files.havfunteaching.com/worksheets/science/animals/animal-classification-worksheet.pdf (Worksheet on animal classification) http://www.pcschools.us/woad-local/media/sciencemap/kindergarten/Kobj2babyanimals.pdf (Baby animals lesson plan and worksheet) http://www.shutterstock.com/cat.mhtml?searchterm=domestic+animals&search_group=&lang=en&search_source=search_form (Images of domestic animals) http://www.shutterstock.com/cat.mhtml?searchterm=farm+animals&search_group=&lang=en&search_source=search_form (Images of farm animals) http://www.shutterstock.com/cat.mhtml?searchterm=animals&search_group=&lang=en&search_source=search_form (Animal images) http://www.shutterstock.com/cat.mhtml?searchterm=wild+animals&search_group=&lang=en&search_source=search_form (Wild animal images) http://www.shutterstock.com/cat.mhtml?searchterm=zoo+animals&search_group=&lang=en&search_source=search_form (Zoo animals)	
Student Resources:	http://files.havfunteaching.com/worksheets/science/animals/animal-classification-worksheet.pdf (Worksheet on animal classification)	
Assessment:	Students will research an animal and present the characteristics (e.g., Appendages, body covering, head/body shape etc.) of that animal to the class (e.g., pictures, list, etc.).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use peer partners or small group The teacher may have the student identify only one characteristic	The student may describe their animal verbally The student may point to a picture when prompted
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	In addition to researching the physical characteristics of the animal, the teacher may have the student research things like: habitat, where in the world they live, types of food, types of shelter	The student may create a model of an animal within their habitat

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> Physical characteristics, mobility, fish, amphibians, mammals, birds, reptiles, species, research
Key Skills:	<ul style="list-style-type: none"> Observe, identify, describe, present
Critical Language:	Animals, inherit, characteristics, resemble, patterns, observe, identify, describe, present

Learning Experience # 7

The teacher may provide examples of animals and offspring (e.g., picture books, videos) so that students can begin identifying distinct patterns of inheritance.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring	
Teacher Resources:	http://www.youtube.com/watch?v=j7hkwjCfgc8 (Pictures of parents and babies) http://www.shutterstock.com/cat.mhtml?searchterm=domestic+animals&search_group=&lang=en&search_source=search_form (Images of domestic animals) http://www.shutterstock.com/cat.mhtml?searchterm=farm+animals&search_group=&lang=en&search_source=search_form (Images of farm animals) http://www.shutterstock.com/cat.mhtml?searchterm=animals&search_group=&lang=en&search_source=search_form (Animal images) http://www.shutterstock.com/cat.mhtml?searchterm=wild+animals&search_group=&lang=en&search_source=search_form (Wild animal images) http://www.shutterstock.com/cat.mhtml?searchterm=zoo+animals&search_group=&lang=en&search_source=search_form (Zoo animals) http://www.shutterstock.com/cat.mhtml?searchterm=baby+animals&search_group=&lang=en&search_source=search_form (Baby animals)	
Student Resources:	http://www.youtube.com/watch?v=j7hkwjCfgc8 (Pictures of parents and babies)	
Assessment:	Students will match offspring to adult animals, cite evidence, and develop a logical argument supporting their selection.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use peer partner or small groups The teacher may use extended time The teacher may reduce the number of options	The student may verbally match an offspring to a parent. Student may point to the answer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may introduce graphing and allow students to graph physical attributes of animals	The student may create a graph of physical attributes (e.g. wings, fins, scales, fur/hair, etc.)
Critical Content:	<ul style="list-style-type: none"> Animals, offspring, inherit, characteristics, resemble, patterns 	
Key Skills:	<ul style="list-style-type: none"> Matching, cite reasons, defend 	
Critical Language:	Similarities, patterns, characteristics, resemble, inheritance, animals, offspring, match, cite, defend	

Colorado Teacher-Authored Sample Instructional Unit

**Learning Experiences # 8 –9
Instructional Timeframe: Weeks 7-11**

Learning Experience # 8		
The teacher may use personal family photos so that students can begin to examine inherited family traits and variations in characteristics (e.g., hair and eye color, face shape, noses, ears).		
Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring Offspring can demonstrate variations in the characteristics they inherit from their parental organism	
Teacher Resources:	http://www.bing.com/videos/search?q=you+tube+video+family+resemblance&FORM=VIRE16#view=detail&mid=12D4446967A898FDF33A12D4446967A898FDF33A (Video on inheritance patterns in families)	
Student Resources:	N/A	
Assessment:	Students will document, in their science notebooks, the types of characteristics that could be passed down from parents to offspring. http://www.shutterstock.com/cat.mhtml?searchterm=family+portrait&search_group=&lang=en&search_source=search_form (Images of families)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use extended time The teacher may allow reduced number of options The teacher may use a picture with more obvious characteristics The teacher may work with student 1 on 1	The student may point to similar characteristics only The student may verbally identify similar characteristics only
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a family scenario based on hair color The teacher may show grandparents with their dark hair colors, parents (one dark hair, one light hair), and children	The student may predict, based on family history, the hair color of the children and explain their rationale
Critical Content:	<ul style="list-style-type: none"> Offspring, inherit, characteristics, resemble, patterns, family, related 	
Key Skills:	<ul style="list-style-type: none"> Identify similarities, identify differences 	
Critical Language:	Similarities, patterns, characteristics, resemble, inheritance, offspring, identify	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 9

Teacher Note: This learning experience depends on students’ ability to access family photos. Teachers will need to determine if everyone in their class can participate before endeavoring to use this learning experience.

The teacher may solicit family photos along with data collected from students’ families regarding inherited traits (e.g., eye color, hair color) so that students may analyze and synthesize similarities and differences within their family traits.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring Offspring can demonstrate variations in the characteristics they inherit from their parental organism	
Teacher Resources:	N/A	
Student Resources:	N/A	
Assessment:	Students will verbally present the inherited similarities and differences of their family members.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	For students who are not with their biological family, the teacher may provide a family photo they could use or plan an alternate option with the student’s guardian The teacher may allow the student to give only similarities, not differences The teacher may allow the student to compare themselves to only one family member	The student may draw their similarities or differences between themselves and their family members
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may allow the student to expand the research to extended family members (e.g. Grandparents, Aunts, Uncles, etc.)	The student may create a Power Point presentation of their family history documenting the similarities and differences between inherited traits
Critical Content:	<ul style="list-style-type: none"> Offspring, inherit, characteristics, resemble, patterns, differences, similarities, traits 	
Key Skills:	<ul style="list-style-type: none"> Synthesize, data, identify similarities, identify differences 	
Critical Language:	Similarities, patterns, characteristics, resemble, inheritance, traits, offspring, synthesize, identify	

Unit Title: The Choices I Make

INSTRUCTIONAL UNIT AUTHORS

Stanley British Primary pre-service elementary teachers

Samantha Ricci

Donald Cavallo

Heidi Keenan

Ryan Davis

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Denver School District

Mary Kay Bellwood

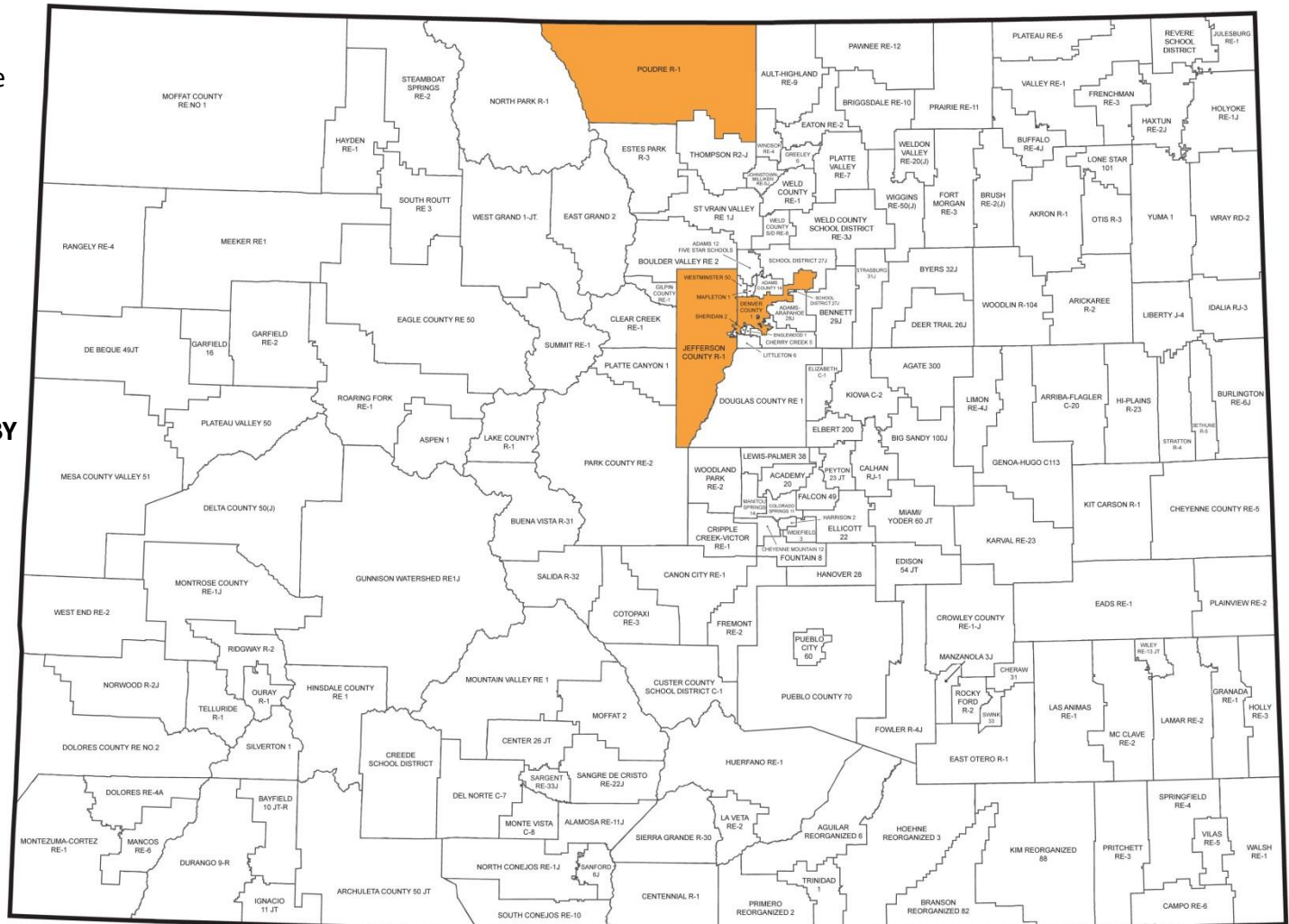
Jefferson County School District

Pam Bartholomay

Poudre School District

Shawna Reger

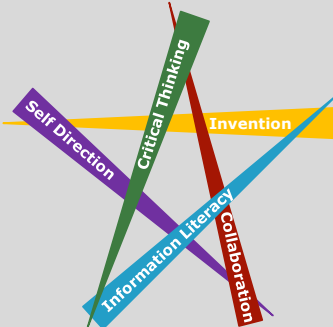
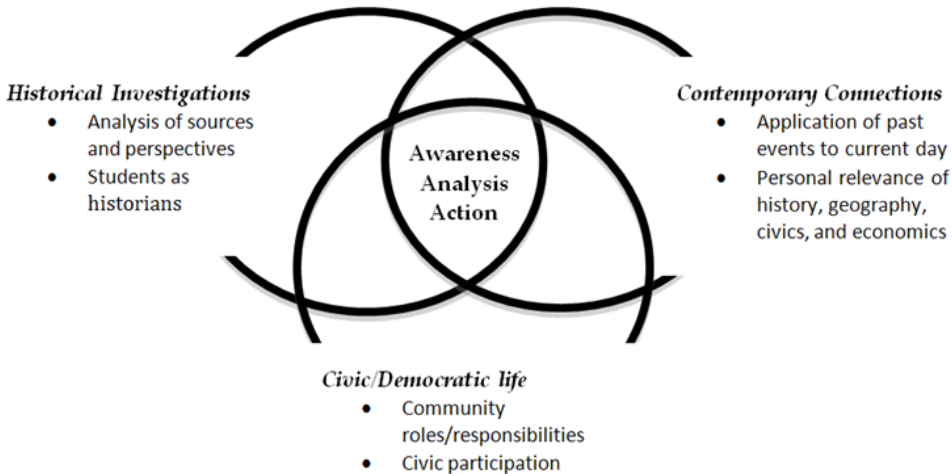
Funding for this instructional unit generously provided by:



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Describe patterns and chronological order of events of the recent past	SS09-GR.1-S.1-GLE.1	
	2. Family and cultural traditions in the United States in the past	SS09-GR.1-S.1-GLE.2	
2. Geography	1. Geographic tools such as maps and globes to represent places	SS09-GR.1-S.2-GLE.1	
	2. People in different groups and communities interact with each other and the environment	SS09-GR.1-S.2-GLE.2	
3. Economics	1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income	SS09-GR.1-S.3-GLE.1	
	2. Identify short term financial goals (PFL)	SS09-GR.1-S.3-GLE.2	
4. Civics	1. Effective groups have responsible leaders and team members	SS09-GR.1-S.4-GLE.1	
	2. Notable people, places, holidays and patriotic symbols	SS09-GR.1-S.4-GLE.2	

<p style="text-align: center;">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	 <p>Historical Investigations</p> <ul style="list-style-type: none"> • Analysis of sources and perspectives • Students as historians <p>Contemporary Connections</p> <ul style="list-style-type: none"> • Application of past events to current day • Personal relevance of history, geography, civics, and economics <p>Civic/Democratic life</p> <ul style="list-style-type: none"> • Community roles/responsibilities • Civic participation
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Choices I Make	4-6 weeks	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	The Choices I Make		Length of Unit	4-6 weeks
Focusing Lens(es)	(Family and school) Roles/responsibilities	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.1-S.1-GLE.2 SS09-GR.1-S.3-GLE.1 SS09-GR.1-S.3-GLE.2 SS09-GR.1-S.4-GLE.1 SS09-GR.1-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Who is responsible for our school? (SS09-GR.1-S.4-GLE.1) How do the financial choices we make affect self and others? What would happen if we did not have jobs? How should we decide when to save and when to spend money? 			
Unit Strands	History, Civics, Economics			
Concepts	Leaders, team member, leadership, community, money, goal, responsibility, income, goods, services, community, jobs, technology, education, skills, interests, roles, president, mayor, governor, producers, consumers, choice			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The choices people make can positively or negatively impact individuals, families, schools and communities (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-EO.a) and (SS09-GR.1-S.3-GLE.1-EO.a,b,c) and (SS09-GR.1-S.3-GLE.2-EO.a,b,c)* and (SS09-GR.1-S.1-GLE.2-EO.a,c)	What recent choices have you made that had an impact on your family? (SS09-GR.1-S.1-GLE.2-IQ.3)	How do you know when your choices have positive or negative effects?
The roles and responsibilities people take on can have a transformative effect on self and others (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-N.1) and (SS09-GR.1-S.3-GLE.1-EO.c) and (SS09-GR.1-S.3-GLE.1-RA2) and (SS09-GR.1-S.3-GLE.1-N.2)	What is a role or responsibility you have that impacts other students? (SS09-GR.1-S.4-GLE.1-EO.1,b; IQ.1-4) and (SS09-GR.1-S.1-GLE.2-IQ.3)	How do you determine the risks and benefits to the roles and responsibilities you take on?
Leadership and (occupational) roles/responsibilities are typically dictated by the needs of a community (SS09-GR.1-S.3-GLE.1-EO.c)	What are some examples of responsibilities and jobs specific to (your) school and family? (SS09-GR.1-S.3-GLE.1-EO. b)	How do occupations and leadership responsibilities reflect community values/beliefs?
Financially responsible individuals create goals and work toward meeting them (SS09-GR.1-S.3-GLE.2-N.1)*	What is a short financial term goal you are (or could be) working toward? (SS09-GR.1-S.3-GLE.2-N.1)*	Why is personal financial goal setting important? (SS09-GR.1-S.3-GLE.2-IQ.4)*

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Vocabulary related to roles and responsibilities of leaders, community/team members and producers and consumers (in your school/community) (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-EO.a) and (SS09-GR.1-S.3-GLE.1-EO.a,c) and (SS09-GR.1-S.3-GLE.2-EO.a,c)* and (SS09-GR.1-S.1-GLE.2-EO.a,c) ● Notable leaders in the (your) community and the United States(SS09-GR.1-S.1-GLE.2-EO.c) and (SS09-GR.1-S.4-GLE.2-EO.a) ● Characteristics and attributes of responsible leaders and team members (SS09-GR.1-S.4-GLE1-EO.a,b) ● The difference between personal or classroom short term and long term financial goals (SS09-GR.1-S.3-GLE.2-EO.a,b)* ● Sources of personal or classroom income to meet financial goals (SS09-GR.1-S.3-GLE.2-EO.c)* ● Characteristics of financial responsibility (SS09-GR.1-S.3-GLE.2-N.1)* ● Different types of businesses and the goods and services they produce for the school/community (SS09-GR.1-S.3-GLE.1-EO.a) 	<ul style="list-style-type: none"> ● Demonstrate the ability to be both a leader and team member (SS09-GR.1-S.4-GLE.1-EO.c) ● Define short-term financial goals and provide examples (SS09-GR.1-S.3-GLE.2-EO.a,b)* ● Discuss sources of income needed to meet short-term goals (SS09-GR.1-S.3-GLE.2-EO.c)* ● Provide examples of different types of business and the goods and services they produce for (your) community (SS09-GR.1-S.3-GLE.1-EO.a) ● Provide examples of types of job choices available to people in your family and community (SS09-GR.1-S.3-GLE.1-EO.b,c) ● Identify similarities and differences between themselves and other (SS09-GR.1-S.1-GLE.2-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>As class president, Jill demonstrated good leadership skills when she helped the school decide to raise money to help the library buy new books.</i>
Academic Vocabulary:	Define, discuss, demonstrate, identify, similarities, differences, provide examples
Technical Vocabulary:	leaders, team member, leadership, community, money, goal, responsibility, income, goods, services, community, jobs, technology, education, skills, interests, roles, president, mayor, governor, producers, consumers, choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit, students will be exploring choices (e.g., financial, occupational, personal) and how their choices positively and/or negatively affect self and others. During their exploration, students will investigate various roles and responsibilities that are related to the community and how their roles and responsibilities are a result of the choices they make. Students will also examine how responsible citizens contribute to their community. The unit culminates with student groups identifying a need in the community and then creating a proposal designed to address the need.
Considerations:	In developing this instructional unit, we decided that this unit should appear first in the sequence because it lays out the roles and responsibilities of students in the classroom, school, and family. We recommend the following sequence, “The Choices I Make,” “Change Happens,” “Where in the World Am I?,” “My Country ‘Tis of Thee.” As the authors of this unit, we made a modification to the generalization, “The choices people make can positively or negatively impact individuals, families, schools and communities” to “The choices people make can positively or negatively impact individuals, families, and schools (communities)” to more closely align with the first grade expectations outlined in the Colorado Academic Standards. (i.e. community is part of the third grade expectations) Special note: Learning Experience #4 focuses on family, please consider that family composition varies among students and those variations might be deemed “private.”
Unit Generalizations	
Key Generalizations:	The choices people make can positively or negatively impact individuals, families, and schools (communities) Financially responsible individuals create goals and work toward meeting them
Supporting Generalizations:	The roles and responsibilities people take on can have a transformative effect on self and others Leadership and (occupational) role/responsibilities are typically dictated by the needs of a community

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The choices people make can positively or negatively impact individual, families, schools, and communities Financially responsible individuals create goals and work toward meeting them
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a member of a group of responsible citizens, you have decided to give back to your community. In order to determine how your group is going to “give back,” you must identify a need of the classroom, school or family in the school community. As a way to address this need, your group will create a plan for a fundraiser or community project. Your plan should include a description of an identified need, a description of either how raising money or taking action for this need will positively impact the classroom/school community, and both short or long term goals (e.g. money, time). Your plan will be reviewed by your classmates and the school principal. Not all plans (classroom/school needs) can be addressed, so your classmates and the principal will choose which plan(s) to act upon.
Product/Evidence: (Expected product from students)	Students may work groups of 3-4 to create their proposals. Students may use both pictures/visuals and words to present their ideas. http://www.cde.state.co.us/standardsandinstruction/pf1-actionplan-pdf The final presentation could be done orally and/or displayed (e.g., gallery walk). NOTE: Teachers may consider following through with the most feasible plan in order to show students at least one tangible result of being a responsible citizen.
Differentiation: (Multiple modes for student expression)	Students may be assigned roles within their groups based on their learning strengths or areas of interest. Based on skills level, students may be provided with sentence starters or an outline to guide their thinking.

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
Bellisario, Gina. (2013). <i>Let's Meet a Librarian</i> . Lexile: 550 Falk, L. (2009). <i>We Are Citizens</i> . Lexile: 310 Miller, A. (2009). <i>We Help Out</i> . Lexile: 380	Cooney, Barbara. (1985). <i>Miss Rumphius</i> . Lexile: 680 DiSalvo-Ryan, D. (1994). <i>City Green</i> . Lexile: 480 Javernick, E. (2010). <i>What If Everybody Did That?</i> Lexile: 650 Kates, B.J. (1996). <i>We're Different, We're the Same. And We're all Wonderful!</i> Lexile: 150 Madden, D. (1993). <i>The Wartville Wizard</i> . Lexile: 760 Mayer, M. (1999). <i>I Just Forgot</i> . Lexile: 490 McCloud, C. (2007). <i>Have You Filled a Bucket Today?</i> Ages 4 – 9. Muth, J.J. (2002). <i>The Three Questions</i> . Lexile: 410 Simon, N. (2016). <i>All Kinds of Families</i> . Lexile: 470 Stevens, J. (1995). <i>Tops & Bottoms</i> . Lexile: 580

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like an economist - using financial vocabulary	Teacher Resources:	http://www.schoolexpress.com/wordwalls/wordwalls.php (How to create word-wall flash cards)
			Student Resources:	N/A
	Skills:	Use words related to money, spending and saving	Assessment:	Students will create and add words and phrases to a financial word wall as they pursue the goals/outcomes of the unit
2.	Description:	Think/work like a responsible citizen	Teacher Resources:	http://tinyurl.com/gu2ggdk (Lesson Plan: What Does it Mean to be a Responsible Community Member?) http://www2.ed.gov/parents/academic/help/citizen/index.html (Tips for helping children become responsible citizens)
			Student Resources:	N/A
	Skills:	Identify attributes of responsible citizens	Assessment:	Students will create a visual representation (e.g., poster, book, etc.) of what it means to be a responsible citizen

Prior Knowledge and Experiences
None

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Learning Experience # 1		
The teacher may introduce an activity that highlights similarities and differences among people (e.g., 5 things about you activity) so that students can compare and contrast self and other.		
Generalization Connection(s):	The roles and responsibilities people take on can have a transformative effect on self and others	
Teacher Resources:	http://lessonplanspage.com/obeginschoolgettingtoknowmeboxidea14-htm/ (Idea for an “All About Me” box) http://lessonplanspage.com/omebags-1stday-gettoknoweachotheridea15-htm/ (Idea for making “Me Bags”) http://www.learningtogive.org/units/recognizing-our-similarities-and-differencekindergarten/recognizing-our-similarities-and-differences/ (Lesson plan: Recognizing Our Similarities and Differences)	
Student Resources:	https://www.teachingchannel.org/videos/first-grade-social-studies (Video: All About Me! – 15:50 min) Kates, B.J. (1996). <i>We’re Different, We’re the Same. And We’re all Wonderful!</i> Lexile: 150	
Assessment:	Students will complete an ALL ABOUT ME! Book (http://www.education.com/activity/article/allaboutme_first/)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in pairs or in groups	Students may use prepared words and pictures to complete the ALL ABOUT ME! book
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add additional examples to the comparative assessment
Critical Content:	<ul style="list-style-type: none"> • The differences between self and others (e.g., me, you, we, us, they) 	
Key Skills:	<ul style="list-style-type: none"> • Identify similarities and differences between self and others • Recognize individual vs. group responsibility 	
Critical Language:	Self, individual, other, group(s), difference, similarity	

Learning Experience # 2		
The teacher may share roles and responsibilities in their family so that students can explain their roles and responsibilities within the family.		
Generalization Connection(s):	The roles and responsibilities people take on can have a transformative effect on self and others The choices people make can positively or negatively impact individuals, families and schools (communities)	
Teacher Resources:	http://www.uen.org/Lessonplan/preview.cgi?LPid=10710 (Lesson plan: Family responsibilities) http://learningtogive.org/lessons/unit60/lesson2.html (Lesson plan: Our family) http://www.twinkl.co.uk/resource/t-t-15182-my-family-book (Template: My family booklet) http://www.tolerance.org/lesson/every-family-same-every-family-different (Lesson Plan: Every Family is the Same. Every Family is Different)	
Student Resources:	Mayer, M. (1999). <i>I Just Forgot.</i> Lexile: 490 Simon, N. (2016). <i>All Kinds of Families.</i> Lexile: 470	

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will create a foldable identifying members of their family and their corresponding responsibilities. (Similar to this one: http://cdnpix.com/show/imgs/1af0c6d107e7e554154a5fac7cbd5418.jpg with people on the left and responsibilities on the right)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner or in a small group	Students may present roles and responsibilities in their family using visuals
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://docs.google.com/file/d/0B_gYCGzVzuz3R2VmbW15Znp5N28/edit?pli=1 (Template: booklet with sentence lines)	Students may present roles and responsibilities in their family using complete sentences
Critical Content:	<ul style="list-style-type: none"> ● Roles and responsibilities within family units ● Positive and negative impact of making choices ● All families make financial decisions ● Financial decisions are based on wants and needs ● Families choose between wants and needs ● Goals (short term and long term) help families maintain financial responsibility 	
Key Skills:	<ul style="list-style-type: none"> ● Provide examples of different types of job choices available to people in your family ● Identify how home responsibilities affect others ● Explain the cause(s) and effect(s) of not carrying out responsibilities (e.g., taking out the trash, walking the dog) 	
Critical Language:	Family, task, other, self, choice(s), positive, negative, job, chore, responsibility, role, financial responsibility, wants, needs, goals	

Learning Experience # 3		
The teacher may model classroom responsibilities so that students can begin to identify the roles and responsibilities of being a member of a classroom community.		
Generalization Connection(s):	The roles and responsibilities people take on can have a transformative effect on self and others The choices people make can positively or negatively impact individuals families, and schools (communities)	
Teacher Resources:	https://www.icivics.org/news/citizenship-and-elementary-education-how-do-you-teach (Article: Citizenship and the Elementary Classroom – a seamless, perfect pair) http://www.scholastic.com/teachers/article/classroom-jobs-all-your-student-helpers (Article: Classroom Jobs for All Your Student Helpers) http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Octresponsibility.pdf (Lesson Plan: Responsibility) http://www.learningtogive.org/units/healthy-youth-healthy-community-k-2/what-my-responsibility (Lesson Plan: What Is My Responsibility?)	

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	https://www.youtube.com/watch?v=2aNG9zXXLGU (Video: Peddlesfoots Citizenship) https://www.youtube.com/watch?v=NLEP-VbO0mc (Video: The Berenstain Bears Go to School – Responsibility) http://tinyurl.com/jkrdm3t (Video: The Berenstain Bears Get the Gimmies) https://www.youtube.com/watch?v=RJJgUAhXxqw (Video: Needs and Wants)	
Assessment:	Students complete a “role” checklist illustrating the completion of their particular task in the classroom (e.g., line leader, chair stacker).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may be provided with a checklist that has illustrations of classroom tasks and responsibilities
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> ● The roles of the students in the classroom (e.g., classmate, line leader, paper collector) ● The responsibilities of the students in the classroom (e.g., push in chairs, keep desk clean/neat) ● People in communities must make choices based on unlimited needs and wants and scarce resources; these choices involve costs (e.g., if there aren’t enough crayons for everyone in class, then someone may have to share or go without) ● The difference between wants and needs ● The importance of fulfilling one’s classroom responsibilities ● The choices one makes can positively or negatively impact the classroom community 	
Key Skills:	<ul style="list-style-type: none"> ● Recognize students have a choice about the role and/or job they have in the classroom ● Demonstrate the ability to be both a leader and a team member 	
Critical Language:	Role, responsibility, choice, job, classmate, leader(ship), community, classroom, task, cost	

Learning Experience # 4	
The teacher may bring in guest speakers (e.g., Principal, custodian) so that students can discuss the various roles and responsibilities within the school community.	
Generalization Connection(s):	The choices people make can positively or negatively impact individuals, families, and schools (communities) Leadership and (occupational) roles/responsibilities are typically dictated by the needs of a community The roles and responsibilities people take on can have a transformative effect on self and others
Teacher Resources:	http://www.teach-nology.com/lessons/isn_pln_view_lessons.php?action=view&cat_id=10&isn_id=1114 (Lesson Plan: Me and My School Community) http://www.writeaboutapp.com/scavengerhunt/ (Lesson Plan: My School is A Community Scavenger Hunt) http://teaching.about.com/od/pd/a/School-Personnel.htm (Article: Roles of School Personnel)
Student Resources:	Stevens, J. (1995). <i>Tops & Bottoms</i> . San Diego, CA: Harcourt Brace.

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Assessment:	Students will create a “helping hand mobile” with their name in the middle and on each finger, one task they can perform to help out the school community.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner to assist with various elements of assembling the mobile	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add text descriptions to pictures
Critical Content:	<ul style="list-style-type: none"> ● Notable leaders and members within the school and local community ● Characteristics and attributes of responsible leaders and team members ● Everyone at school contributes in their own special way to make sure students learn safely and happily ● Types of jobs within the school community ● Responsible behavior is inherent in being a good citizen in the school (e.g., safety, right to learn) ● School and local communities work together to meet people’s needs (e.g., Thanksgiving Food Drive) ● The various individuals in the school community (e.g., Principal, Librarian, Custodian) provide a service to the students of the school 	
Key Skills:	<ul style="list-style-type: none"> ● Identify the attributes of a responsible team member ● Demonstrate the ability to be a leader and team member ● Name the people who work in the school 	
Critical Language:	Leader, team, community, team member, contribute, need, want, service	

Learning Experience # 5	
The teacher may model cause and effect relationships so that students can discuss how carrying out one’s responsibilities helps to satisfy the needs of a community (e.g., classroom, school, local).	
Generalization Connection(s):	The choices people make can positively or negatively impact individuals, families, and schools (communities) Leadership and (occupational) roles/responsibilities are typically dictated by the needs of a community The roles and responsibilities people take on can have a transformative effect on self and others
Teacher Resources:	http://character.org/lessons/lesson-plans/elementary/dobys-mill-elementary-school/ (Lesson Plan: Have You Filled a Bucket Today?) http://www.scholastic.com/teachers/sites/default/files/asset/file/making_difference_community.pdf (Worksheet: Making a Difference in My Community) http://learningtogive.org/lessons/unit211/ (Lesson Plan: Making a Choice)
Student Resources:	Javernick, E. (2010). <i>What If Everybody Did That?</i> New York: Two Lions Publishing. McCloud, C. (2007). <i>Have You Filled a Bucket Today?</i> Brighton, MI: Bucket Fillers, Inc. Muth, J.J. (2002). <i>The Three Questions</i> . New York: Scholastic Press.

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Assessment:	Students will complete a cause/effect chart illustrating various responsibilities and the effect(s) on the community if the responsibility isn't carried out. (Cause & Effect Chart: http://tinyurl.com/jovutrr)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner to complete the graphic organizer	Students may use pictures to illustrate the causes and effects
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write sentences explaining the cause and effect relationships
Critical Content:	<ul style="list-style-type: none"> ● Families and communities make choices about wants, needs and scarce resources ● Characteristics of positive and negative effects (impact) ● The importance of being a responsible leader and member of the community 	
Key Skills:	<ul style="list-style-type: none"> ● Demonstrate the ability to be both a leader and team member ● Recognize ways to make a positive impact as responsible citizens ● Participate in responsible activities that contribute to the school and neighborhood (e.g., follow teacher directions, put belongings away, participate in discussions, take turns, listen to others, share ideas, clean up litter, report vandalism) 	
Critical Language:	Respect, caring, cause, effect, positive, negative, leader	

Learning Experience # 6		
The teacher may guide students in identifying a need within the school so that students can discuss ways to address the need and how to give back to the school.		
Generalization Connection(s):	The choices people make can positively or negatively impact individuals, families, and schools (communities) Financially responsible individuals create goals and work toward meeting them	
Teacher Resources:	http://www.kidactivities.net/category/community-service-ideas.aspx (Article: Community Service Ideas)	
Student Resources:	DiSalvo-Ryan, D. (1994). <i>City Green</i> . New York: Scholastic Books.	
Assessment:	Students will conduct interviews with members of the school community to determine a pressing need in the school community (e.g., new musical instruments, books for the library). Students will then create a list of short and long term goals that address a need in the school community.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided a list of interview questions	Students may submit an audio or video tape of the interview(s) Students may use visual representations of needs in the school community

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may write their own interview questions	N/A
Critical Content:	<ul style="list-style-type: none"> ● Needs and wants in a school setting ● Responsible citizens give back to their community ● Setting short and long term goals helps one to meet their needs and/or the needs of the community 	
Key Skills:	<ul style="list-style-type: none"> ● Document cause and effect of (financial) decisions making ● Define short and long term goals ● Identify and list the needs of the school community ● Prioritize the needs of the school community 	
Critical Language:	Priority, “give back”, long term goal, short term goal, community service, teamwork	

DESTINY EDUCATION LEADERSHIP ACADEMY

2021-2022 ACADEMIC CALENDAR

(Draft)

(School Hours 8:00 a.m. to 3:45 p.m)

AUGUST 2021							DECEMBER 2021							APRIL 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30	31		24	25	26	27	28	29	30

SEPTEMBER 2021							JANUARY 2022							MAY 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1		1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
26	27	28	29	30			23	24	25	26	27	28	29	29	30	31				
							30	31												

OCTOBER 2021							FEBRUARY 2022							JUNE 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2			1	2	3	4	5				1	2	3	4
3	4	5	6	7	8	9	6	7	8	9	10	11	12	5	6	7	8	9	10	11
10	11	12	13	14	15	16	13	14	15	16	17	18	19	12	13	14	15	16	17	18
17	18	19	20	21	22	23	20	21	22	23	24	25	26	19	20	21	22	23	24	25
24	25	26	27	28	29	30	27	28						26	27	28	29	30		
31																				

NOVEMBER 2021							MARCH 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4	5
7	8	9	10	11	12	13	6	7	8	9	10	11	12
14	15	16	17	18	19	20	13	14	15	16	17	18	19
21	22	23	24	25	26	27	20	21	22	23	24	25	26
28	29	30					27	28	29	30	31		

	First and Last Day of School
	Holidays (No School)
	Teacher Work Days (No School)
	Testing and Assessment
	Vacation
	End of Grading Period
	Report Card Day

DESTINY EDUCATION LEADERSHIP ACADEMY

SAMPLE DAILY/WEEKLY SCHEDULE

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
7:30 a.m.	Arrival	Arrival	Arrival	Arrival	Arrival
7:30-8:00 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:15 a.m.	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15-9:45 a.m.	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
9:45-10:45 a.m.	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:45-11:45 a.m.	Foreign Language	Computer Coding	Foreign Language	Computer Coding	Foreign Language
11:45-12:45 a.m.	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
12:45-1:15 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-1:45 p.m.	Recess	Recess	Recess	Recess	Recess
1:45-2:45 p.m.	Science	Science	Science	Science	Science
2:45-3:15 p.m.	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
3:15-3:45 p.m.	Technology	Art	Music	Healthful Living	Career Exploration
3:45 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

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Summer Meli	19901	5	Summer Meli	✓	
Reenieauja Rich	19962	6	Reenieauja Rich	✓	
Amanda Terray	19904	K	_____	✓	amandaterray13@gmail
Dominique Harris	19901	4	Dominique Harris	✓	dominiqueharris@cpkco.com
Brenda Harris	19901	1	Brenda Harris	✓	

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Stacie Goodwin	19934	4th 2nd 1st		Stue	Stacie191974@gmail.com
Christina Vien	19904	Kindergarten	@		LAGirlKER@aol.com
Shirley Mady	19901	K 1st 2nd	S Mady	I am	newmommy372@gmail.com
Webster Wiley	19904	Kinderg	W Wiley	I am	w.wiley1@aol.com
Eric Jackson	19904	1st	E J	I am	ejackson@gmail.com

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Jamara Bowman	19901	2, 3, 4, 5, 6	<i>Jamara Bowman</i>	<input checked="" type="checkbox"/>	Bowman15@gmail.com
Henry Yearley	19962	4	<i>Henry Yearley</i>	<input checked="" type="checkbox"/>	
Melissa Martinez	19977	K, preK	<i>Melissa</i>	<input checked="" type="checkbox"/>	melims23.93@gmail.com
Heather Dwyer	19977	K-11	<i>Heather</i>	<input checked="" type="checkbox"/>	hdwyer10@gmail.com
Dorothy Tighe	19904	K-12	<i>D. Tighe</i>	<input checked="" type="checkbox"/>	tighe.dorothy69@gmail.com


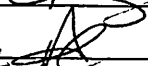
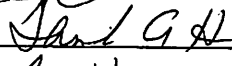
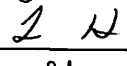
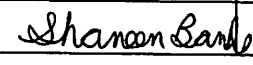
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Gerry Pennings	19904	3		yes	Rudwong@gmail
Hassan Azhar	19904	Kindergarten		Yes	MCKYB14@gmail.com
Tamika Hudson	19943			yes	doverdollar@gmail.com
Tiarra Hudson	19904	Prek		yes	tiarra5@aol.com
Shaneen Banks	19901	4th + 1rs		Yes	Shyneen0120@yahoo.com

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Carline Lewis	19977	4, 5	<i>Carline Lewis</i>		gamijaa@hotmail.com
Electa Thompson	19904	K	<i>Electa Thompson</i>		electa34.com
Dana Hamler	19977	K	<i>Dana Hamler</i>		dana.hamler@yahoo.com
Carnie [Signature]	19901	7th	<i>Carnie [Signature]</i>	<i>Carnie [Signature]</i>	virtuosuit3@yahoo.com

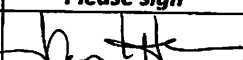
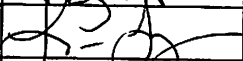
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Theresa W Harris	19977	1 st .		✓	Harris Terry 2017@gmail.com
Latosha Taylor	19977	4 th		✓	mrs latoshataylor@gmail.com

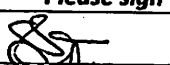

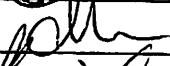
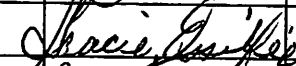
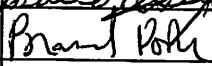
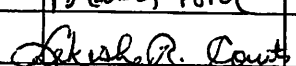
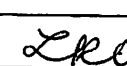
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Sonya Sparks	19904	2, 3, #2			ubeginnew2@gmail.com
Shadrhycel Essilfie	19901	3, 4, #4			slessilfie@gmail.com
Gracie Essilfie	19901	3, 4			dutchess278@gmail.com
Brandy Poole-lee	19901	1K			bjonae1@gmail.com
Letisha R. Counts	19934	6 th			lekcoo@hotmail.com

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Justina Brinkley	19904	2nd	<i>Brinkley</i>	<input checked="" type="checkbox"/>	Justina.Brinkley@Delaware.Gov
Regine Walker	19962	7 th	<i>Walker</i>	<input checked="" type="checkbox"/>	regine.walker@capital.k12.de.us
<i>Rashid Walker</i>	<i>19962</i>	<i>7th</i>	<i>Rashid Walker</i>	<input checked="" type="checkbox"/>	<i>RashidWalker@ssd.k12.de.us</i>
Justin Gordy	19901	4th	<i>Justin Gordy</i>	Yes	Jgordy123@gmail.com
Jenee Tyson-Gueh	19904	5 th		yes	jeneegueh@yahoo.com

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Janice Campbell	19953	3	Janice Campbell		ljcampbell.5355@gmail.com
Zaitun Justice	19946	6/9			ZaitunJustice@yahoo.com
Pamella and Keray Jenkins	19964	5		✓	cooljenkins95@gmail.com
Sariyah O.iggs	19977	4	Sally O.iggs		di995630@gmail.com
Skyfar Oiggs	19977	1	Sally O.iggs	✓	

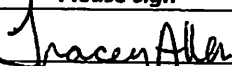
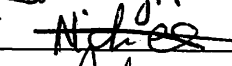
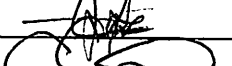
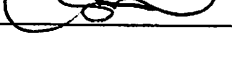
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Shila Allen	19904	6 th			mistyl80@gmail.com
Crisela Nabe	19901	2 nd , 4 th , 6 th , 8 th			ncheysiselo@yahoo.com
Diane HAKO	18901	3 th			diane_macko@yahoo.fr
Courtney Sudler	19938	2 nd & 7 th			Csudler@gmail.com

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CONSTANCE FULLER	19904	Center/Fuller	GRANDMOM	✓	FULLER@KSTI.ORG

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James Brumby	19905	1st grade	<i>Please sign</i> James Brumby		
Katrina Brumby	19901	Pre school	Katrina Brumby		James Brumby, J. Brumby@crossroadlife.com
Rise Washington	19962	3rd	Rise Washington		Katrina Brumby@ymail.com
Bridget Hefflin	19962	4th & 5th	Bridget Hefflin		Rise.IAMyourdestiny@gmail.com
ANTHONY WALLACE	19901	3rd 2nd	Anthony Wallace		speakfaith2@hotmail.com

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Sheila Shaeep	19904	1 st	<i>Sheila Shaeep</i>		<i>SHARPLS6@gmail.com</i>
Teall Clinton	19962	5 th & 6 th	<i>Teall Clinton</i>		<i>Clinton.Teall@gmail.com</i>
Gary Pollard	19962	1 st	<i>Gary Pollard</i>		<i>Gary.Pollard4278@gmail.com</i>
Dawndrea Kittle	19963	1 st	<i>D Kittle</i>		<i>kittlesdawndrea05@gmail.com</i>
Anthony Morris	19904	5 th	<i>AM</i>		<i>anthony.charlesmorris@gmail.com</i>



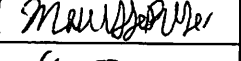
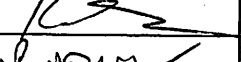
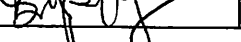
Return Completed Form to:

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Wykiesha Harris	19904	4 years old			
Bridget Harris	19904	5 th 1 st			
Marissa Fisher	19901	2 years old			
Kereshu Thur	19977	3 yrs old			
Brittany Murphy	19943	4			


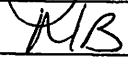
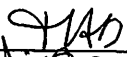

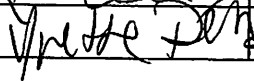

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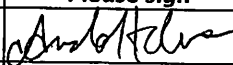
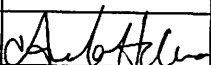
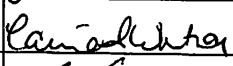

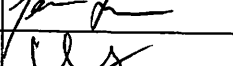
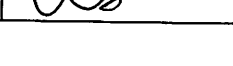
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Khalia Davis	19				
Khalia DAVIS	19904	K			bueton.zb@yahoo.com
Nakeya Bey	19201	3 rd			Kaboyce11@yahoo.com
Teresa Hudson-Baxton	19904	8 th		Yes	reesie2923@yahoo.com
SITKA ELLIS	19904	PK			rosen251@hotmail.com
	19901	PK			Seas19210@gmail.com

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Amanda Holman	19977	K			aholman89@cutlook.com
Carrie Whitney	19901	K			eightwhitneys@aol.com
Tierca Christler	19904	1 st grad			Tierca.Christler@gmail.com
Tina Hure	19901	3 rd			Tina.hure@icloud.com
Will White	19901	2 nd			

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Prudence Maddy	19952	K, 4, 5	Prudence Maddy		pmaddy1206@gmail.com
Andre McLeod	19901	1	Andre McLeod		andre4506@gmail.com
Mandi Anderson	19904	K-5th	Mandi Anderson		mandimayhew@gmail.com
Scott Hampton	19904	K-5th	Scott Hampton		hamp1a.comcast.net-1
Maryann Stevens	19904	5th	Maryann Stevens		maryannmurray83@gmail.com

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TyKisha Scott	19901	2 th 5 th	TyKisha		msmadougabell4201@gmail.com
Rockettia Ribbett	19943	5 th	Rockettia		rockettia@yahoo.com
Monikia Cuffee	19963	3 rd	Monikia		cuffee mac@gmail.com
Latasha Cushis	19962	3 rd 6 th	Latasha		Latashadou@aol.com
Talley Lane	19943	3, 4	Talley		Talley Lane@hotmail.com

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Bernitta Seth	19904	2nd	<i>Bernitta Seth</i>	✓	bernitta seth86@gmail.com
Previous Wijen	19901	5 th	<i>Previous Wijen</i>	✓	2freshus44@gmail.com
Amber Kuffin	19901	5 th & 2	<i>Amber Kuffin</i>	✓	holla217@yahoo.com
Dann Edward	19904	6 th 7 th	<i>Dann Edward</i>	✓	DEjch@gmail.com
Altamese Stevens	19901	preK	<i>Altamese Stevens</i>	✓	altamese99@yahoo.com

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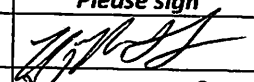
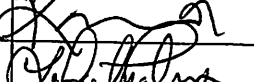
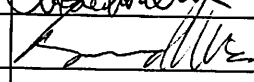
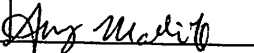

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Chiora Fox	19901	K		<input checked="" type="checkbox"/>	ChaosCoordinator38@gmail.com
Chaknya Bai	19952	K	1		Chaknya@aol.com
Bryana Williams	19934	-Daycare			Bryana.Kirsten@yahoo
Shanita Powell	19904	High	-	-	
Traci Dashie	19904	4th	J. J. [Signature]	<input checked="" type="checkbox"/>	tracedashie1@gmail.com
Engene Jackson	19904	3rd	[Signature]	<input checked="" type="checkbox"/>	Esack484@gmail.com

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Norman Royal II	19904	K			Normanroyali@gmail.com
Kyonna Mayra	19904	K			Kyonna.mayra@yahoo.com
Lafreda Palmer	19901	K			Palmer.lafreda@gmail.com
Bernard Willis	19938	2nd			bootec331@gmail.com
Amy Malish	19938	2nd			Fm4Roswell@aol.com

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D. Patterson			<i>[Signature]</i>		dpatterson55@netzero.com
D. Patterson	19901	2	<i>[Signature]</i>		daniellepatterson9@aol.com
D. Fields	19901	2	<i>[Signature]</i>		11
B. Wright	19936		<i>[Signature]</i>		bwright93@gmail.com
Brandi Wright	19901	Kindergarten	<i>[Signature]</i>	✓	Brandiss90@yahoo.com

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Bianca Iacone	19934	③ No school yet		✓	Beautifulb.ajj.ajj@gmail.com

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Robert Wright	19904	10&12		✓	leznandgreen1@yahoo.com

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Taylor Drayton	19934	K	Taylor Drayton		taylordrayton88@gmail.com
Laura Cruz	19904	-	-	Yes	lcruz0818@gmail.com

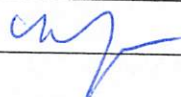
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Malcolm John	19901	Pre-K			MalcolmJohn11@gmail.com

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DESTINY EDUCATION LEADERSHIP ACADEMY: PARENT SUPPORT SURVEY

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Angela Kelley	19904	4th		✓	adcreations@gmail
Neres Williams	19901	4th		✓	nwilliams2399@gmail.com*
Gerald Green	19901	8		✓	gerald.m.green@outlook.com
Natalie Cheryl	19977	8th			ncher02@gmail.com
Renata James	19904	7th		→	XXXXXXXXXXXXXXXXXXXX risetosuccess tutoring@gmail.com

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Monday Omoredok		✓	M. Omoredok		MONDAYOMOREDOK@gmail.com
Monica Delapina		✓	Monica Delapina		j.deacon05@hotmail.com
Todd Hughes Sr	19977	6 th	Todd Hughes	✓	jctk@comcast.net
Terry Tolson	PA 34	6 th	Terry Tolson	✓	ttolson324@aol.com
ISAAC WILEY	19962	8th	Isaac Wiley	✓	dor.isa@comcast.net

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William Rounds	19962	5 th		✓	roundsw@yaho.com
Josephine Wilson	21617	6 th			jowilson253@yahoo.com
Melissa Mickens	19934	kindergarden	Melissa Mickens	✓	melmick14@gmail.com
Bobbie Alton	19934	7 th		✓	bobbiesayslive@gmail.com
Michael Howell	19709	9 th	Michael Howell	✓	howw32@yahoo.com

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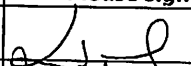
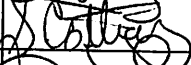
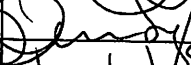
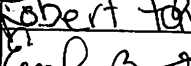

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Inger Helm	19977	11	<i>[Signature]</i> Please sign	yes	ishelm9802@gmail.com
Lozell Robinson	19938	6 st	<i>[Signature]</i>	yes	rrobi74447@aol.com
Brittany Mitchell	19901	4 th - kindergarten	<i>[Signature]</i>	yes	mitchellbrittany4@gmail.com
Betty Heney	19977	11 th	<i>[Signature]</i>	yes	flowers6413@gmail.com
Robert Brown	19904	2 nd	<i>[Signature]</i>	yes	robert.brown@delaware.gov

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Kevin Jones	ND 08231	4 th		✓	Vjones@gmail.com
Sebrena Cottingham	DE 19977	9 th & 11 th		✓	Sebrena.1330@gmail.com
Karen Lyles	19734	11 th		✓	klyles@yahoo.com
Robert Taylor	19734	2			
Evelyn Butler	19977	8 th		✓	eveyb4@gmail.com

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Sonja McRant	19977	5TH	<i>Sonja McRant</i>	Mother	sonja.mcraant@yahoo.com
Christine Osorio	19901	1, 7, 12	<i>Christine Osorio</i>	Grandparent	jlonosorio@yahoo.com
Mandha Bazid	19934	5	<i>Mandha Bazid</i>	Grandpa	ARAMSAY78@icloud.com
Dana Armantrading	19904		<i>Dana Armantrading</i>		cert3ing4me@gmail.com
Evans Armantrading	19904		<i>Evans Armantrading</i>		

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Ruth Sudler	19901	4th	Ruth Sudler	Ruth Sudler	ruthsudler@aol.com
Robin Brown	19709	3rd	Robin Brown	Robin Brown	niarobin@verizon.net
Pier Straws	19904	Kindergarten	Pier Straws	Pier Straws	rydevdave@yahoo.com
Benjamin Feltner	19504		Benjamin Feltner	Benjamin Feltner	feltnerrepair@gmail.com
VERNON Hester	19934	6 th	Vernon Hester	Vernon Hester	bobbie.smyser@gmail.com

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Katrina Morgan	9977	6 th 5 th Kindergarten	<i>Please sign</i> Katrina Morgan	Yes	Katrina57@msn.com
Danielle Jenkins	19904	5	Danielle Jenkins		
Danielle Winters	19709	4 th / 7 th	Danielle Winters		
Christopher Dalton	19977	9 th / 10 th	Chris Dalton		
Mary Ann Burris	19934	8 th	Michael Neal		maryann8119@gmail.com

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Kimberly Barant	19904	5	<i>Kimberly Barant</i>		kbarant1@gmail.com
Julius Muller	19701	1	<i>Julius Muller</i>		drijmullen@gmail.com
Janice Pieu	19977	3	<i>Janice L. Pieu</i>		N/A
LATYIA WHITE	19904	7	<i>LATYIA WHITE</i>		LATYIA999@hotmail.com
Roselyn Young	19904	3 & 4	<i>Roselyn Young</i>		theyoungs1969@gmail.com

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Tamika Lee	19904	K	<i>T Lee</i>		tamikalee.lee@gmail.com
John Hounex	19901	S	<i>John Hounex</i>	yes	deserteaglesbrigade@gmail.com
Anne Scott	19709	K	<i>Anne Scott</i>		44287904@gmail.com
Patricia Brown	19934	K	<i>BS</i>		gemina428@gmail.com
Tanisha Baker	19709	K	<i>T Baker</i>		Tanishalbakere@yahoo.com

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Melonae Artis	19938	5 th	<i>Melonae Artis</i>		Melonae-Artis@gmail.com
Jamile Brown	19938	K	<i>Jamile Brown</i>		Jamile923@aol.com
Natasha Muller	19901	1 st	<i>Natasha Muller</i>		natashafreshwatermuller@gmail.com
Jayla Muller	19901	K	<i>Jayla Muller</i>		mullerjayla@gmail.com
Thomas Campbell	19953	2 nd	<i>Thomas Campbell</i>		BJCampbell5355@gmail.com

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Jessica Frederick	19734	1 st , 9 th , 11 th	<i>Jessica Frederick</i>		JFrederick916@gmail.com
Sharon Waller Roberts	19901	1 st , 11 th	<i>Sharon Waller Roberts</i>		roscofsharon722@gmail.com
DeVante E. Loyd	19709	1 st , 2 nd , 3 rd	<i>DeVante Loyd</i>		devante Loyd 92@gmail.com
Sandra E. Emory	21651	K, 1 st	<i>Sandra Emory</i>		ssemory2@gmail.com
Sade' Truett	19904	2022	<i>Sade</i>	yes	struett@gmail.com

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M					
Margol Wallace	19901	1-6	Margol Wallace		leading lady321@gmail.com
Karen Hughes	19977	K	Karen Hughes		khughes2705@gmail.com
Beth Hardman	19962	K-12	Beth Hardman		hard3909@gmail.com
Willie Hardman	19962	K-12	Willie Hardman		whardmanjr@gmail.com
Nate Morris	19904	K-12	Nate Morris		NathanielMorris58@gmail.com

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Fahemah Sharieff	19963	Kinderg	Fahemah Sharieff		Fahemah.Sharief@yahoo.com
Danyel Henderson		2 nd Tr	Danyel Henderson	yes	

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REGINA WISNIA	19904	11 th Grade	Father		jesen.k@gmail.com
K. FAMA KINWA	19904		G Father		famakindwa
FERRIS HOWARD	19901	8 th grade	Father	yes	max300imus@gmail.com
Judy Kuckler	19709	8 th g	Grandmother	yes	Judy Kuckler

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Nyoka Fithett	19973	11th	Nyoka Fithett	✓	nyoka811@icloud.com
Eric Johnson	19934	10th	[Signature]	✓	FAT4CHAUSE@COMCAST.NET
Alfred Helms	19977	1st & 3th	[Signature]	✓	helma1231@gmail.com

Joyce Rawlings 914 830-7531 joyce.hawmlet@optonline.net *

DESTINY EDUCATION LEADERSHIP ACADEMY: PARENT SUPPORT SURVEY

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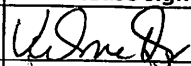
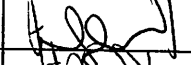

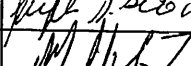
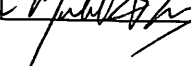
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Linda S. Bordley	19901	11 th grade	<i>Linda Bordley</i>	Grandmother	lbordley@comcast.net
Shirley Scott	19901	Kindergarten	<i>Shirley Scott</i>	yes	slajemi@usa.com
Henrietta Ward	19907	Kindergarten	<i>Henrietta Ward</i>	yes	dotward@vernon-vid
Roshtara Evans	19904	Kindergarten	<i>R/E</i>	yes	roshtara@gmail.com

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VILMA TORRES	19901	(over) Pre-Kinder		Yes	v+nebloodofJesus@yahoo.com
TERRA LAWRENCE	19904	JR		YES	LTECFMME@comcast.net
Ken Cordero	19943	JR		YES	Allan.KC@CC@gmail.com
Phyllis Brown	19901	All		yes	apbrown0503@gmail.com
Malik Lopez	19963	Kindergarten		yes	Malik.Lopez@gmail.com

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Rod					
Rodney C Abrams	19901	K	Rodney Abrams	Rodney Abrams	rodabrams294@gmail.com
Rachael Gonesh	19934	4	Rachael G	Rachael G	rachael.gonesh@gmail.com
BRIAN SUDLER	19938	K+5	B	B	C.sudler@gmail.com
Hendrix Dickens III	19943	K-6	Hendrix Dickens	Hendrix Dickens	h006-0230@comcast.net
MICHAEL THOMAS	19946	K-5	Michael A Thomas	Michael A Thomas	PKAIZEM27@yahoo.com

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Brown, Alan	19901	6	Alan Brown	—	alanbrown513@yahoo.com
Beth Bagwell	19901	7	Beth Bagwell	Yes	bagwell1br123@aol.com
Rose M. Maphuca	19901	5/6	[Signature]	Yes	rmaphuca@desa.edu
Michelle Henry	19950	4	Michelle Henry	Yes	mehenry83@gmail.com

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MONDAY OMOJEDA		✓	M Omojeda		MONDAYECG@Gmail.com
Monica Delapina		✓	Monica Delapina		j.deacow05@hotmail.com
Todd Hughes Sr	19977	6 th	Todd Hughes	✓	jt.k@comcast.net
Terry Tolson	19974	6 th	Terry Tolson	✓	ttolson324@aol.com
ISAAC WILEY	19962	8 th	Isaac Wiley	✓	dor.isa@comcast.net


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Malcolm John	19901	Pre-K			MalcolmJohn11@gmail.com

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Taylor Drayton	19934	K	Taylor Drayton		taylorcdrayton88@gmail.com
Laura Cruz	19904	-	-	Yes	lcruz0818@gmail.com

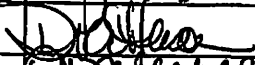
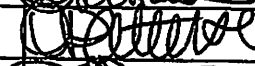



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D. Patterson					dpatterson55@netzero.com
D. Patterson	19901	2			daniellepatterson9@aol.com
D. Fields	19901	2			11
B. Wright	19936				bwright93@gmail.com
Brandi Wright	19901	Kindergarten		✓	Brandiss90@yahoo.com



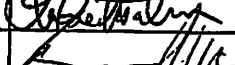
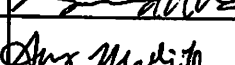
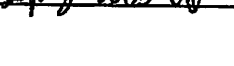
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Norman Rajali	19904	K			normanrajali@gmail.com
Kyonna Mayra	19901	K			Kyonna.mayra@yahoo.com
Latreda Palmer	19901	K			Palmer.latreda@gmail.com
Bernard Willis	19938	2nd			boofec331@gmail.com
Amy Malish	19938	2nd			Fm4Roswell@aol.com

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Chiora Fox	19901	K		<input checked="" type="checkbox"/>	ChaosCoordinator38@gmail.com
Chakya Bai	19952	K	1		Chakya@aol.com
Brianna Williams	19934	-Dunmore			Brianna.Kirsten@yahoo
Shanita Powell	19904	High			
Trae Dashiell	19904	4th	J. J.	<input checked="" type="checkbox"/>	traedashiell@gmail.com
Eugene Jackson	19904	3rd	EJ	<input checked="" type="checkbox"/>	Ejackson484@gmail.com

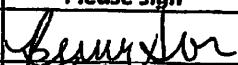
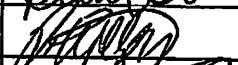
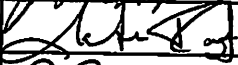


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Bernita Seth	19904	2nd		✓	bernitta seth86@gmail.com
Precious Wilson	19901	5th		✓	2precious4u@gmail.com
Amber Kuffin	19901	5th 3Q		✓	holla217@yahoo.com
Dawn Edward	19904	6th 7th		✓	DE1ch@gmail.com
Altamose Stevens	19901	preK		✓	altamose99@yahoo.com

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Tylkisha Scott	19901	2 nd 5 th	Tylkisha		msmmdougald 42011@gmail.com
Ravetta Ribbett	19943	5 th	Ravetta		mravetta@yahoo.com
Monika Cuffee	19943	3 rd	Monika		cuffee mac@gmail.com
Latasha Custis	19962	3 rd 6 th	Latasha		Latashadus@aol.com
Talley Lane	19943	3, 4	Talley		Talley Lane@hotmail.com

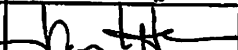

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Theresa Harris	19977	1 st .		✓	HarrisTerry2017@gmail.com
Latosha Taylor	19977	4 th		✓	mrs.latoshataylor@gmail.com

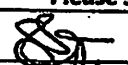
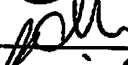
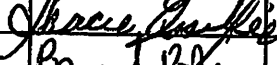
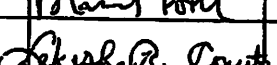
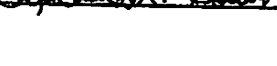
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Smya Sparks	19904	2, 3, 4		<input checked="" type="checkbox"/>	ubeginnew2@gmail.com
Shelbyce Essilfie	19901	3, 4		<input type="checkbox"/>	slessilfie@gmail.com
Grace Essilfie	19901	3, 4		<input type="checkbox"/>	dutchezz79@gmail.com
Bandy Poole-lee	19901	1K		<input type="checkbox"/>	bjonaz1@gmail.com
Lekisha R. Counts	19934	6 th		<input checked="" type="checkbox"/>	lekcev@hotmail.com

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Janice Campbell	19953	3	Janice Campbell		ljcampbell.5355@gmail.com
Zaitun Justice	19946	6/9			ZaitunJustice@yahoo.com
Pamella and Kerry Jenkins	19964	5		✓	cooljenkins95@gmail.com
Sariya Diggins	19977	4	SALLY Diggins		diggs630@gmail.com
Skyler Diggins	19977	1	SALLY Diggins	✓	

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Angela Kelley	19904	4th	<i>[Signature]</i>	✓	adcreations@gmail
Theresa Williams	19901	4th	<i>[Signature]</i>	✓	twilliams2399@gmail.com
Gerald Green	19901	8		✓	gerald.m.green@outlook.com
Natalie Cherry	19977	8th	<i>[Signature]</i>		ncher02@gmail.com
Renata James	19904	7th	<i>[Signature]</i>		xxxxxxxxxxxxxxxxxxxx risetosuccess tutoring@gmail.com

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William Rounds	19962	5 th		✓	roundsw@yahoo.com
Josephine Wilson	21617	6 th			jowilson253@yahoo.com
Melissa Mickles	19934	kindergarden	Melissa Mickles	✓	melmick14@gmail.com
Bobbie Oates	19934	7 th		✓	bobbieoates1ive@gmail.com
Michael Howell	19709	9 th	Michael Howell	✓	howw32@yahoo.com

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Bianca Iacone	19934	③ No school yet		✓	Beautifulb.ajj.ajj@gmail.com


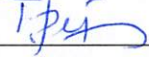
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Eliu Awon	19904			✓	amadieliu2000@yahoo.com
Nnenna Awon	19904		N/A	✓	nelawon@yahoo.com
Kolawole Akinbayo	19904			✓	Kolawole.Akinbayo@yahoo.com
Tennille Pettis	19709			✓	betterthanbleed@hotmail.com
Micah Newton	19119			✓	MNewton2610@gmail.com

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Richard Rutledge	19734	1	Duplicate	Mr Rutledge	Mr Rutledge Paularutledge12@gmail.com
Paula Rutledge	19734	1		Paula Rutledge	
Lauran Staley	19901				
Claudia Patton	19977				

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TRISTARUNESS HICKS	19901	12		✓	
Yokque N. Brut. Ali-Bog	19977	2 nd Year College			yokqueNzingha@live.com
Marilyn Parnell	19934	10			MarilynPA1162@gmail.com
Michelle Derres	19934	2			AD
Sylvia A. Fletcher	19901				N/A

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Kelly Jones	19934	10 th		Kelly Jones	kellywoolard1@me.com
Donna Blakely	19901	NA		dlbw	@hotmail.com
Kanissia R	19962	5-6 th		Kanissia R	@yahoo.com
Sonya McRant	19977	8		Melrose Mc	@yahoo.com
Earl Jackson	19934				EJackson8@comcast.net

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Darell Jones	15534	9-12		<input checked="" type="checkbox"/>	rell.jones@hotmail.com
Stanley M. Hooper					
Kathleen Eren	19977				
Luis Eren	19977				
Arletha Morris		1	Arletha Morris		Arlethade40@gmail.com

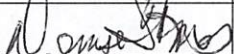
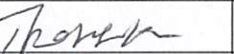
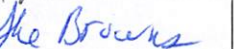
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Denise Thomas					mistyblue186@gmail.com
David Livingston					dave3102@comcast.net
Sherrie Livingston					
Therese BRYAN					therese.bryan@y410.com
Alicia & Phyllis Brown					apbrown0803@gmail.com

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David F Bull					bust-ed-54209@yepha.com
Vanessa Riddick					
Mary Harris					
Adelina Riddick					
Thomas Riddick					

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Ammanda Holman	19977	K	<i>[Signature]</i>	<input checked="" type="checkbox"/>	alholman89@cutlook.com
Carrie Whitney	19901	K	<i>[Signature]</i>	<input type="checkbox"/>	eightwhitneys@aol.com
Tieria Christens	19904	1 st 3 rd	<i>[Signature]</i>	<input type="checkbox"/>	Tieria.Christens@gmail.com
Tiana Rene	19901	3 rd	<i>[Signature]</i>	<input type="checkbox"/>	Tianara.Rene@icloud.com
Will White	19901	2 nd	<i>[Signature]</i>	<input type="checkbox"/>	






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Khalia DAVIS	19				
Khalia DAVIS	19904	K			buetan.zb@yahoo.com
Makeya Bey	19901	3 rd			Kaboye11@yahoo.com
Teresa Hudson-Harden	19904	8 th		Yes	reesie2923@yahoo.com
SITKA ELLIS	19904	PK			rosen251@hotmail.com
Vivette Davis	19901	PK			Ses1921@gmail.com





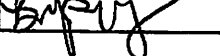
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Wykiasha Harris	19904	4 years old			
Bridget Harris	19904	5th 1st			
Marissa Fisher	19901	2 years old			
Kereshia Thur	19977	3 yrs old			
Bottany Murphy	19943	4			

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Stellik Goodwin	19934	4th 2nd 1st		Stell	Stellik1974@gmail.com
Christina Vien	19904	Kindergarten	@		LAGIRIKER@aol.com
Shirley Mady	19901	K 1st 2nd	Shirley Mady	I am	newmommy372@gmail.com
Webster Wiley	19904	Kinderg	W. Wiley	I am	W.Wiley1@aol.com
Eric Jackson	19901	1st	Eric J	I am	erjackson@gmail.com

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Tamara Burman	19901	2,3,4,5,6	<i>Tamara Burman</i>	<input checked="" type="checkbox"/>	Downman15@gmail.com
Henry Yearstley	19962	4	<i>Henry Yearstley</i>	<input checked="" type="checkbox"/>	
Melissa Martinez	19977	K, preK	<i>Melissa Martinez</i>	<input checked="" type="checkbox"/>	melims23.93@gmail.com
Hecther Dancer	19977	K-11	<i>Hecther Dancer</i>	<input checked="" type="checkbox"/>	cdancer10@gmail.com
Dorothy Tighe	19904	K-12	<i>D. Tighe</i>	<input checked="" type="checkbox"/>	tighe.dorothy69@gmail.com



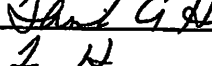
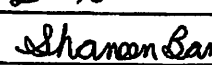

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Gerry Pennington	19904	3		yes	Rundown.g@gmail
Hassan Ahsan	19904	Kindergarten		Yes	MCKYB/ua@gmail.com
Tamika Hudson	19943			yes	chverdoll26@gmail.com
Tiarra Hudson	19904	Prek		yes	tiarra5@aol.com
Shaneen Banks	19901	4th + 1rs		Yes	Shyneen0120@yahoo.com

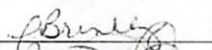
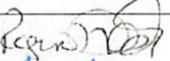

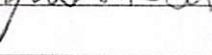
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Justina Brinkley	19904	2nd			Justina.Brinkley@Delaware.Gov
Regine Walker	19962	7 th	Regine Walker		regine.walker@capital.k12.de.us
Rashid Walker	19962	7th		Rashid Walker	Rashid.Walker@ssd.k12.de.us
Justin Gordy	19901	4th	Justin Gordy	Yes	Jgordy123@gmail.com
Jeneé Tyson-Greeh	19964	5 th		Yes	jeneegreeh@yahoo.com

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Rose Spielman	19962	8	Rose Spielman ✓	✓	rspielman01@gmail.com
Gregory Spielman	19962	8	Gregory Spielman ✓	✓	greg.spielman@aol.com
Dorhonya Nichols	21060		Dorhonya Nichols ✓	✓	djohnichols02@yahoo.com
Joyce Nichols	19901		Joyce Nichols ✓	✓	joycenichols67@gmail.com
Erin McMillan	19962		Erin McMillan ✓	✓	maczillo7@gmail.com

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Anthony Swift	19938	preschool			aswift@aol.com
Stefoni Dor Harrell	19901				Stefoni.harrell@yahoo.com
Karen Stavors	19904	K	At Toward		Dejeja@Comcast.net
Theresa Baddison	19901	1C			netgodson1@Comcast.net




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Linda Stewart	19977				mrsbuck02@gmail.com
Rosetta Jackson	19934				jenksr@a.comcast.net
Earl Jackson, Jr.	19934				ejackjr@a.comcast.net
Janice Riggs	19977				

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Rhonda Akimbayo	19904	K	<i>[Signature]</i>		Rhonda.Akimbayo@delaware.gov
Aileen Martin	19904	K	<i>[Signature]</i>		mb1transcription@aol.com
Deanna Allegro	19977	N/A	<i>[Signature]</i>		559.deanna@gmail.com
TAMIKA CARTER	19962	4 th	<i>[Signature]</i>		TAMIKA.CARTER@hotmail.com
Karyn Betty Brines	19901				mellowfellow277@msn.com

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Barbara Lovell	19904	1ST	B. Lovell	✓	Lore BAR 26@gmail.com

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Grace Bulllock		2 yr College	Grace Bulllock		elizabeth91263@yahoo.com
Alexandra Edwensye	12219962		A Edwensye		

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Vanetta Gladson	19904	3	Vanetta Gladson	✓	newnetta030@gmail.com

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M. Jackson	19934	4 th , 6 th	-m. Jackson		Kingdom Kids 357@gmail.com

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Shatema Adams	19904	4 th	Shadug	✓	adamsshas82@gmail.com


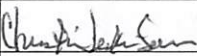
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(TE) #973-336-0496 Christine Jenkins-Lucas	19977	GREAT NEW S			LucasChristine68@yahoo.com *

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Carlina Lewis	19977	4, 5	<i>Carlina Lewis</i>		gamijaa@hotmail.com
ELENA THOMPSON	19904	K	<i>[Signature]</i>		electa36.com
Dana Hamler	19977	K	<i>[Signature]</i>		dana.hamler@yahoo.com
Carrie [Signature]	19901	7th	<i>[Signature]</i>	Carrie [Signature]	virtuosity3@yahoo.com


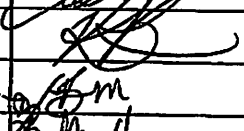
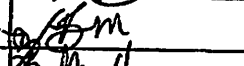

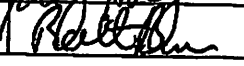
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Jinger Helm	19977	11	 Please sign	yes	jshelm982@gmail.com
Rozell Robinson	19938	6 th		yes	rrob17447@aol.com
Brittany Mitchell	19901	4th - kindergarten		yes	mitchellbrittany4@gmail.com
Betty Harvey	19977	11 th		yes	flowerslot13@gmail.com
Robert Brown	19904	2 nd		yes	robert.brown@delaware.gov


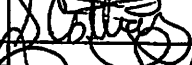
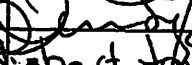
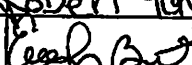
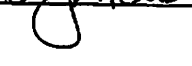
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Kevin Jones	DE 19734	4 th		✓	Kevin.jones@gmail.com
Sebrenu Cottingham	DE 19777	9 th & 11 th		✓	Sebrenu.530@gmail.com
Karen Lyles	19734	11 th		✓	k.lyles@yahoo.com
Robert Taylor	19734	2 nd			
Bikyn Butler	19977	8 th		✓	evayb4@gmail.com

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Sonja McRant	19977	5TH	<i>[Signature]</i>	Mother	Sonja.mcrant@yahoo.com
Christine Asorio	19901	1, 7, 12	<i>[Signature]</i>	Grandparent	jlomsoorio@yahoo.com
Mandha Bazid	19934	5	<i>[Signature]</i>	Grandpa	ARANSAY78@aol.com
Dana Armantrading	19904		<i>[Signature]</i>		cert3try4me@gmail.com
Ewan Armantrading	19904		<i>[Signature]</i>		cert3try4me@gmail.com

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Ruth Sudler	19901	4th	<i>Ruth Sudler</i>	<i>Ruth Sudler</i>	<i>ruthsudler@aol.com</i>
Robin Brown	19709	3rd	<i>Robin Brown</i>	<i>Robin Brown</i>	<i>niarobin@verizon.net</i>
Pier Straws	19904	Kindergarten	<i>Pier Straws</i>	<i>Pier Straws</i>	<i>rydevdave@yahoo.com</i>
Benjamin Feldman	19504		<i>Ben Feldman</i>	<i>Ben Feldman</i>	<i>festinrepair@gmail.com</i>
VERNON ALSTON	19934	6th	<i>Vernon Alston</i>	<i>Vernon Alston</i>	<i>bobbiesmyler@gmail.com</i>

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Katrina Morgan	19971	6 th 5 th Kindergarten	<i>Katrina Morgan</i>	Yes	Katrinays7@msn.com
Danielle Jenkins	19904	5	<i>Danielle Jenkins</i>		
Danielle Winters	19709	4 th / 7 th	<i>Danielle Winters</i>		
Christopher Dalton	19977	9 th & 10 th	<i>Chris Dalton</i>		
Mary Ann Burris	19934	8 th	<i>Michael Neal</i>		maryann819@gmail.com

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Kimberly Berger	19904	5	<i>Kimberly Berger</i>		kberbo10@gmail.com
Julius Mullen	19901	1	<i>Julius Mullen</i>		drjmullen@gmail.com
Janice Pien	19977	3	<i>Janice Pien</i>		N/A
Latoya White	19904	7	<i>Latoya White</i>		Latoya999@hotmail.com
Roselyn Young	19904	3 & 1e	<i>Roselyn Young</i>		theyoungs1969@gmail.com

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Tamika Lee	19904	K	<i>[Signature]</i>		tamikalee.lee@gmail.com
John Hanner	19901	S	<i>[Signature]</i>	Yes	deserteaglesbrigade@gmail.com
Aime Scott	19709	L	<i>[Signature]</i>		44487904@gmail.com
<i>[Signature]</i>	19934	K	<i>[Signature]</i>		9emina428@gmail.com
Tanisha Baker	19709	K	<i>[Signature]</i>		tanishabaker@yahoo.com

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Melonae Arts	19938	5 th	<i>Melonae Arts</i>		Melonae.Arts@gmail.com
Jamile Brown	19938	K	<i>Jamile Brown</i>		Jamile923@aol.com
Natasha Muller	19901	1 st	<i>Natasha Muller</i>		natashafreshwatermuller@gmail.com
Jayla Muller	19401	K	<i>Jayla Muller</i>		mullerjayla@gmail.com
Thomas Campbell	19953	2 nd	<i>Thomas Campbell</i>		BTCampbell5355@gmail.com

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Jessica Frederick	19734	1 st , 9 th , 11 th	Jessica Frederick		JFrederick916@gmail.com
Sharon Walker Roberts	19901	1 st , 11 th	Sharon Walker Roberts		roscofsharon722@gmail.com
DeVante E. Woot	19709	1 st , 2 nd , 3 rd	DeVante E. Woot		devanteWoot92@gmail.com
Sandra E. Emory	21651	K, 1 st	Sandra Emory		semorye@gmail.com
Sade' Truitt	19904	2022	Sade' Truitt	yes	struitt@gmail.com

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M					
Margot Wallace	19901	1-6	<i>Margot Wallace</i>		leadin lady321@gmail.com
Karen Hughes	19977	K	<i>Karen Hughes</i>		khughes2705@gmail.com
Beth Hardman	19962	K-12	<i>Beth Hardman</i>		hard3909@gmail.com
Willie Hardman	19962	K-12	<i>Willie Hardman</i>		wshardmanjr@gmail.com
Nate Morris	19904	K-12	<i>Nate Morris</i>		NathanalMorris50@gmail.com

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Eshamah Sharieff	19963	Kinderg.	Eshamah Sharieff	yes	Eshamah.Sharief@yahoo.com
Dwayne Henderson		5 th	Dwayne Henderson	yes	

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ROSE OJONGA	19904	11 th grade	Father		
K. FAMILKINWA	19904		Father		ferm.v@gmail.com famalkinwa
FERRUG Hewitt	19901	8 th grade	Father	Yes	maxzdimus@gmail.com
Judy Kucher	19709	8 th g	Grandmother	yes	Judy Kucher

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Nyoka Fitchett	19973	11th	<i>Nyoka Fitchett</i>	✓	nyoka811@icloud.com
Erik Johnson	19934	10th	<i>[Signature]</i>	✓	FAT4CHRIST@COMCAST.NET
Alfred Helms	19977	1st & 3th	<i>[Signature]</i>	✓	helma1231@gmail.com

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Linda S. Bordley	19901	11 th grade	Linda Bordley	Grandmother	lbordley@comcast.net
Shirley Scott	19901	Kindergarten	Shirley Scott	YES	01ajem1@usa.com
Henrietta Ward	19907	Kindergarten	Henrietta Ward	YES	dotward@aol.com
Rashique Edwards	19904	Kindergarten	R/A	YES	rashique@gmail.com

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Name	Postcode	Grade Level your child will enter into for school year 2021-2022	I would select Destiny Education Leadership Academy as first choice for my child(ren) Please sign	OR: I am interested in finding out more information	Email address
VICTORIA TORRES	19901	(over) Pre-Kinder	<i>[Signature]</i>	Yes	v+nebloodofJesus@yahoo.com
Terra Lawrence	19904	JR	<i>[Signature]</i>	YES	LITECFMWR@ccmcst.sch
Ivan Cordero	19943	JR	<i>[Signature]</i>	YES	ALLAH.KC@CC@GMAIL.COM
Phyllis Brown	19901	All	<i>[Signature]</i>	yes	apbrown0503@gmail.com
Malik Lopez	19963	Kindergarten	<i>[Signature]</i>	yes	Malik.Lopez@gmail.com

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Brown, Alan	19901	6	Alan Brown	—	alambrown5131@yahoo.com
Bethy Bagwell	19901	7	Bethy Bagwell	Yes	bagwellbr123@gmail.com
Rose M. Maphuca	19901	5/6	[Signature]	Yes	rmaphuca@desty.edu
Michelle Henry	19950	4	[Signature]	Yes	mehenny83@gmail.com

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<i>Rod</i>					
Rodney C Abrams	19901	K	<i>Rodney Abrams</i>	<i>Rodney Abrams</i>	<i>raabrams294@gmail.com</i>
Rachael Gonesh	19934	4	<i>Rachael G</i>	<i>Rachael G</i>	<i>rachael.gonesh@gmail.com</i>
BRIAN SUDLER	19938	K+5	<i>B</i>	<i>B</i>	<i>C.sudler@gmail.com</i>
Hendrix Dickens	19943	K-6	<i>Hendrix Dickens</i>	<i>Hendrix Dickens</i>	<i>h006-dz3d@comcast.net</i>
MICHAEL THOMAS	19946	K-5	<i>Michael A. Thomas</i>	<i>Michael A. Thomas</i>	<i>PRAI2EM277@yahoo.com</i>

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Danielle C.	19907	4 th		✓	Danielle.H.Craig7@gmail.com

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Summer Mahi	19901	5	Summer Mahi	✓	
Rebecca Rich	19962	6	Rebecca Rich	✓	
Amanda Terray	19904	K	_____	✓	amandaterray13@gmail.com
Dominique Harris	19901	4	Dominique Harris	✓	dominiqueharris@cpheo.com
Brenda Harris	19901	1	Brenda Harris	✓	

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Sheikha Sharp	19904	1st	<i>Sheikha Sharp</i>		SHARPA156@gmail.com
Teall Clinton	19962	5 th & 6 th	<i>Teall Clinton</i>		Clinton.Teall@gmail.com
Gary Bellard	19962	1st	<i>Gary Bellard</i>		GaryBellard427@gmail.com
Dandrea Hillas	19963	1st	<i>D Hillas</i>		Hillasdandrea05@gmail.com
Anthony Morris	19904	5th	<i>AM</i>		anthony.chesterdorris@gmail.com

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James Brumbe	19905	1st grade	<i>[Signature]</i>		
Katrina Brumbe	19901	pre school	<i>[Signature]</i>		James Brumbe, j.brumbe@crossroadlife.com
Katrina Brumbe			<i>[Signature]</i>		Katrina Brumbe, katrina.brumbe@ymail.com
Rise Washington	19962	3rd	<i>[Signature]</i>		Rise, I AM YWU@destiny@gmail.com
Bridget Hefflin	19962	4th & 5th	<i>[Signature]</i>		
Anthony Wallace	19901	3rd 2nd	<i>[Signature]</i>		speakefaith2@hotmail.com

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Constance Fuller	19904	Curtis Fuller	GRANDMOM	✓	FullerC@KSTI.ORG

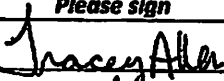
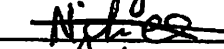


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Shila Allen	19904	6 th			mistyl8@gmail.com
Grisela Nabe	19901	2 nd , 4 th , 6 th , 8 th			nchelegisele@yahoo.com
Deane HAKO	19901	3 rd			deane macko@yahoo.fr
Courtney Suller	19938	2 nd & 7 th			Cisuller@gmail.com

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Robert Wright	19904	10&12		✓	leanandgreenlezyhoe.com

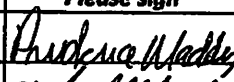
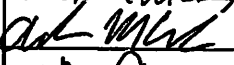



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Prudence Maddox	19952	K, 4, 5			pmaddox1206@gmail.com
Andre McLeod	19901	1			dre4506@gmail.com
Mandi Anderson	19904	K-5th			mandianayharr@gmail.com
Beck H Hampton	19904	K-5th			hamp1a.comcast.net
Maryann Stevens	19904	5th			maryannmurray83@gmail.com

DESTINY EDUCATION LEADERSHIP ACADEMY
ENROLLMENT POLICY AND WITHDRAWAL POLICY

The following is the enrollment and withdrawal policies of Destiny Education Leadership Academy (DELA).

Enrollment Policy

Any student who is a resident of the State of Delaware is eligible for enrollment in DELA except as may be restricted by 14 Del. C. § 506(3) because of age and grade or by lottery in the case of over-enrollment. Admission is by application made during the open enrollment period established by 14 Del C. Ch. 4 for the operation of a Public School Choice Program. Open enrollment starts on November ____, 2020 and closes on January ____, 2021. If submitted during the open enrollment period exceed the number of seats available for any grade level, then the seats will be awarded by lottery. The date, time, and location of the lottery will be published on the school website and parents are invited to attend. Any student not selected in the lottery will be placed on the wait list in the order in which their name is drawn. The wait list will be published on the school website using a number code. Each parent of a student not selected in the lottery will be provided a wait list code to monitor the wait list to determine if their child has a chance at enrollment. If a seat is offered to a student and the student fails to complete registration within ten (10) business days, then the seat will be awarded to the next person on the wait list. Said next person on the wait list will be notified of the available seat and will then have ten (10) business days to complete registration. A registration packet will be provided along with notice of the available seat. The registration packet will contain a form providing written confirmation, to be signed by a parent or guardian in the student's initial year of attendance at the charter school, that the student will remain in the charter school for a least 1 year. The confirmation shall include the following: "I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least 1 school year."

Admission Preferences

DELA recognizes admission preferences for siblings of students enrolled at the school and children of the school founders, not to exceed 5% of the school's total population.

Withdrawals

Students withdrawn from the school by parents shall do so in writing. Once a student is withdrawn the seat become available to another student. Student that withdraw from the school are required to start the enrollment process all over against and become position as any other student seeking to enroll in the school. The exception is that student who transfer or withdrawal due to a parent's military service of a valid employment training opportunity may re-enroll upon return if there is a seat available.

Performance Management

1.4 Performance Management

14 Del. C. §§ 512(4)-(7)

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

DELA will use the results of the State end-of-grade test each year and cumulatively over the life of the charter as the major measure of the school's academic progress, including individual students, student cohorts, and student subgroups. The school will use comparisons the local school district (Capital School District) as a whole, and subgroup comparisons, and similar schools' comparisons. The comparisons will include performance and growth measures. The DELA board and leadership team will use MAP assessments of the Northwest Evaluation Association to measure grade K-8 reading and math, and grade 1-8 science. The school will use MAP's to create benchmarks each year during the first 10 days of school. MAP will be administered at the four additional points in time throughout the school year as benchmarks and as a summative assessment for non-state tested grades. MAP assessment data will provide the board and leadership team with a way to measure proficiency and growth incrementally to use the data to drive instruction.

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

DELA's Instructional Leader will serve as test coordinator and will be responsible to generate data reports from the MAP assessment program which can be reported in the aggregate. Individual student reports will also be generated for parent and students to monitor incremental progress. MAP data in reading, math, and science will be used by the Instructional Leader, Teachers, and Instructional Teams to plan instruction, make academic interventions, and use as part of the school's Response-to-Intervention (RTI) Multi-Tiered System of Support (MTSS). Tests will be administered via computer with a lockdown browser during test administrations. Data is almost immediately available for use by the instructional staff upon completion of the test.

3. Describe the corrective actions the school will take, pursuant to 14 *Del. C.* § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Instructional staff will identify all students which fall one standard deviation below the norm for elevation in the RTI program to Phase II. In Phase II, students are provided interventions including small group instruction, parent conference, peer

support assignment, other specific academic interventions, and revisit Personal Education Plan (PEP) goals. MAP provides sufficient detailed information to enable interventions in targets areas of instruction which may have resulted in the individual student's lower performance. The Instructional Leader, Lead School Administrator, the management services provider, and the board can monitor student progress by individual student, growth comparisons, subgroups, schoolwide, and as compared to state and national norms.

4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

DELA's services provider will provide the board and staff with extensive professional development to sustain the school's decision making in academic performance, organizational management, and financial viability. The board and school leaders will closely monitor state level data systems, including Delaware School Report Cards and other data systems to assess the school's status. MAP will provide us timely academic data which will give the board and staff sufficient time to make mid-course corrections. The board and school leadership will use available data reports on the school's organizational and financial performance to guide its decision making. The board and the management services provider will establish an internal monitoring system to analyze the school's incremental organizational and financial performance. For example, the management services provider will provide a management task list to assure that all reports are timely submitted, budgets are properly approved, assessment is made of actions in advance to help keep the school on the proper course in making informed decisions.

5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

The school leadership team will conduct internal compliance monitoring to assure the school's federal programs, including programs for students with disabilities, and programs for English learners are operated in compliance with state and federal standards. The team will use a check list to monitor financial management and oversight, governance and reporting, and monitor student and employee grievances, complaints, teacher and other professional credentialing, and the school environment including facilities, transportation, health and safety, and the school lunch program. The school will set goals annually based upon data collect and analyzed.

6. Describe any mission-specific academic goal(s) that the school plans to use. State your mission-specific goal(s) clearly in terms of the measure(s) to be used, the rationale(s) for each measure, and the targets that you plan to use to assess student

academic performance against these goals. (**Note!** mission-specific goals are optional unless you are proposing to serve students at-risk of academic failure.)

Our mission specific goals are as follows: (1) To identify the percentage of students score in reading, math, and science above the 90th percentile at the beginning of each school year based upon MAP assessment scores and increase said percentage by 7 percent each year; (2) To identify the percentage of students score in reading, math, and science above the 80th percentile each year based upon MAP assessment scores and increase said percentage by 7 percent each year; and (3) To identify the percentage of students scoring in reading, math, and science overall below the 80th percentile and increase their scores by a minimum of 5 percent each year. These mission specific goals will be used as a measure to determine the school's progress toward placing our students on the path to the best colleges and universities in the world.

7. If you are proposing to serve students who are at-risk of academic failure, pursuant to 14 DE Admin. Code § 275.4.2.1.5, describe the expected performance of each student on the State's mandatory assessments in each grade during the initial charter period and what, if any, portion of the Performance Framework (see links below) shall or shall not apply to the school, or shall be modified to more appropriately measure the performance of the school. (**Note!** Applicants proposing to serve students who are at-risk of academic failure are required to have one or more mission-specific goals.)

DELA is not proposing to serve only at-risk students. Therefore, we do not make specific goals at this time. We expect we will receive a percentage of student that are at-risk comparable to the local school district. If after lottery and testing, our at-risk population significantly exceeds the local school district, DELA board will set additional goals and petition the authorizers to modify the performance contract accordingly.

Staffing

1.5 Staffing

14 *Del. C.* § 512(6)

Staff Structure [14 *Del. C.* § 512(6)]

1. Provide, as **Attachment 9**, organizational charts that show the school governance, management, and staffing structure in Year 1 and at full expansion. (**Note!** The organizational charts will be compared against the budget figures supplied elsewhere. The provided organizational charts and budget must align.) The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational charts and accompanying notes or roster should identify the following:
 - a. Year 1 positions with position descriptions, including those for administrative, instructional, and non-instructional personnel;
 - b. The number of classroom educators, Paraprofessionals, any specialty educators, and contracted professional services, such as Speech Therapists, Physical Therapists, etc.;
 - c. Operational and support staff;
The reporting structure for the proposed school; and
 - d. The educator-student ratio, as well as the ratio of adults to students for the school.

(**Note!** The School Nurse must hold a valid standard certificate as a School Nurse, a bachelor's degree in Nursing, and a current Registered School Nurse license pursuant to 14 DE Admin Code § 1582.)

See: Attachment 9.

2. If the school is part of a network of schools and/or would contract with a Charter Management Company or other education management provider, clearly show the network/provider's role in the organizational structure of the school. Explain how the relationship between the Board and the school administration will be managed.

The educational service provider's role is outline in the Management Agreement.

Staffing Plans, Management, and Evaluation [14 *Del. C.* § 512(6)]

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school

will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

DELA employees are at-will employees, with at-will rights enhanced by contract. All employment contracts are performance based. Employment contract will have provisions which allow for workforce reductions after proper notice with penalties to the employer. The contracts purpose is to obtain a commitment from employees regarding expectations and to identify clear performance standards.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing educators.

On information from the DOCS, charter school teachers' are paid in the same manner and rate as traditional school teachers, and receive the same benefits. We built our budget on the state teachers' salary schedule. Employees will receive salary, retirement as part of the state retirement system, and health benefits. We will retain high-performing educators by provide training and helping teachers enhance their teaching craft. We will provide non-monetary incentives.

3. Describe the plan and timeline for recruiting and selecting the teaching staff and other educators/professional staff. Describe the school's plan for meeting the educator certification requirements of the Delaware Charter Law, 14 *Del. C.* § 507, which includes ensuring that non-certified educators are participating in a Delaware approved alternative certification program. Describe any pre-service training that prepares new educators while providing an additional staff screening period for the School Leadership Team.

DELA will contract teachers and administrative staff between March and May of 2021. As part of the process, we will address the issue of professional certifications to comply with Delaware Law. The school will provide mandatory pre-service training for all staff.

4. Outline the school's procedures for hiring and dismissing school personnel, including the school's process for conducting criminal background checks.

DELA board will adopt personnel policies and procedures which address criminal background check, hiring, and termination of employment. The board will adopt personal policies and procedures during the ready-to-open period. All employees will be required to have background checks consistent with state law.

5. Describe how the School Leadership Team will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code and regulations or propose an alternative system. Also, explain how the school will use educator evaluation processes to provide support for educators and ultimately make decisions about

retention, promotion, and advancement.

Explain how the school will handle unsatisfactory educator performance, as well as educator changes and turnover.

Employment at DELA is performance based. DELA board will propose an alternative performance appraisal system for use at the school which will be submitted to the state for approval. DELA will comply with state law regarding performance appraisal. We will provide an appraisal system which provide immediate feedback built upon the Success Academies model. We will consistently work to improve teacher quality and student performance. Our appraisal system will be consistent with this goal. We will attempt to remediate unsatisfactory educator performance but will maintain student performance as our top priority and purpose which will outweigh all other factors.

6. Explain how and when the Board will evaluate the Principal/School Leader. What evaluation tool will be used? What key performance criteria will be examined? How will student academic growth be factored into the Principal/School Leader's evaluation?

DELA board will evaluate the school leader in parts, with an annual summary. The board will develop or adopt an evaluation tool which include the primary criteria of the school making progress toward the school's performance agreement items. Student academic group will be a major factor in the evaluation of the leader.

7. What mechanisms or options will the Board leverage to address unsatisfactory leadership performance, should it occur, as well as turnover? What cut points within established metrics might trigger different courses of action in regards to the oversight of the Principal/School Leader?

DELA was provide a termination clause in the employment contract for lack of student performance. The board will develop a secession plan for school leaders and maintain a list of qualified applicants.

Professional Development [14 Del. C. § 512(6)]

1. Describe the professional development plan, including standards and opportunities that will be offered to the staff. Identify who will be responsible for developing, leading, and evaluating professional development at the school. This description should explain how professional development for the faculty will support the educational program and build capacity to improve student achievement. The plan must include the following:
 - a. A schedule and explanation of professional development that will take place prior to school opening. Explain what the focus will be during this induction period and

- how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods;
- b. The expected number of days/hours for professional development throughout the school year, and an explanation of how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Specify when educators will have time for common planning or collaboration and how such time will typically be used;
 - c. An explanation of how professional development will be aligned with the interim (e.g. classroom, diagnostic, formative) assessments and staff evaluation processes, and how it will be adjusted during the year to address areas of need that are identified;
 - d. An explanation of how the professional development program will be evaluated to assess its effectiveness and success.
 - e. An explanation of the school's system for providing coaching and professional development for the School Leader. Explain how the school will know what coaching and professional development the School Leader needs.

DELA's professional development plan will include a minimum of 15 day of pre-service professional development and plan. There will be an additional 10 day of professional development included in mandatory teacher workdays during the school year. Professional Development will be provided by the educational services provider H.A.R.K. Educational Services, Inc. The professional development plan is aligned to the school's mission, vision, and the school's educational plan.

Pre-Service Professional Development

During the months of July and August 2021 H.A.R.K. will provide mandatory pre-service professional development for the school's founding staff. The pre-service professional development will consist of approximately 105 hours of training and planning. A sample agenda is as follows:

Day1:

- Introduction and Orientation
- DELA's School Design Plan
- Developing DELA's School Culture
- Introduction of "Intelligent Academic Rigor"
- Introduction of Data Driven Instruction

Day 2:

- Introduction of MAP Assessments
- MAP Test Administration
- Reading MAP Data Reports
- Use other MAP Resources
- RIT and Lexile Scales

- Use of Data to Drive Instruction

Day 3:

- PLC and Data Driven Instruction
- RTI/MTSS Implementation and Management
- Educational Standards
- Data Use Practice
- Data Use Practice Part II
- Data Use Practice Part III

Day 4:

- Academic Performance Framework
- Reading/ELA Progress Data Issues
- Math Progress Data Issues
- Science Progress Data Issues
- Introduction of TQM in Education

Day 5:

- Moving Test Score with one Stable Datum at a time
- Active-Based Learning I
- Active-Based Learn II
- Practical Application of Active-Based Learning

Day 6:

- Scaffolding: Level the Playing Field
- Brain-Based Learning Theories
- Practical Experience with MAP
- Practical Experience with MAP II

Day 7:

- Understanding the Standards
- Creating Pacing Guides Practice
- Creating Pacing Guides

Day 8:

- Pacing and Test Question Weights
- Pacing Guide Work I
- Pacing Guide Work II
- Pacing Guide Work III

Day 9:

- Culturally Responsive Teaching
- School Etiquette
- Student Discipline
- Students with Disabilities
- English Language Learners
- Other At-Risk Students

Day 10:

- Use of Technology in the Classroom
- Chrome Management Console
- Internet Safety
- Digital Repository
- Student Accounts

Day 11-15: These Professional Development Day Agenda TBA.

Post-Service Professional Development

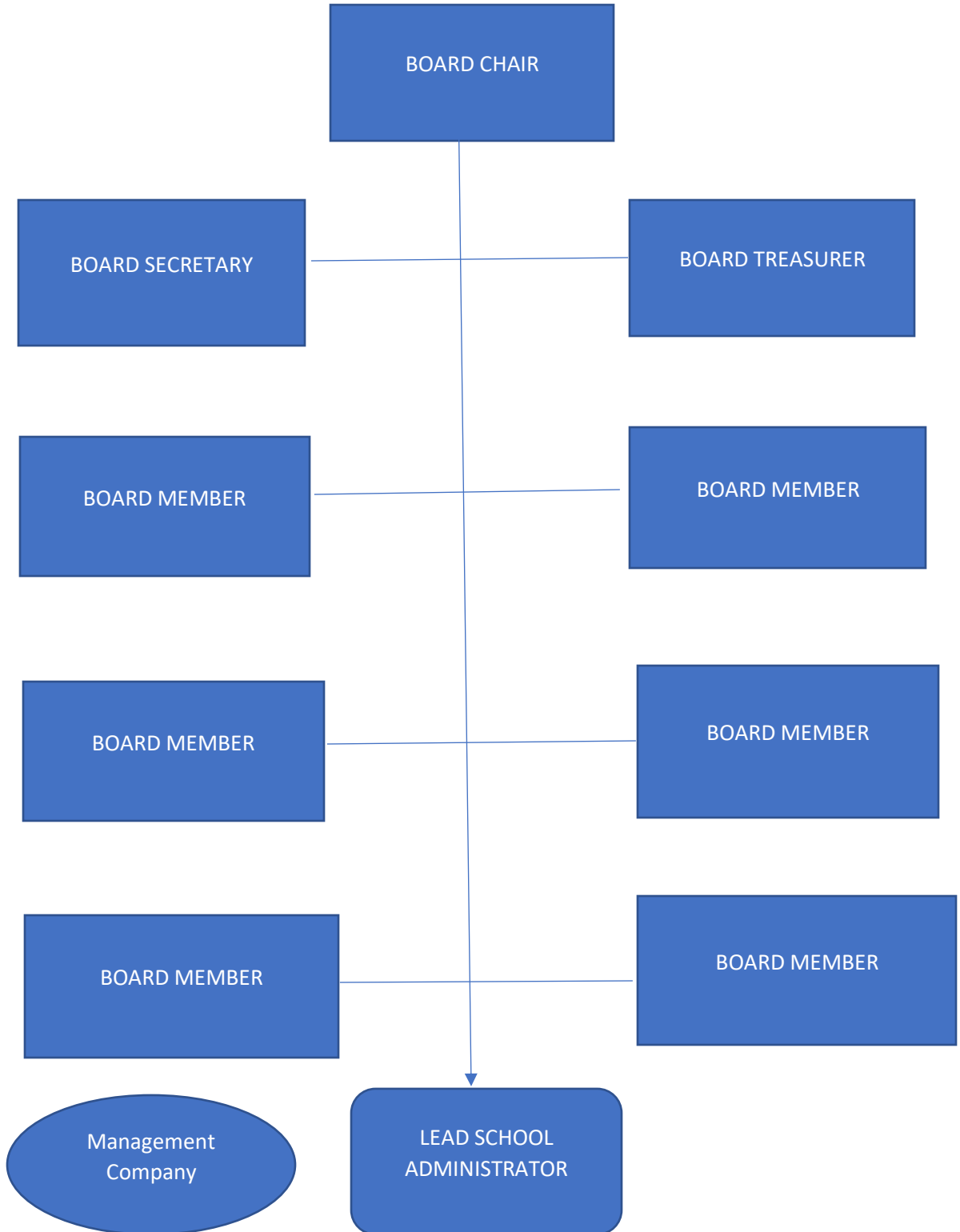
Ten (10) days of professional development will be scheduled during the school year. The agenda's TBA. Approximately 70 hours will be dedicated to professional development during the school year.

DELA will establish common planning times for teachers by grade level to allow teachers to work together. There will be a weekly staff meeting or Professional Learning Community Meeting. All professional development is directly aligned to carrying out the DELA school design plan. The Instructional Leader is full-time committed to coaching and providing guidance and support to the teachers. H.A.R.K. will provide professional development to the school's leadership team, including the Instructional Leader. H.A.R.K. will conduct an inventory of relevant skills during the hiring process and work with the leadership team to develop individual professional development plans. At teachers and instructors will be required to develop personal professional development plan. Our professional development will address continuing education needed for licensure renewals. Professional development with teachers will be aligned to provide support to teachers after each benchmark test to assist the teachers in effectively using the data.

DESTINY EDUCATION LEADERSHIP ACADEMY

ORGANIZATIONAL CHART(S)

BOARD OF DIRECTORS



Board of Director(s)

Organizational Chart Discussion

The duties and responsibilities of Board Members are outlined in the organizational By-Laws. In general, the Lead School Administrator workers directly for the Board at their pleasure. The Board provides for policies and procedures, budgets, provides oversight, hires the Lead School Administrator. The Management Company acts as an advisor and coach to both the Board and the Lead School Administrator. The Management Company's duties and responsibilities are outlined in the Management Agreement.

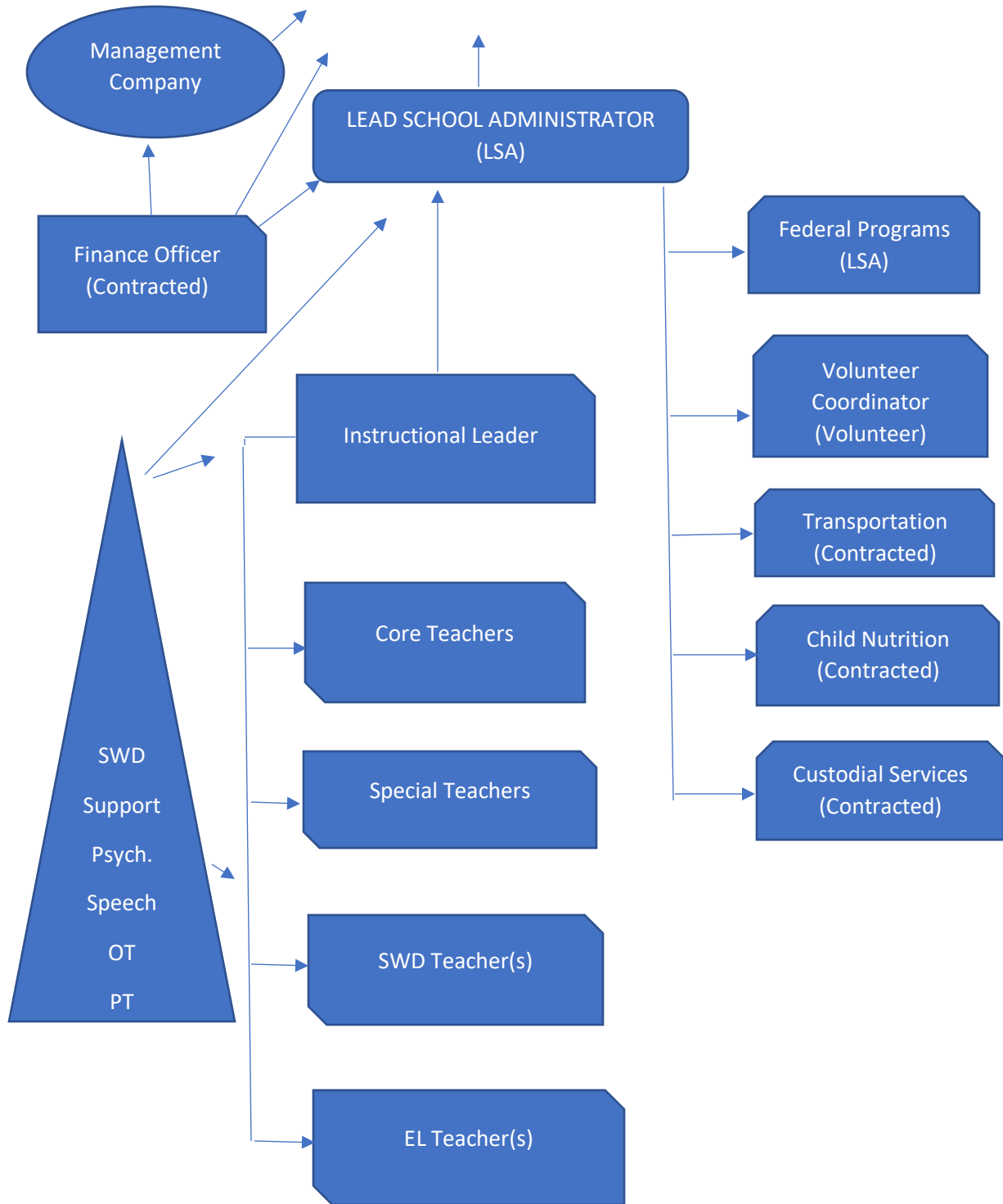
The Management Company's primary role is to provide technical support, facilitate, and act as a guide to help the Board, Lead School Administrator, Instructional Leader, and the Financial Officer carryout the School Design Plan. The Management Company acts as a Compliance Monitor for the Board. The Lead School Administrator hires all other staff authorized in the School Budget.

Lead School Administrator Job Description

Duties include general management of the day-to-day operations of the corporation, including facilities, curriculum and instruction, finances, federal programs, transportation, child nutrition, parent/community relations, marketing, compliance, human resources management, and every other aspect of the school operations.

The Lead School Administrator preferably possess a Master Degree in Education or related subject and have sufficient experience to enable him/her understand day-to-day education management of a public charter school. The Lead School Administrator will receive training and professional development from the Management Company.

STAFF ORGANIZATIONAL CHART



Staff Organizational Chart Discussion

The Lead School Administrator (LSA) provides management and oversight of the total operation of the school and its' functions. The LSA reports directly to the Board and is advised by the Management Company. The School Finance Officer reports to both the Board and the LSA. The School Finance Officer is provided guidance and is monitored by the Management Company and the Board (Treasurer and Finance Committee). The Instructional Leader reports to the Lead Administrator and the Board, is advised and provided guidance by the Management Company.

Instructional Leader Job Description

The Instructional Leader focus on data-drive instruction, providing guidance and coaching teachers. The Instructional Leader acts as the school's Official Testing Coordinator. The Instructional Leader must have a sufficient education and experience to qualify for state licensure as an educator. The Instructional Leader is the lead organizer of the Professional Learning Community.

Core Teacher(s) Job Description

The Core Teachers are licensed teachers which provide regular classroom instruction to students based upon the schedule. Core Teachers must be highly qualified and completed training and professional development provided by the Management Company.

SWD Teacher(s) Job Description

The SWD Teacher(s) carry out the instructional components of the IEP. They provide instruction in reading, math, science and other subjects based upon the IEP. SWD Teacher(s) have regular recordkeeping and reporting duties. One SWD Teacher is designated as the SWD Director/Coordinator. Said individual has the general administrative and coordination duties which include coordinating student evaluations, scheduling related services contractors, conducting the IEP Meetings, and other duties required to keep the school in compliance with state law and the federal IEP.

EL Teacher (s) Job Description

The EL Teacher(s) provide EL services to student identified as eligible for EL services. Duties include push-in and pull-out services. An EL Teacher may also have program administration duties. The EL Teacher(s) must possess an EL Teacher license.

Special Teachers Job Description

The Special Teachers teach specialty subject subjects which may include, Art, PE, Health, Technology, Computer Coding, Foreign Language, Honors Courses, 8th Grade AP World Culture, or other subjects. Special Teacher(s) should be licensed and highly qualified in the field they teach.

School Nurse Job Description

The School Nurse will provide special workshops and training to students and staff on Health and Wellness. The School Nurse must be licensed in accordance with Delaware Law.

Clerical/Receptionist Job Description

The Clerical/Receptionist manages the front desk, greets the public, and completes assigned task from the Lead School Administrator. The Clerical/Receptionist may also input certain student data into eSchool. The Clerical/Receptionist will supervise the Volunteer Coordinator. Must have and Associates Degree or higher and possess the skills needed to carry out the previously dated duties.

Volunteer Coordinator Job Description

The Volunteer Coordinator is a parent/community volunteer position supervised by the Clerical/Receptionist. The job consists of scheduling volunteer services, coordinating events, and so forth. Qualifications include completing Volunteer Training provided by H.A.R.K.

SWD Support Services Job Description

These positions are contract services from licensed professionals in School Psychology, Speech Pathology, Occupational Therapy, and Physical Therapy.

Miscellaneous

Other possible positions which are contract may include custodial services, maintenance services, cafeteria workers, transportation workers. The traditional job duties, licensure requirement, and professional standards apply. All these personnel will be required to complete training in school culture from the Management Company. All personal are required to complete background checks in accordance with state law and board policy.

Governance and Management

1.6 Governance and Management.

14 Del. C. §§ 512(1)-(2), (6) and (9)

Charter Management Company

H.A.R.K. Educational Services, Inc. is the contract management provider. H.A.R.K. is a start-up management company. H.A.R.K. has not operating history. The company is guided by Dr. David E. Clark, Jr. (Resume Attached) and Ozie L. Hall (Resume Attached). H.A.R.K. will play a significant start-up role and will largely serve as monitor and support group after start-up. H.A.R.K. will provide its expertise to the DELA board of directors. (See Management Agreement).

Legal Status and Governing Documents [14 Del. C. § 512(2)]

1. Identify the name of the organizing corporation, date of incorporation, and names of the corporation’s officers and the office held by each.

Organizing corporation: DESTINY EDUCATION LEADERSHIP ACADEMY

Date of Incorporation: July 12, 2019

<u>Name of Corporate Officers</u>	<u>Office Held</u>
Andre’ Boggerty	Board Chair
Natalie Cherry	Board Secretary
La Mar T. Gunn	Board Treasurer

2. Attach a copy of the Articles of Incorporation, a copy of the Board bylaws, and Board policies of the corporation as **Attachment 10**.

Pursuant to 14 Del. C. § 512(1) and (2), the bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Del. C. Ch. 100 (related to public bodies, public records, and open meetings) and provide for representation of the school’s educators and parents of students on the Board.

The by-laws must demonstrate that the Applicant’s business is restricted to the opening and operation of charter schools, before school programs, after school programs, and educationally-related programs offered outside of the traditional school year.

3. Provide, as **Attachment 11**, the completed and signed Compliance Certification Statement.

The completed and signed Compliance Certification Statement is attached as Attachment 11.

4. Provide, as **Attachment 12**, the completed and signed Application Certification Statement.

The completed and signed Application Certification Statement is attached as Attachment 12.

Governing Board [14 Del. C. §§ 512(1)-(2), (6) and (9)]

1. **Governance Philosophy.** Explain the general philosophy of governance that will guide the proposed school, including the nature and extent of involvement by key stakeholder groups. Please make sure to distinguish management versus governance responsibilities.

DELA Board of Directors general philosophy of governance which will guide the school is that “When people and organizations focus primarily on quality, quality tends to increase and cost fall over time.” (W. Edwards Deming, 2013). This philosophy of governance is often credited with being responsible for post World War II industrial success in Japan. W. Edwards Deming was a Yale University educated American engineer, statistician, professor, and management consultant. Deming set forth two separate groundbreaking concepts which increased quality, improved productivity, and lowered cost. These concepts included (1) a system called “Statistical Product Quality Administration,” and (2) a “System of Profound Knowledge.” Deming’s concepts have been applied in industry, manufacturing, hospitals, and the service sector with great success. In the United States, Deming philosophy has been implemented in multiple sectors of the U.S. economy, including to a limited extent, education.

In the U.S. education sector, Deming’s philosophy has been presented under the names “Total Quality Improvement,” “Continuing Quality Improvement,” and “Quality Management.” DELA will refer to its general philosophy of management as “Quality Management” for purposes of clarity and this charter application.

DELA Board of Directors general philosophy of “Quality Management” begins with a broad view of the total operations of a public charter school including its obligations to stakeholder groups such as the State Authorizer, Law makers who authorized the enabling legislation, parents of students which attend the school, students which attend the school, the community in which the school is located, and the education as a whole both locally and nationally. DELA Board of Directors acknowledges its accountability to all these groups. DELA Board of Directors acknowledges its obligation to operate with transparency and to keep its ears open to receive feedback from all stakeholders. The Board will conduct monthly open meetings which includes a public comment period to allow input from stakeholders. In addition, the Board commits to continuing education to improve its understanding of education in general and the specific issue which face DELA.

DELA By-Laws include a provision for a Parent and Community Support Group. This Group will assist the school with organizing and managing its parent/community

volunteer program. DELA Board strongly supports and promotes parent/community volunteerism at the school which includes the Parent and Community Support Group having regular monthly meetings with the School's Lead Administrator.

DELA Board of Directors roles is governance. The Board acknowledges its fiduciary duties as board members under Delaware Corporation Law. The Board further acknowledges its duties as the governing board and officials of a public charter school. DELA Board will maintain a governance duty check list and dashboard to facilitate carrying out its governance responsibilities. At minimum the check list/dashboard will include: attendance at regular monthly meetings; maintaining compliant meeting minutes, notes, and related documents; compliance with open meetings laws and freedom of information laws; carrying out its budgeting responsibilities, financial monitoring, and financial compliance duties; providing monitoring, oversight, and policy development; providing for curriculum development and curriculum policy; and proving for oversight of operations. DELA will engage in such other activities as may be required of by state, local, and federal law.

DELA Board of Directors distinguishes between its governance role and the management role it will delegate to a Lead School Administrator. The Lead School Administrator is responsible for the day-to-day operations of the school. On a management dashboard the Lead School Administrators duties include human resources management, board of directors' administration, federal programs administration, facilities management, managing the education program, student information management. marketing and student recruitment, management of volunteer services, school safety and security, quality management, and reporting.

2. **Structure and Composition.** Describe the size, current and desired composition, powers, and duties of the Board. Identify key skills, areas of expertise, and constituencies that will be represented on the Board. Explain how this governance structure and composition will help ensure that:

- a. The school will be an educational and operational success; and
- b. There will be active and effective representation of key stakeholders. (Note: Pursuant to 14 *Del. C.* § 512(1), the Board must ensure representation by an educator from at least one of the charter schools operated by the Board and at least one parent of a student enrolled in a charter school operated by the Board.)

DELA By-Laws provide for a Board of Directors with a minimum of 5 board members and a maximum of 13 board members. The DELA board currently has 9 board members. DELA Board have all the powers and duties of a nonprofit corporation board under Delaware Corporation Law, and the Corporate By-Laws, and such powers and duties as is proscribed by Delaware Charter School Law.

In general, charter school best practices demonstrate public charter school board should seek to include individuals with relevant experience and expertise in law, accounting, finance, educational administration, nonprofit governance, marketing, real estate, and such other areas of expertise as may be deemed relevant to the particular educational program operated by the school. Each board member should possess

skills in parliamentary practice and must possess effective communication skills. Board members must also possess personal integrity and comply with established ethical standards.

DELA Board of Directors current composition will help ensure that DELA is an educational and operational success. The Board possess the requisite skills to effectively carry its roles and responsibilities. Upon approval of the charter and hiring staff, the board will appoint an educator currently serving at the school to the board of directors. After the school completes its initial enrollment, the board of directors will appoint at least one parent of a student enrolled in DELA.

3. **Roles.** Describe the primary roles of the Board and how it will interact with the Principal/School Leader and any advisory bodies. List all currently-identified Board members and their intended roles, and summarize their interests in and qualifications for serving on the school’s Board.

The primary roles of Board members are set forth in the By-Laws. The Board’s role is governance and oversight. The Board acts as a body corporate. Official acts of the board are communicated to the Lead School Administrator via the Board Chair, Board Secretary, or an appointed messenger. The Lead School Administrator shall attend regular Board Meetings. The Board may invite stakeholder groups to speak at board meetings or receive written reports.

Name	Role	Interest	Qualifications
Andre’ Boggerty	Board Chair	Human Resources and the success of the school	Qualified by education and experience.
Natalie Cherry	Board Secretary	Student health and safety.	Qualified by education and experience.
La Mar T. Gunn	Board Treasurer	School finance and accounting.	Qualified by education and experience.
Anthony Wallace	Board Member	Nonprofit governance.	Qualified by education and experience.
Esther V. Graham	Board Member	Nonprofit governance and child development.	Qualified by education and experience.
Gary R. Dodge	Board Member	Law	Qualified by education and experience.

Ethel Donaldson	Board Member	Parent relations and quality customer service.	Qualified by education and experience.
Sonya T. McCray	Board Member	Curriculum and Instruction.	Qualified by education and experience.
Sade' Truiett	Board Member	Marketing and public relations.	Qualified by education and experience.
Dr. Reshid Walker	Pending Board Member	Current Delaware Licensed Teacher and School Administrator input.	Qualified by education and experience.

4. As **Attachment 13**, provide a completed and signed Charter School Board Member Information Form for each proposed Board member.
5. As **Attachment 14**, provide a completed and signed Charter School Board Member Disclosures Form for each proposed Board member.
6. **Procedures.** Explain the procedure by which Board members have been and will be selected. How will the Board fulfill its responsibilities? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the Board expects to have. Describe how the school and Board will comply with Freedom of Information Act, 29 *Del. C.Ch.* 100 (related to public bodies, public records, and open meetings).

Consistent with Delaware law, Ethel Donaldson was the initial incorporator of Destiny Education Leadership Academy. As the incorporator, Ms. Donaldson appointed the initial board members and the board appoint other. The founding group engaged in discussions about planning, organizing, and operating a public charter school over an extended period of time. Initial board members where appoint from this group by the incorporator. The initial board adopted By-Laws which sets forth how board members will be selected in the future. Initial board members participated in training provided by H.A.R.K. Educational Services, Inc.

All board members are required to complete initial board training provided by H.A.R.K. Educational Services, Inc. As part of DELA's secession plan, potential board members completed regular board member training and professional development provided by H.A.R.K. Board member candidates are nominated to actively serve on the board from the volunteer pool who have completed the training. The DELA board meets monthly. The Lead School Administrator is appointed by board to serve as the schools' public information officer and Freedom of Information contact.

7. School Oversight

- a. Describe how the Board will approach its oversight role. Describe the metrics or progress indicators that the Board will consider in its analysis of the school, as well as how the Board will receive this information (i.e., dashboard) and from whom (i.e., Principal/School Leader, Business Manager, committees). Be sure to include both the academic, financial and operational metrics, and the frequency with which the Board will review these metrics.

DELA Board of Directors approach to its oversight role built upon the Deming Model of “Statistical Product Quality Administration. The board will examine the larger picture of its oversight role and break it down into quantifiable task which includes reportable measures. For example, the board may identify its curriculum function and break it down into quantifiable measures such as the frequency and number of benchmark test administered in in reading, math, and science. The board may require a report from the Lead School Administrator to assure that all benchmark test we timely completed. In addition, the board may examine the test results from the benchmark test and receive a report from the Lead School Administrator to assure the students are making sufficient academic progress.

- b. Describe the financial policies and procedures that the Board and administration will implement and follow in order to ensure that the school remains fiscally solvent and that appropriate internal controls are implemented.

DELA Board of Directors will adopt an Internal Control Policy and Procedure consistent with Generally Accepted Accounting Procedures (GAAP) and Delaware Law. In addition, the Board will adopt a Financial Policy and Procedure and Procurement Policy and Procedure. These policies and procedures will assure the Board receives relevant and timely feedback. These policies enable the board to monitor the school’s financial conditions at all times. The school’s Financial Policy and Procedure will include a section which requires the Board to receive monthly budget reports which includes the approved budget, this month expenditures, year-to-date expenditures, the balance of funds remaining, and the percentage expended. They will review the budget and any proposed budget amendments each month to assure the school remains fiscally solvent. The policies and procedures will establish the means by which purchases are made and will require preapproval of purchases.

- c. Describe an, at a minimum, annual process for evaluating whether financial allocations have effectively supported the school in carrying out its mission and meeting its goals.

DELA Board of Directors will conduct an annual review of all resource allocations. The school will engage in annual Strategic Planning in the spring of each year which shall include an analysis of progress in student achievement, operations, curriculum, financial, and all aspects of the school.

- d. Identify the enrollment threshold that would compel the Board to delay opening the school and explain why.

If student enrollment is below 120 students the board will likely delay opening, if after evaluation and cost cutting the financial model presents an unreasonable probability the school cannot be sustained.

- e. Describe how the Board and School Leadership Team will utilize the school's mission in everyday practice and decision-making?

DELA mission will be a driving force in all our decision. The board and school leadership team will work diligently to place our students of the path to the best colleges and universities in the world by pressing forward a rigorous academic program and support services to help students become high achievers.

- f. Describe the School Leader contract. Identify whether there will be performance targets in that contract and, if so, what they are.

The School Leader Contract will be performance based. The board has not yet established the specific measures of performance, but at a minimum the leaders contract performance will be required to align to the performance contract that DELA will enter with the State as part of the school's charter agreement.

8. **Board Improvement.** Explain the plan for increasing the capacity of the Board. What kinds of orientation or training will new Board members receive? Describe how the Board will evaluate itself and what steps it will take to continually improve its capacity to govern. Describe how current and future Board members will comply with any statutory or regulatory requirement related to the training of Board members.

DELA will provide quarterly board training and orientations for prospective board members and volunteers. As part of the board's secession plan, we intend to maintain a short list of qualified board members. The board will receive ongoing professional development form H.A.R.K. and will complete all mandatory board training required the State of Delaware.

9. **Board Continuity.** Describe how, and on what timeline, new Board members will be recruited and added. Explain how the Board will screen successor members of the Board to ensure continuing compliance with the requirements that the Board be qualified to operate a charter school and to implement the school's proposed educational program.

DELA will maintain a secession plan and provide continuing board training and orientations. All board members will have required background checks. The By-Laws provide for the terms of existing board members.

10. **Ethics and Conflicts of Interest.** Describe the Board's ethical standards and procedures for identifying and addressing conflicts of interest and compliance with the State Code of Conduct.

DELA board of directors has adopted and Conflict of Interest Policy and Procedures. DELA board of directors will receiving training on the State Code of Conduct and will be required to comply therewith. DELA will receive continuing education on ethics.

Advisory Bodies [14 *Del. C.* §§ 512(1)-(2) and (6)]

1. Describe any advisory bodies or councils to be formed, including the roles and duties of these bodies. Describe the following: the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The By-Laws address the issue of Advisory Bodies. The board has not yet establish any active advisory body. Each authorized advisory body will be created by corporate resolution and with identify a specific mandate, duties, responsibilities and membership. The resolution will outline how the advisory body will report to the DELA board of directors.

Grievance Process [14 *Del. C.* § 512(9)]

1. Explain the process that the school will follow should a parent, student or staff member have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Parents/students, staff, volunteers, and other stakeholders may submit a grievance on any issue to the School Administrator in writing, by letter or all the formal grievance form, within thirty (30) calendar days of the last occurrence of the act or issue giving rise to the grievance. The School Administrator shall conduct an investigation and make a written response within five (5) business days of receipt of the written grievance. The School Administrator's response shall provide a written resolution of the matter in issue or establish a hearing date. In the event a hearing is scheduled, the parent/student may present witnesses and or other evidence to support their grievance. The School Administrator shall issue a written decision within ten (10) business days after the hearing is concluded. The School Administrator's written decision, whether or not there is a hearing, shall include written findings and conclusions.

Within ten (10) business days of receipt of the written decision of the School Administrator in a matter, the parent/student may appeal the administrative decision to the Board of Directors by submitting a written Notice of Appeal to the School Administrator. The School Administrator shall notify the parent/student of a hearing date

set before the Board of Directors within five (5) business days of receipt of said Notice of Appeal.

Parent/students are entitled to be represented by legal counsel or to have a representative to advocate on their behalf (at their own expense) at the hearing before the Board of Directors. The Board of Directors shall issue written findings and conclusions within ten (10) business days of the conclusion of the hearing. All decisions of the Board of Directors are final decisions.

The hearing format for all hearings, whether before the School Administrator or the Board of Directors, shall consist of the following:

- (1) A succinct opening statement by the aggrieved parent/student stating the specific acts or issue(s) that give rise to the grievance, a summary of the evidence, and the relief being requested.
- (2) The opposing party, if any, may make an opening statement rendering their version of acts or issues, their summary of the evidence, and a statement of relief.
- (3) The aggrieved parent/student may present evidence including documents and witnesses.
- (4) The opposing party, if any, may present evidence including documents and witnesses.
- (5) Each party may cross examine witnesses or inquire into evidence of the opposing party.
- (6) At the conclusion of the evidence, each party may make a closing statement.

All grievances must be submitted in writing to: Lead School Administrator

2. Identify the goals of the Board of Directors in terms of monitoring and resolving staff and parent complaints.

DELA seeks to provide due process and a fair and equitable resolution to staff and parent complaints. DELA will provide a transparent process which enables the school timely resolve complaints. The board will annually monitor its grievance policy and procedure to assure that it creates a positive school environment.

BY-LAWS
OF
DESTINY EDUCATION LEADERSHIP ACADEMY

These By-Laws are hereby adopted effective immediately upon signing on the dated of adoption set forth below.

ARTICLE I- INTRODUCTION; LEGAL STATUS

Section 1: Name

The name of the non-profit corporation is DESTINY EDUCATION LEADERSHIP ACADEMY, of Kent County, duly authorized under the statutes of the State of Delaware.

Section 2: Principal Office

The Principle office of the Corporation is located in Kent County, in the State of Delaware. The street address of the corporation in Kent County is 630 W. Division Street, Dover, Delaware 19904.

ARTICLE II – PURPOSES

Section 1: Purposes

The mission of DESTINY EDUCATION LEADERSHIP ACADEMY is as follows:

“To provide a high-quality educational experience which prepares students for success in the 21st Century global economy.”

ARTICLE III – BOARD OF DIRECTORS

Section 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors.

Section 2: Number, Qualifications, Election, and Tenure

- a) The number of directors constituting the Board of Directors shall be no less than five (5) and no more than thirteen (13).
- b) A person needs to be at least eighteen (18) years old to be qualified as a Director. Paid employees of the Corporation may not serve on the Board of Directors as voting Members.

- c) Any qualified person seeking to become a Director of the DESTINY EDUCATION LEADERSHIP ACADEMY Board will submit an application including a resume and explanation of why he/she is seeking membership to the Board. When a vacancy or vacancies occur, either by death, resignations, and removal from office, end of term, tenure limit, and/or for any other reason, the remaining DESTINY EDUCATION LEADERSHIP ACADEMY Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the DESTINY EDUCATION LEADERSHIP ACADEMY Board of Directors.
- d) The sitting Board Members may conduct interviews with the perspective Board Candidates.
- e) With the exception of the very first planning board, each Director shall hold office for a period of four years. The terms for the initial Board of Directors shall be staggered. One half (1/2) of the members of the first board shall serve a term of four years, and one half (1/2) will serve a term of three years. At the end of these terms, subsequent Directors will serve four-year terms. *(The planning board shall be those individuals in place as the Board of Directors after the incorporation and application for charter as a school. These individuals will serve as the initial Board of Directors. The initial Board of Directors terms shall begin on the first day of July in the year the school is given a charter.)*
- f) Except non-voting employee Directors, no person appointed or elected shall serve more than five (5) consecutive terms. However, each Director shall continue in office until the successor in that office shall have been duly appointed or until the current Director resigns, becomes disqualified, or until that Director is removed.
- g) If due to death, resignation or other disability the Board membership falls below three (3), resigning members will be released upon the appointment of a replacement member.

Section 3: Ex-Officio Directors

The Chief Executive Officer/School Director of the Corporation shall during his or her respective term serve as an Ex-officio member of the Board of Directors. In addition, there shall be such other Ex-officio Directors as elected by a vote of the Directors then holding office. Each Ex-officio Director, including the School Director, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

Section 4: Duties

- a) Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation or by these Bylaws. Directors shall stand in a fiduciary relation to the corporation and shall discharge the duties of the respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.
- b) Directors shall appoint, remove, and evaluate the Chief Executive Officer (also known as the School Director) of the Corporation. .
- c) Directors shall conduct an annual self-evaluation(s) to ensure their quality of service to the corporation.

- d) Directors shall meet at such times and places as required by these Bylaws. The Board may consider a director with two consecutive un-excused absences from regular meetings as having resigned.
- e) Directors shall register their addresses with the Secretary of the Corporation.

Section 5: Resignation of Directors

A Director may resign at any time by giving notice in writing to the Chairperson or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chairperson or Secretary.

Section 6: Vacancies

If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy will be filled immediately as provided in Section 2c of this Article III. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds. After this period, they may seek to remain on the Board thru Section 2 above.

Section 7: Compensation

Directors shall serve without compensation for their services to the Board.

Section 8: Director's Adverse Interest

If any Director has an adverse interest in a corporate transaction, such Director must make full disclosure to the Board of the adverse interest as soon as such Director knows, or should know of its existence. Upon full disclosure, the Board may approve the transaction only by a good faith vote of a majority of the disinterested Directors present. However, no such transaction may be approved if it would constitute self-dealing prohibited under sections 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

Section 9: Certain Director Liability

A Director shall be subject to the liabilities imposed by law upon Directors. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Delaware Corporation Act of the State of Delaware, the corporate Charter, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied and acted in good faith on financial statements of the Corporation to be correct and to be based on generally accepted principles of sound accounting practice by the Chairperson or the Treasurer, or certified

by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

Section 10: Conflict of Interest

Board members shall be completely objective and free of personal conflict when making decisions on the board. The Board shall adopt and update on an annual basis a separate Conflict of Interest Policy.

Section 11: Removal

Members of the Board of Directors (Member) as defined by Section 2 of this Article III may be removed with cause in accordance with the Board Handbook, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose.

ARTICLE IV – MEETINGS

Section 1: Open Meetings

The Board will conduct open meetings within the meaning of the Delaware Law for open meetings required of public entities. The board will comply with 14 Del. C. § 512(1) and (2), including the Freedom of Information Act, 29 Del. Ch. 100 (related to public bodies, public records, and open meetings) and have representation of parents of students and a teacher on the board.

Section 2: Regular Meetings

The Board of Directors will meet monthly with the date, time and place being designated by the Chairperson or the Chairperson's designee. One of these meeting shall be the annual meeting (Section 5) of the Board of Directors. The Delaware open meeting laws will be followed during all meetings of the Board of Directors. The board shall conduct a minimum of ten (10) regular board meetings annually.

Section 3: Substitute Regular Meetings

If any regular meeting shall not be held as designated in section 2, above, a substitute meeting may be called by the Chairperson or by two or more of the Directors. This meeting may be designated as a regular meeting.

Section 4: Special Meetings & Emergency Meetings

The persons authorized to call Special Meetings of the Board are the Chairperson or at least two Directors. All Board Members must be notified not less than ten (10) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 6, below. This notice can be waived for any such meeting by signed writing acknowledging actual notice and a desire to meet at an earlier time however such notice must be obtained from all Board members.

Emergency matters regarding natural disaster, war, acts of God, major emergent governance issues and the like may arise and need the full attention of the Board of Directors for the health of the Corporation. For genuine emergency matters which can not wait until the next regular Board meeting the Chairperson (or Vice Chairperson in the absence or unavailability of the Board Chair) can call an emergency meeting to deal only with the emergency matters. A quorum must be present. Notice of an emergency meeting shall be by 24 hours unless the same is waived by all members.

Section 5: Annual Meeting.

The annual meeting of the Board of Directors shall be held within 3 months after the close of the fiscal year for the purpose of selecting officers, approving financial reports, and to transact any other business as may be specified in the notice of the meeting.

Section 6: Notice of Meetings

Notice of any regular meeting, including the Annual Meeting of the Board of Directors, shall be given to the Board Members at least one-week (seven 7 days) prior thereto. Notice of any special meeting of the Board of Directors shall be given at least ten (10) days prior thereto. All notices shall be in writing delivered personally or sent by mail, email, telegram, or fax to the address of each Director as shown on the records of the Corporation. All meeting of the entire Board shall be noticed to the public on the school's website and/or placed in a local newspaper.

Section 7: Quorum

The presence of a simple majority of the members of the Board of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

Section 8: Decision Making

Notwithstanding any provision of these Bylaws to the contrary, requiring consensus, unanimity, or any other percentage of votes by members of the Board, including, without limitation, any vote to amend these Bylaws or to elect or replace a director, decisions of the Board shall be by a majority vote of the directors present and constituting a quorum. In all cases, in the event of a tie, the vote of the Chairperson shall break the tie. The aforementioned provisions shall apply to all decisions of the Board.

Roll Call Voting Process

The Chair shall inquire, prior to the vote, if any member requests the use of the roll call process. The Chairperson may, at their discretion, ask for Roll Call Vote even if no request is made by other members. If no request is made, the vote may be held immediately. Should a request for Roll Call Vote be made, each member of the board, in sequence, is asked to voice their summary opinion on the issue. Upon conclusion of the Roll Call, the vote shall be taken.

ARTICLE V - OFFICERS

Section 1: Designation of Officers

The Officers of the Board of Directors of this Corporation shall include the Chairman, Secretary and Treasurer. The Directors may designate and fill other corporate offices as needed. Any two offices or more may be held by one person, except the offices of Chairperson, Secretary, and Treasurer. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications

Each officer shall be elected by the Board of Directors at the Annual Meeting. These officers shall hold office during the fiscal year after their election. Other officers, as needed, may be appointed in accordance with the provisions of Section 3 of this article and may be elected by the Board at the Annual Meeting.

Section 3: Subordinate Officers and Agents

The Board of Directors may appoint other officers or agents (i.e. Chief Executive Officer/School Director), each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

Section 4: Duties

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Section 5: Removal

The officers specifically designated in Section 1 of this Article V may be removed either with or without cause, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose. The officers appointed in accordance with the provisions of Section 3 of this Article may be removed, either with or without cause, by the Board of Directors, by a vote of the Directors present at any meeting. The removal of any person from office shall be done without prejudice to the contract rights, if any, of the person so removed.

Section 6: Resignations

Any officer may resign at any time by giving written notice to the Board of Directors or to the Chairperson or Secretary, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent.

Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these Bylaws for regular appointments or elections to such offices.

Section 8: School Director/ Chief Executive Officer

The School Director/Chief Executive Officer shall have general charge of the business and affairs of the corporation and control over its employees. The School Director/Chief Executive Officer shall do and perform such other duties as may be assigned by the Board of Directors, including managing of day-to-day operations. The School Director shall serve an ex-officio member of the Parent Advisory Committee and the Board of Directors as well as work in Partnership with these groups to achieve the mission of the DESTINY EDUCATION LEADERSHIP ACADEMY. The Board shall have ultimate authority in the hiring or discharge of Teachers.

Sections 9: Chairperson

The Chairperson shall have general charge of the business and affairs of the Board of Directors. The Chairperson has the responsibility for conducting meetings. The Chairperson shall perform such other assigned duties as may be assigned by the Board of Directors.

Section 10: Vice-Chairperson

At the request of the Chairperson, or in absence or disability of the Chairperson, the Vice-Chairperson shall perform all the duties of the Chairperson and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson.

Section 11: Secretary

The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by the law. The Secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation and see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors.

Section 12: Treasurer

The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation and shall serve on the Finance Committee. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

Section 13: Duties of Officers may be Delegated

In case of absence of any officer of the corporation or for any other reason that the Board may deem sufficient, the Board may delegate authority of duties of such officer to any other officer or to any Director provided a majority of the entire Board of Directors concurs therein.

ARTICLE VI – COMMITTEES**Section 1: General**

The Board shall have two (2) standing committees – Executive and Finance. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one standing committee.

Section 2: Executive Committee

The members of the Executive Committee shall be the Chairperson of the Board, Vice Chairperson, the Secretary, the Treasurer. The Executive Committee shall be vested with the powers of the Board, except as to those matters herein specifically requiring an affirmative vote of the entire Board of Directors. The Executive Committee may exercise its powers when the Board is not in session or in the absence of a quorum thereof. A majority of the members of the Executive Committee shall constitute a quorum thereof.

Section 3: Finance Committee

The Chair of the Board shall nominate, and the Board of Directors shall elect a Finance Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of the Finance Committee. The Finance Committee shall supervise the financial affairs of the School and shall make recommendations from time to time in regard to the operating and capital budgets, salaries, and other business affairs.

Section 4: Parent Advisory Committee.

Parents of DESTINY EDUCATION LEADERSHIP ACADEMY students shall form the Parent Advisory Committee and shall nominate and elect the committee's officers. The School Director shall serve as an Ex-officio member of the Parent Advisory Committee. The Parent Advisory Committee shall work with the school involving volunteer parental services, fund-raising and school performance and shall make recommendations from time to time in regard to said affairs.

Section 5: Additional Committees

The Board of Directors may designate other committees, each of which shall consist of two or more Directors and each of which, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability

imposed upon it or him or her by law. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of such other committees. Membership on such other committees may, but need not be, limited to members of the Board of Directors. Other committees not having and exercising the authority of the Board of Trustees in the management of the Corporation may be designated by the Chairperson of the Board or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

ARTICLE VII – PROCEDURES AND RESTRICTIONS

Section 1: Contracts

Except as otherwise provided in these Bylaws, the Board of Directors may authorize any officer or agent to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances. All contracts executed by the Corporation shall contain any mandatory language provided in the Delaware School Act.

Section 2: Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name, unless and except as authorized by the Board of Directors. Any officer or agent of the Corporation thereunto so authorized may effect loans or advances for the Corporation and for such loans and advances may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board of Directors may select, or as may be selected by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

Section 4: Checks, Drafts

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by the Chairperson or Vice-Chairperson and by the School Director or the Treasurer, or in such other manner as the Board of Directors may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the School Director or Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

Section 5: Gifts

The Board of Directors may accept on behalf of the Corporation any contribution; gift, bequest, or devise for the general purposes or for any special or educational proposes of DESTINY EDUCATION LEADERSHIP ACADEMY which is not in conflict with its tax-exempt status.

ARTICLE VIII – GENERAL PROVISIONS

Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board of Directors.

Section 2: Fiscal Year

The fiscal year of the corporation shall be July 1 through June 30.

Section 3: Amendments to Bylaws

These Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting upon a vote of the Directors then in office. By-Law changes required a 2/3 majority vote and approval by the Delaware State Board of Education or its designee. Notice shall be given of the intention to alter, amend, or repeal or to adopt new Bylaws at such meeting at least ten (10) days prior to such meeting in writing delivered personally or sent by mail, e-mail or fax to the address of each Director as shown on the records of the Corporation.

Section 4: Books and Records

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors. Board records and meeting minutes are subject to the Delaware Public Records Act.

Section 5: Meeting Regulation

All meetings of the Corporation including annual, special, and other shall be governed by the following established group agreements: one person speaks at a time; respect diverse opinions; agree to disagree; willingness to let up when its time; listen: sit back, breathe, hear; learn from others: don't simply defend a position, willingness to encourage "thinking out of the box"; strive to find another answer.

Section 6: Officer and Director Indemnification

The Corporation shall indemnify any Director or former Director or officer of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to be made a party by reason of being or having been such Director or officer, except in relation to matters as to which the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The

indemnification authorized by this Section 6 (a) shall be in addition to that permitted by the Delaware Corporations Act or as authorized in these Bylaws.

The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability. Expenses incurred by a Director, officer, employee, or agent in defending a civil or criminal action suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall be ultimately be determined that the person is entitled to be indemnified by the corporation as authorized in the Delaware Charter School Act or as authorized in these Bylaws.

Section 7: Prohibited Activities

The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

DESTINY EDUCATION LEADERSHIP ACADEMY IS RESTRICTED TO OPEIING AND OPERATING OF CHARTER SCHOOLS, BEFORE SCHOOL PROGRAMS, AFTER SCHOOL PROGRAMS, AND EDUCATIONALLY-RELATED PROGRAMS OFFERED OUT SIDE OF THE TRADITIONALLY SCHOOL YEAR.

Section 8: Non-Discrimination

“Destiny Education Leadership Academy shall admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.”

Section 8: Disposal of Assets

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to Delaware Law the corporation’s “Dissolution Clause.”

The undersigned persons certify the foregoing Bylaws have been adopted as the Bylaws of the Corporation, in accordance with the requirement of the Delaware Corporation Act.

Date Adopted: _____

ANDRE' BOGGERTY
Board Chair

Attest: _____
NATALIE CHERRY
Board Secretary

Delaware

Page 1

The First State

I, JEFFREY W. BULLOCK, 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 "DESTINY EDUCATION LEADERSHIP ACADEMY", FILED IN THIS OFFICE ON THE TWELFTH DAY OF JULY, A.D. 2019, AT 12:03 O`CLOCK P.M.

A FILED COPY OF THIS CERTIFICATE HAS BEEN FORWARDED TO THE KENT COUNTY RECORDER OF DEEDS.




Jeffrey W. Bullock, Secretary of State

7512995 8100
SR# 20195944993

Authentication: 203215682
Date: 07-15-19

You may verify this certificate online at corp.delaware.gov/authver.shtml

STATE OF DELAWARE
CERTIFICATE OF INCORPORATION
A NON-STOCK CORPORATION

The undersigned Incorporator hereby certifies as follows:

1. The name of the Corporation is DESTINY EDUCATION LEADERSHIP ACADEMY
2. The Registered Office of the corporation in the State of Delaware is located at 630 W. Division St., Suite M (street),
in the City of Dover, County of Kent
Zip Code 19904. The name of the Registered Agent at such address upon
whom process against this corporation may be served is Rochelle D. Kilby
3. The purpose of the corporation is to engage in any lawful act or activity for which
corporations may be organized under the General Corporation Law of Delaware. (If the
Corporation is to be a nonprofit corporation, please add: "This Corporation shall be a
nonprofit corporation.") This Corporation shall be a nonprofit corporation.
(See attachment A)
4. The corporation shall not have any capital stock.
5. The conditions of membership are (not membership organization)
6. The name and mailing address of the incorporator are as follows:
Name Ethel Donaldson
Mailing Address 630 W. Division St., Suite M
Dover, DE Zip Code 19904

By: Ethel M. Donaldson
Incorporator

Name: Ethel M. Donaldson
Print or Type

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

2.2 Compliance Certification Statement

Attachment 11
14 Del. C. §§ 512(1)-(14)

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

January 2, 2020

Date of Signature

DESTINY EDUCATION LEADERSHIP ACADEMY

Name of the Charter School

We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.



Signature of the Chairperson of the Board of Directors


Print/Type Name:	Andre' Boggerty
Title (if designated):	Board Chair

2.3 Application Certification Statement

Attachment 12

Name of School:	DESTINY EDUCATION LEADERSHIP ACADEMY
Location:	Kent County, Delaware (Within boundaries of Capital School District)

I hereby certify that the information submitted in this application for a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.


 Signature: Chairperson of Board of Directors (or designated signatory authority) _____ 1-2-2020
 Date

Print/Type Name:	DESTINY EDUCATION LEADERSHIP ACADEMY
Title (if designated):	BOARD CHAIR
Date of approval by board of directors:	December 15, 2019

2.4 Charter School Board Member Information Form

Attachment 13

14 *Del. C. § 512(1), (3), (6) and (9)*

To be completed individually by each proposed charter school board member

Serving on a public charter school board of directors is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Delaware Department of Education (DDOE) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

(1) To give application reviewers a clearer introduction to the Founding Group behind each school proposal in advance of the applicant interview, and to be better prepared for the interview/Initial Meeting; and

(2) To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. The name of the charter school on whose board you intend to serve:

Destiny Education Leadership Academy

2. Full name:

Home Address:

Business Name and Address:

Telephone Number:

E-mail address:

3. Brief educational and employment history (no narrative response is required if résumé and professional biography are attached).

_____ Résumé and professional biography are attached

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

_____ Yes

_____ Does not apply to me

5. Why would you like to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective charter school board member.

8. Describe the specific knowledge and experience that you would bring to the board.

9. Indicate whether you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.

_____ Yes

_____ No

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

2. What is your understanding of the school's proposed educational program?

3. What do you believe to be the characteristics of a successful charter school?

4. How will you know if the school is succeeding (or not) in its mission?

2.4 Charter School Board Member Information Form

Attachment 13

14 *Del. C. § 512(1), (3), (6) and (9)*

To be completed individually by each proposed charter school board member

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Governance

1. Describe the role that the board will play in the school's operation.
2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
3. What specific steps do you think the board will need to take to ensure that the school is successful?
4. What is your responsibility and what course of action would you take if you believed that one or more members of the school's board were acting unethically or not in the best interests of the school?

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9. Indicate whether you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.

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_____ No

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_____ No

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9. Indicate whether you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.
 Yes
 No

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4. How will you know if the school is succeeding (or not) in its mission?

Question 8 Addendum

I began in education as a substitute teacher for a local school district from K-12 grades while completing a Master's in secondary education with a concentration in literacy. I was subsequently employed as a before and After Care Coordinator from pre-k thru 8 grades and quickly learned the need for after school enrichment to supplement in-school learning, I also worked as the specials instructor facilitating Spanish art and gym classes before I began teaching 5- 6 grades.

My background in English and literacy is an essential element for elementary school students. I train superior writers and readers to educate their peers as tutors in college and firmly believe in the cliché that readers and leaders. My student workers are leaders because of their reading and writing experiences while in grade school.

A portion of my current job is dedicated to teaching students on academic probation at a local university. I have experience identifying deficiencies on a college level that is most often derived from subpar efforts and experiences for the student in their K-12 years. I want to have some influence to reach these students in their formative years.

Governance

1. Describe the role that the board will play in the school's operation.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

3. What specific steps do you think the board will need to take to ensure that the school is successful?

4. What is your responsibility and what course of action would you take if you believed that one or more members of the school's board were acting unethically or not in the best interests of the school?

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- 2. Full name:

Home Address:

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Telephone Number:

E-mail address:

- 3. Brief educational and employment history (no narrative response is required if résumé and professional biography are attached).

____ Résumé and professional biography are attached

- 4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

____ Yes

____ Does not apply to me

5. Why would you like to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective charter school board member.

8. Describe the specific knowledge and experience that you would bring to the board.

9. Indicate whether you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.

_____ Yes

_____ No

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

2. What is your understanding of the school's proposed educational program?

3. What do you believe to be the characteristics of a successful charter school?

4. How will you know if the school is succeeding (or not) in its mission?

Governance

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3. What specific steps do you think the board will need to take to ensure that the school is successful?
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Home Address:

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4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

_____ Yes

_____ Does not apply to me

5. Why would you like to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

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8. Describe the specific knowledge and experience that you would bring to the board.

9. Indicate whether you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.

_____ Yes

_____ No

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

2. What is your understanding of the school's proposed educational program?

3. What do you believe to be the characteristics of a successful charter school?

4. How will you know if the school is succeeding (or not) in its mission?

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Background

1. The name of the charter school on whose board you intend to serve:

Destiny Education Leadership Academy

2. Full name: La Mar T. Gunn

Home Address: 2 Old North Road, #502, Camden Wyoming, DE 19934

Business Name and Address: Gunn Wealth Management

Telephone Number: (302) 218-6407

E-mail address: lgunn@gunnwealthmanagement.com

3. Brief educational and employment history (no narrative response is required if résumé and professional biography are attached).

Résumé and professional biography are attached

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Yes

Does not apply to me

5. Why would you like to serve on the board of the proposed charter school?

I am serving on the board of Destiny Education Leadership Academy out of a sense of civil duty to the Kent County community. Other members of the board familiar with my background in fundraising and financial management requested that I serve on the board. After reviewing the Preliminary School Design Plan and learning of academic standing of certain students I felt the project is a cause worthy of my support and expertise. I would like to serve because I believe that helping student prepare for a strong academic future is an important cause.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is governance, budgeting, curriculum, and general oversight of the total operation of the school as part of a collective corporate body. The individual board member has fiduciary duties as both a nonprofit board member and as a public charter school board member. These duties are established by law. I also recognize that individual board members have a continuing duty to learn and improve understanding of charter school operations and seek to help make the school successful. The public charter school board conducts open meetings and complies with Freedom of Information laws.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective charter school board member.

I have served several years as a board member for the Hope Foundation and Omega Charities. I previously served on the board of the Methodist Action Program as indicated in my resume. I understand how nonprofit board should operate and my individual duties as a board member. I am an experienced board member. My past experience will help the Destiny Education Leadership Academy board successfully operate and carry of its duties as a board.

8. Describe the specific knowledge and experience that you would bring to the board.

My financial experience is the reason I was requested to serve on the board. I bring extensive experience in financial matters and will serve as the Board Treasurer. I also bring significant fundraising experience to the board.

9. Indicate whether you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.

Yes

No

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

It is my understanding the school's mission is to provide students with a rigorous academic experience to help prepare them for ultimate admission to the best colleges and universities in the world. The guiding beliefs include the proposition that to gain admission to the best colleges and universities requires students to read, write, and perform mathematics above the local, state, and nation average. Therefore, students must start in elementary school to build the academic foundation to enable them to be positioned to have the option to gain admission to the best colleges and universities.

2. What is your understanding of the school's proposed educational program?

Destiny Education Leadership Academy's proposed education program has been identified as a program of "Intelligent Academic Rigor." The school's major focus is reading, math, and science using a 21st Century Education Model which is data-driven, engages the use of technology, and is student-centered.

3. What do you believe to be the characteristics of a successful charter school?

A successful charter school is one that builds strong character in students and has superior student academic performance. A successful charter school is well managed as a business entity and operates in complete compliance with local, state, and federal law. A successful charter school is sensitive to the needs of its students, parents, staff, and other stakeholders which support the school.

4. How will you know that the school is succeeding (or not) in its mission?

The board will establish annual goals and measurable objectives. The board will use these measures to determine whether the school is successful or not. As a data-driven school the board will have the capacity to determine how the school is performing as compared to other local schools as well as schools across the state and nation.

Governance

1. Describe the role that the board will play in the school's operation.

The board will establish an annual schedule or check list of tasks it is required to perform to carry out its governance and oversight functions. The board will set and monitor its annual budget, approve curriculum and monitor student performance, and monitor the financial operations of the school. The board will set policy and hire the chief school administrator. The board will work with its contracted management services provider to facilitate the successful operations of the school, but the board has an independent role and is ultimately responsible for the successful operation of the school.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

It is my view that we have an excellent team. At the end of first year of operations the school will exceed its initial goals. In four years, Destiny Education Leadership Academy will be a noted top Grades K-8 school in the state.

3. What specific steps do you think the board will need to take to ensure that the school is successful?

The board and staff must follow the School Design Plan with integrity. The board and staff must have the ability to learn and engage in continuous quality improvement. The board and staff must exercise diligence, closely monitor data, and effectively communicate.

4. What is your responsibility and what course of action would you take if you believed that one or more members of the school's board were acting unethically or not in the best interests of the school?

I would immediately bring the matter to the attention of the individual and the full board and seek corrective action. If the matter is required to be reported to the State Ethics Commission or other authorities, I would act consistent with the requirements of the law.

Attachment 14

14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

_____ I / we do not know prospective board members.

_____ Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

_____ I / we do not know any such school employees.

_____ Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.*

_____ I / we do not know any such persons.

_____ Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

_____ I / we do not expect to conduct any such business.

_____ Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

Not applicable because the school does not intend to contract

_____ with a charter management company.

_____ I/we do not know any such persons

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

_____ Not applicable.

_____ I / we have no such interest.

_____ Yes, I/we have a direct or indirect ownership, employment, contractual or management interest in the provider.

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

_____ Not applicable.

_____ I / we or my family do not expect to conduct any such business.

_____ Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

_____ Does not apply to me, my spouse, or family.

_____ Yes. I, my spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school.

9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

_____ None

_____ Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

Name (Printed)

Signature

Date

Attachment 14

14 Del. C. § 511(q)

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_____ I / we do not know prospective board members.

_____ Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

_____ I / we do not know any such school employees.

_____ Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.*

_____ I / we do not know any such persons.

_____ Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

_____ I / we do not expect to conduct any such business.

_____ Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

_____ Not applicable because the school does not intend to contract with a charter management company.

_____ I/we do not know any such persons

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

_____ Not applicable.

_____ I / we have no such interest.

_____ Yes, I/we have a direct or indirect ownership, employment, contractual or management interest in the provider.

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

_____ Not applicable.

_____ I / we or my family do not expect to conduct any such business.

_____ Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

_____ Does not apply to me, my spouse, or family.

_____ Yes. I, my spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school.

9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

_____ None

_____ Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

Name (Printed)

Signature

Date

Attachment 14

14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

_____ I / we do not know prospective board members.

_____ Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

_____ I / we do not know any such school employees.

_____ Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.*

_____ I / we do not know any such persons.

_____ Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

_____ I / we do not expect to conduct any such business.

_____ Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

Not applicable because the school does not intend to contract

_____ with a charter management company.

_____ I/we do not know any such persons

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

_____ Not applicable.

_____ I / we have no such interest.

_____ Yes, I/we have a direct or indirect ownership, employment, contractual or management interest in the provider.

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

_____ Not applicable.

_____ I / we or my family do not expect to conduct any such business.

_____ Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

_____ Does not apply to me, my spouse, or family.

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9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

_____ None

_____ Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

Name (Printed)

Signature

Date

Attachment 14

14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

_____ I / we do not know prospective board members.

_____ Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

_____ I / we do not know any such school employees.

_____ Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.*

_____ I / we do not know any such persons.

_____ Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

_____ I / we do not expect to conduct any such business.

_____ Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

Not applicable because the school does not intend to contract

_____ with a charter management company.

_____ I/we do not know any such persons

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

_____ Not applicable.

_____ I / we have no such interest.

_____ Yes, I/we have a direct or indirect ownership, employment, contractual or management interest in the provider.

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

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_____ I / we or my family do not expect to conduct any such business.

_____ Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

_____ Does not apply to me, my spouse, or family.

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9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

_____ None

_____ Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

Name (Printed)

Signature

Date

Attachment 14

14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

_____ I / we do not know prospective board members.

_____ Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

_____ I / we do not know any such school employees.

_____ Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.*

_____ I / we do not know any such persons.

_____ Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

_____ I / we do not expect to conduct any such business.

_____ Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

Not applicable because the school does not intend to contract

_____ with a charter management company.

_____ I/we do not know any such persons

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

_____ Not applicable.

_____ I / we have no such interest.

_____ Yes, I/we have a direct or indirect ownership, employment, contractual or management interest in the provider.

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

_____ Not applicable.

_____ I / we or my family do not expect to conduct any such business.

_____ Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

_____ Does not apply to me, my spouse, or family.

_____ Yes. I, my spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school.

9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

_____ None

_____ Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

Name (Printed)

Signature

Date

Attachment 14

14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

_____ I / we do not know prospective board members.

_____ Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

_____ I / we do not know any such school employees.

_____ Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.*

_____ I / we do not know any such persons.

_____ Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

_____ I / we do not expect to conduct any such business.

_____ Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

_____ Not applicable because the school does not intend to contract with a charter management company.

_____ I/we do not know any such persons

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

_____ Not applicable.

_____ I / we have no such interest.

_____ Yes, I/we have a direct or indirect ownership, employment, contractual or management interest in the provider.

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

_____ Not applicable.

_____ I / we or my family do not expect to conduct any such business.

_____ Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

_____ Does not apply to me, my spouse, or family.

_____ Yes. I, my spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school.

9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

_____ None

_____ Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

Name (Printed)

Signature

Date

2.5 Charter Board Member Disclosures Form

Attachment 14

14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

_____ I / we do not know prospective board members.

_____ Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

_____ I / we do not know any such school employees.

_____ Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.*

_____ I / we do not know any such persons.

_____ Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

_____ I / we do not expect to conduct any such business.

_____ Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

Not applicable because the school does not intend to contract

_____ with a charter management company.

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_____ I/we do not know any such persons

_____ Yes, I/we do know such persons.

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

_____ Not applicable.

_____ I / we have no such interest.

_____ Yes, I/we have a direct or indirect ownership, employment, contractual or management interest in the provider.

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

_____ Not applicable.

_____ I / we or my family do not expect to conduct any such business.

_____ Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

_____ Does not apply to me, my spouse, or family.

_____ Yes. I, my spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school.

9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

_____ None

_____ Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

Name (Printed)

Signature

Date

Attachment 14

14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

_____ I / we do not know prospective board members.

_____ Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

_____ I / we do not know any such school employees.

_____ Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.*

_____ I / we do not know any such persons.

_____ Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

_____ I / we do not expect to conduct any such business.

_____ Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

Not applicable because the school does not intend to contract

_____ with a charter management company.

_____ I/we do not know any such persons

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

_____ Not applicable.

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7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

_____ Not applicable.

_____ I / we or my family do not expect to conduct any such business.

_____ Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

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_____ None

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Name (Printed)

Signature

Date

Attachment 14

14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

_____ I / we do not know prospective board members.

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2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

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Not applicable because the school does not intend to contract

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6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

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9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

_____ None

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Name (Printed)

Signature

Date

Attachment 14

14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

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Not applicable because the school does not intend to contract

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6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

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_____ Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

_____ Does not apply to me, my spouse, or family.

_____ Yes. I, my spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school.

9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

_____ None

_____ Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

Name (Printed)

Signature

Date

2.5 Charter Board Member Disclosures Form

Attachment 14
14 Del. C. § 511(q)

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

I / we do not know prospective board members.

Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

I / we do not know any such school employees.

Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.*

I / we do not know any such persons.

Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

I / we do not expect to conduct any such business.

Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

Not applicable because the school does not intend to contract with a charter management company.

I / we do not know any such persons.

Yes, I/we do know such persons.

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

Not applicable.

I / we have no such interest.

Yes, I/we have a direct or indirect ownership, employment, contractual or management interest in the provider.

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

Not applicable.

I / we or my family do not expect to conduct any such business.

Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

Does not apply to me, my spouse, or family.

Yes. I, my spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school.

9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

None

Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

LA MAR T. GUNN

Name (Printed)

Signature

January 2, 2020

Date

Parent and Community Involvement

1.7 Parent and Community Involvement

14 *Del. C.* §§ 512(1) and (6),

Parent Involvement

1. Describe the role of any parents/guardians and community members involved in developing the proposed school.

DELA Board of Directors conducted community forums, established a website, and engaged in outreach to the community to engage parents/guardians and community members in developing the proposed school. We were able to determine that parents/guardians and community members are deeply concerned about the quality of education being provided in the Capital School District and the disproportionately low academic achievement of ethnic minorities, low income, and other at-risk subgroups. DELA Board of Directors brought in experienced charter school organizers and managers to interact with parents/guardians and community members in a community forum to discuss best educational practices and the proposed DELA School Design Plan. We published a Preliminary School Design Plan and parents/guardians and community members responded with over 400 signing our survey indicating support for the proposed school. Parents/guardians and community members comprise a majority of our Board of Directors.

2. Describe the outreach that you have conducted to engage prospective parents/guardians in the area you are proposing to serve.

DELA Board of Directors conducted community forums, board members did presentations at multiple public meetings and community events. We put out over 1,000 fliers, and we published a website.

3. Describe how you will engage parents/guardians in the life of the school, in addition to any proposed governance roles described above. Describe how the school will build family-school partnerships to strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities that the school will offer to parents.

DELA Board of Directors plans to have a parent/guardian of an enrolled student serve on the board after the initial enrollment and students are admitted. The board's secession plan includes inviting parents/guardians and community members to complete free Board Member training offered by the school to make them eligible to serve on the board in the event the board needs to expand or if a vacancy becomes available. DELA will conduct a volunteer program to directly engage parents/guardians and community members, after mandatory training and required background checks, in volunteer service at the school. Volunteers may participate in multiple volunteer job descriptions. DELA Board of Directors will ask parents/guardians to actively participate in the school and log hours of service. Volunteer duties will be by assignment. DELA

will host regular family-school events to strengthen support for learning and encourage parental involvement. DELA will conduct a "Parents as Tutors" project which will involve parents working directly with students as volunteers, including forum discussions and service activities.

Community Involvement

1. Describe how community members are represented on your Board and in your Founding Group?

DELA board members are from the community. This project started as a community project.

2. Identify what community resources will be available to students and parents. Describe any partnerships that the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships.

DELA has been working on community partnerships with other community organizations but does not have anything to report at this time.

3. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student-learning opportunities.

None identified at this time.

4. Provide, as **Attachment 15**, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

See: Attachment 15.

Board of Directors

Gregg Bunkley
Chairperson

Charles Moore
Vice Chairperson

Rev. Carla Benson-
Green
Secretary

Dr. Kevin Lucas
Treasurer

Mr. William Hill
Mr. Harold Stafford
Mr. Robert J. Harris
Mr. Reginald Laster
Mr. Robert Harris

December 31, 2019

Dear Anthony Wallace,

Education is the single largest priority area for the Psi Iota HOPE Foundation (Helping Others Pursue Education). Thus, as the Chairman of our board, I am absolutely thrilled with the enormous possibilities of Destiny Education Leadership Academy School (DELA) to be a powerful addition to the choices within the Kent County area school districts (Smyrna, Capital, Caesar Rodney, and Lake Forest). I believe DELA will be a school that builds 21st Century skills, which is long overdue, and that it will add significantly to the educational opportunities for a wide range of students through a time-tested and research-based model of education.

Therefore, on behalf of the Psi Iota HOPE Foundation, I fully support Destiny Education Leadership Academy School's charter application. Thank you for your vision, for without it, it will be exceedingly difficult to ensure students receive the attention and support they require to succeed in school and beyond.

Please feel free to contact me anytime.

Sincerely,

Gregg Bunkley 

Gregg Bunkley
Chairperson



PO Box 392, Dover, Delaware 19903

Start Up and Operations

1.8 Start-up and Operations

14 *Del. C.* §§ 512(1), (8)-(10), and (12)-(13)

1. **Start-Up Plan.** Provide, as **Attachment 16**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals, which is aligned with a sound Start-Up Budget. The plan must include such milestones as:
 - Identifying and hiring key personnel;
 - Creating and/or finalizing curriculum, including purchasing assessment and materials;
 - Creating discipline, attendance, promotion, and grading policies approved by your school's Board of Directors and the Department;
 - Hiring instructional staff;
 - Having in place the major contracts necessary for the school to open on schedule. Major contracts shall include, without limitation, the school's contracts for equipment, services (including bus and food services, and related services for special education), leases of real and personal property, the purchase of real property, the construction or renovation of improvements to real property, and insurance. (**Note!** Contracts for bus and food services must be in place no later than August 1st of the year in which the school proposes to open and August 1st of each year thereafter.)
 - Engaging the community and recruiting students; and
 - Other planning activities.

Please see: Attachment 16.

2. Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges.

The biggest challenge is keeping a volunteer board and team inspired and engaged to carry out the task required to start a new school. We plan to address this challenge by effective communications with board members and keeping the vision alive. We believe that the need for a high-quality public charter school located within the Capital School District attendance zone is a vital serve to the community.

3. Complete the Start-Up (Year 0) Budget in the Budget Sheets. Complete all pages in the Budget Sheets, and provide as **Attachment 17** (see link in Section 1.10 Budget and Finance).

Please see: Attachment 17.

4. **Transportation.** Describe how students will be transported to the school pursuant to 14 *Del. C.* § 508, including any provisions that the school will provide; how students who reside outside the district in which the school will be located will be transported to the school; and how students with special needs will be transported if specialized transportation is required by the student's IEP.

Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.

DELA anticipates that a significant percentage of students will be car riders who live within close proximity to the school. The school will also coordinate a carpool through www.carpoolworld.com. The school may contract bus services for student picks-ups in accordance with Delaware law. Students residing outside the local school district attendance zone will be assigned pick-up sites. The school will fund coordination of the school transportation from the transportation line item in the budget which is \$125,000 for the first year of operations.

5. **Safety and Security.**

- a. Describe your plan for safety and security for students, staff, guests, and property.

DELA board of directors will adopt a safety and security plan and policy design to assure the safety and security of students, staff, guest, and property. The school will coordinate with law enforcement and Homeland Security officials to assure the school has a compliant professional safety and security program operating at the school.

- b. Explain the types of safety and security personnel, technology, equipment, and policies that the school will employ to provide a safe and healthy environment in accordance with 14 *Del. C.* § 512(12) and the safety provisions included in the Compliance Certification Statement.

DELA facilities will have security cameras located throughout the facility and observing all approaches to the facility. The facility doors will be locked to intruders from the outside and have security alarms. The main entrance will require verification of identity before anyone can enter the build during certain hours. The main office will have a panic button connected directly to emergency 911. The school will conduct regular fire drills, hurricane and tornado drills, and other emergency and disease drills. The school will develop a lock down procedure and Code Blue policy. The school will provide staff training to assure the policies and procedures are carried out.

- c. Explain your process to create and maintain the required emergency preparedness plan that is in compliance with the Emergency Preparedness Guidelines established by 29 *Del. C.* § 8237 and 14 DE Admin. Code § 621, and approved by the Department of Safety and Homeland Security (DSHS). Identify which position will have primary responsibility for this plan.

The Lead School Administrator will serve as the primary site security officer. The Lead School Administrator will appoint a team from the staff to coordinate the school's emergency preparedness program.

6. **Lunch/Breakfast.** Describe the plan for providing meals to students, including homeless students and other students eligible for free or reduced price meals. If the school plans to contract for meals, identify the contractor, if known, and describe the services to be provided.

(Note! Passed In 2013, 14 Del. C. §506(f) states that if a child would qualify for a no- or low-cost breakfast or lunch under a federal national school breakfast or lunch program, then the charter school shall provide breakfast and lunch to the child at no or low cost to the child's family, beginning in the 2014-2015 school year. Charter schools shall not consider whether a child would qualify for no- or low-cost breakfast or lunch under a federal national school breakfast or lunch program when making enrollment decisions.)

DELA plans to participate in the National School Lunch Program and provide breakfast, lunch, and snack under the USDA guidelines for the program. We anticipate the school serving a student population of at least 40 percent free or reduced-price lunch eligible. The school will apply to be a CEP school which provides all student breakfast, lunch, and snack without cost to the students. Child Nutrition is an enterprise funds which gets reimbursed at a current rate of just under \$6 per student per day. Reimbursements should total about \$280,000 annual. We anticipate expenses will be about even with reimbursement. The school budget \$20,000 per year as working capital. If the school's procurement policy is 60 days net the \$20,000 budgeted by the school should be adequate for working capital.

7. **Student Health Services.** Describe the plan to ensure the health of students. Describe how the school will provide health services to all students, including the plan to hire a School Nurse and a description of his/her role in the school. The response must include how the school will promote student health and well-being. The response must also include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.

Teachers and staff at DELA will receive pre-service training and will be required to obtain certification in CPR, use of Epi Pens, use of defibrillator, bloodborne pathogens, diabetes care, and medicine administration as part of pre-service training. The school will develop a policy and procedure and assign staff to serve as an emergency response team. The school will hire a School Nurse who will provide health and wellness training to students and staff. The school nurse will be supervised by the Lead School Administrator. The School Nurse will also serve the school by assisting with monitoring and internal compliance regarding health regulations.

8. **Insurance Coverage.** Provide, as **Attachment 18**, a list of the types of insurance coverage that the school will secure, including a description of the levels of coverage in accordance with 14 Del. C. § 512(10). Types of insurance should include, without limitation, workers' compensation, liability, property, indemnity, directors and officers, automobile, and other. The Applicant should contact the Insurance Coverage Office at

(302) 739-3651 or 877-277-4185 for further information on liability protection for public schools in Delaware.

Please find attached as Attachment 18 a copy of an insurance quote from Pratt Insurance, Inc.

9. **Student Records.** Describe the plan for the timely transfer of student and school data and records to the Department of Education, pursuant to 14 *Del. C.* § 512(13). (**Note!** eSchool is the electronic system the State uses to enter and count students.)

DELA board of directors will adopt a policy and procedure regarding Student Information Management, including how student records will be managed and the transfer of data to the Delaware Department of Education. The policy will require that our budgeted clerical support staff receive training in eSchool and timely input student information into the electronic system. The Lead School Administrator will assure that all required student information is placed in eSchool. The school will maintain backup records in paper or electronic format including student registration data, immunization records, Home School Survey, Medical and Emergency Information, classroom rosters, class schedules, student poverty data, discipline data, civil rights data collection, McKinney Vento Homeless Act data, students with disabilities data, English language learners data, academic performance data and other pertinent student records will be maintained in paper and or electronic format. The school will maintain student attendance data in eSchools. The school will timely transmit all required data reports and student records to the Delaware Department of Education. We will timely submit students with disabilities headcounts, poverty headcounts, and make all other reporting required. The school's Student Information Management policy and procedure shall also address how long records are required to be stored, who has access to those records, and records security issues.

ATTACHMENT 16
START-UP PLAN

<u>Task</u>	<u>Timeline</u>	<u>Responsible Person</u>
1. Conduct monthly open board meeting and establish policy development schedule.	April 2020 through August 2021	Board of Directors (all)
2. Conduct monthly community forums in strategic locations.	April 2020 through August 2021	Board of Directors (as assigned by chair)
3. Oversee facilities completion to assure the facility meets the school's needs.	April 2020 through June 2021	Board Facilities Chair
4. Engage in open enrollment marketing.	Fall of 2020	Board of Directors (all)
5. Conduct open enrollment and lottery.	November 2020 through February 2021	Board of Directors (all) and H.A.R.K. Educational Services, Inc.
6. Complete student registrations after lottery.	March-April 2021	H.A.R.K. Educational Services, Inc.
7. Post available job positions and engaged in staff recruitment and hiring.	March-May 2021	Board of Directors and H.A.R.K. Educational Services, Inc.
8. Execute final contracts for founding staff, including the Lead School	May 2021	Board of Directors

Administrator, Instructional Leader, and Finance Officer.		
9. Conduct staff pre-service professional development and planning.	July-August 2021	H.A.R.K. Educational Services, Inc.
10. Conduct open houses for parents and students.	July and August 2021	Lead School Administrator
11. Finalize all curriculum, assessment, and other materials purchase.	May 2021	H.A.R.K. Educational Services, Inc.
12. Finalize policies on Grading and Promotion, Attendance, Discipline, Anti-Bullying, etc.	April 2020 through June 2021	Board of Directors (all)
13. Execute final facilities lease.	January 2021	Board of Directors
14. Finalize Transportation Plan.	June 2021	Board of Directors
15. Apply to participate in Nation School Lunch Program.	January 2021	H.A.R.K. Educational Services, Inc.
16. Apply for e-rate program.	January 2021	H.A.R.K. Educational Services, Inc.
17. Complete Parent/Student Handbook.	November 2020	H.A.R.K. Educational Services, Inc.
18. Execute all remaining major contracts.	May 2021	Board of Directors (Chair)

19. Complete federal program grant applications for Title I, Title II, Title III, Title IV, and IDEA.	April-May 2021	H.A.R.K. Educational Services, Inc.
20. Set-up financial accounts and computer systems for school accounting.	July 2021	School Finance Officer
21. Set-up Student Information Management system eSchools.	March to July 2021	H.A.R.K. Educational Services, Inc.
22. Develop and update school website.	Ongoing	H.A.R.K. Educational Services, Inc.
23. Complete Mandatory Board Professional Development.	As Modules become available. (State allows access)	Board of Directors (all)
24. Develop Strategic Plan for fundraising, board secession planning, and other strategic issues.	May 2021	Board of Directors (all)

Destiny Education Leadership Academy

Attachment 17- Budget Sheets

Charter School Application Budget Worksheet

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,964,751	\$2,231,803	\$2,543,002	\$2,815,979
2	School District Local Fund Transfers	\$0	\$349,847	\$405,659	\$459,185	\$516,984
3	Prior Year Carryover Funds	\$0	\$0	\$30,758	\$90,885	\$217,816
TOTAL STATE & LOCAL REVENUE		\$0	\$2,314,598	\$2,668,220	\$3,093,072	\$3,550,779

State & Local Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs											
4	Classroom Teachers	\$0	0.00	\$540,000	12.00	\$648,900	14.00	\$763,840	16.00	\$885,096	18.00
5	Special Education Teachers	\$0	0.00	\$45,000	1.00	\$92,700	2.00	\$95,481	2.00	\$98,345	2.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$80,000	2.00	\$82,400	2.00	\$127,308	3.00	\$174,836	4.00
7	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
8	Principal/Administrative	\$0	0.00	\$65,000	1.00	\$66,950	1.00	\$68,958	1.00	\$71,027	1.00
9	Nurse	\$0	0.00	\$20,000	0.50	\$20,600	0.50	\$21,218	0.50	\$21,854	0.50
10	Clerical	\$0	0.00	\$35,000	1.00	\$36,050	1.00	\$37,131	1.00	\$38,245	1.00
11	Custodial	\$0	0.00	\$30,000	1.00	\$61,800	2.00	\$63,654	2.00	\$63,654	2.00
12	Substitutes	\$0	0.00	\$40,000	1.00	\$41,200	1.00	\$42,436	1.00	\$43,709	1.00
13	Other	\$0	0.00	\$60,000	1.00	\$61,800	1.00	\$63,654	1.00	\$65,563	1.00
14	Other Employer Costs (32.33% of Salaries)	\$0		\$263,490		\$326,339		\$380,715		\$437,443	
15	Health Insurance	\$0		\$0		\$0		\$0		\$0	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$1,178,490	20.50	\$1,438,739	24.50	\$1,664,395	27.50	\$1,899,772	30.50
Student Support											
17	Transportation	\$0		\$125,000		\$135,000		\$140,000		\$145,000	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$20,000		\$20,000		\$20,000		\$20,000	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$20,000		\$21,000		\$22,000		\$23,000	
22	Textbooks	\$0		\$0		\$0		\$0		\$0	
23	Curriculum	\$0		\$0		\$0		\$0		\$0	
24	Professional Development	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
25	Assessments	\$0		\$10,000		\$12,000		\$14,000		\$16,000	
26	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
27	Therapists (Occupational, Speech)	\$0		\$12,000		\$14,000		\$16,000		\$18,000	
28	Classroom Technology	\$0		\$25,000		\$25,000		\$25,000		\$25,000	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$50,000		\$20,000		\$20,000		\$20,000	
31	Contracted Services	\$0		\$20,000		\$25,000		\$30,000		\$35,000	
32	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT		\$0		\$292,000		\$282,000		\$297,000		\$312,000	
Operations and Maintenance of Facilities											
33	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
34	Rent	\$0		\$360,000		\$360,000		\$360,000		\$360,000	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$96,000		\$96,000		\$105,000		\$105,000	
37	Maintenance	\$0		\$15,000		\$17,000		\$19,000		\$21,000	
38	Telephone/Communications	\$0		\$18,000		\$18,000		\$18,000		\$18,000	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$1,000		\$1,000		\$1,000		\$1,000	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$490,000		\$492,000		\$503,000		\$505,000	
Administrative/Operations Support											
42	Equipment Lease/Maintenance	\$0		\$3,600		\$3,600		\$3,600		\$3,600	
43	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
44	Supplies and Materials	\$0		\$4,000		\$5,000		\$6,000		\$7,000	
45	Printing and Copying	\$0		\$3,000		\$4,000		\$5,000		\$6,000	
46	Postage and Shipping	\$0		\$1,500		\$2,000		\$2,500		\$3,000	
47	Enrollment / Recruitment	\$0		\$1,000		\$1,000		\$1,000		\$1,000	
48	Staffing (recruitment and assessment)	\$0		\$1,000		\$1,000		\$1,000		\$1,000	
49	Technology Plan	\$0		\$500		\$500		\$500		\$500	
50	Other	\$0		\$1,000		\$1,000		\$1,000		\$1,000	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$15,600		\$18,100		\$20,600		\$23,100	
Management Company											
51	Fees	\$0		\$277,751		\$316,495		\$360,262		\$399,955	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$30,000		\$30,000		\$30,000		\$30,000	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$307,751		\$346,495		\$390,262		\$429,955	
STATE & LOCAL EXPENDITURES		\$0		\$2,283,841		\$2,577,334		\$2,875,257		\$3,169,827	
56	# Students	0	264	308	352	396					
REVENUE LESS EXPENDITURES		\$0	\$30,758	\$90,885	\$217,816	\$380,951					
2% CONTINGENCY CHECK		\$0.00	\$46,291.96	\$53,364.39	\$61,861.45	\$71,015.57					

Destiny Education Leadership Academy

Attachment 17- Budget Sheets

Charter School Application Budget Worksheet

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$231,459	\$263,746	\$300,218	\$333,296
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$231,459	\$263,746	\$300,218	\$333,296

Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$45,000 1.00	\$46,350 1.00	\$47,740 1.00	\$49,172 1.00
4	Special Education Teachers	\$0 0.00	\$45,000 1.00	\$46,350 1.00	\$47,740 1.00	\$49,172 1.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other Employer Costs (32.33% of Salaries)	\$0	\$29,097	\$29,970	\$30,869	\$31,795
14	Health Insurance	\$0	\$0	\$0	\$0	\$0
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$119,097 2.00	\$122,670 2.00	\$126,349 2.00	\$130,139 0.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$10,000	\$10,000	\$10,000	\$10,000
21	Textbooks	\$0	\$0	\$0	\$0	\$0
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$0	\$0	\$0	\$0
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$10,000	\$10,000	\$10,000	\$10,000
27	Classroom Technology	\$0	\$0	\$0	\$0	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$0	\$0	\$0	\$0
30	Contracted Services	\$0	\$20,000	\$20,000	\$20,000	\$20,000
31	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL STUDENT SUPPORT		\$0	\$40,000	\$40,000	\$40,000	\$40,000
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$159,097	\$162,670	\$166,349	\$170,139
54	# Students	0	264	308	352	396
REVENUE LESS EXPENDITURES		\$0	\$72,362	\$101,076	\$133,869	\$163,157

Destiny Education Leadership Academy

Attachment 17- Budget Sheets

Charter School Application Budget Worksheet

0

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$0	\$0	\$0	\$0	\$0
3	Donations	\$0	\$0	\$0	\$0	\$0
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$237,600	\$277,200	\$316,800	\$356,400
6	Miscellaneous Revenue	\$150,000	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$0	\$23,760	\$51,480	\$83,160
TOTAL OTHER REVENUE		\$150,000	\$237,600	\$300,960	\$368,280	\$439,560

Other Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FTE		FTE		FTE		FTE		FTE	
Personnel Salaries / Other Employer Costs											
8	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
11	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
15	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
16	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
17	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
18	Other Employer Costs (32.33% of Salaries)	\$0		\$0		\$0		\$0		\$0	
19	Health Insurance	\$0		\$0		\$0		\$0		\$0	
20	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00

Student Support											
21	Transportation	\$0		\$0		\$0		\$0		\$0	
22	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
23	Cafeteria	\$0		\$213,840		\$249,480		\$285,120		\$320,760	
24	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
25	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
26	Textbooks	\$0		\$0		\$0		\$0		\$0	
27	Curriculum	\$0		\$0		\$0		\$0		\$0	
28	Professional Development	\$0		\$0		\$0		\$0		\$0	
29	Assessments	\$0		\$0		\$0		\$0		\$0	
30	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
31	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
32	Classroom Technology	\$0		\$0		\$0		\$0		\$0	
33	School Climate	\$0		\$0		\$0		\$0		\$0	
34	Computers	\$0		\$0		\$0		\$0		\$0	
35	Contracted Services	\$0		\$0		\$0		\$0		\$0	
36	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT		\$0		\$213,840		\$249,480		\$285,120		\$320,760	

Operations and Maintenance of Facilities											
37	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
38	Rent	\$0		\$0		\$0		\$0		\$0	
39	Mortgage	\$0		\$0		\$0		\$0		\$0	
40	Utilities	\$0		\$0		\$0		\$0		\$0	
41	Maintenance	\$0		\$0		\$0		\$0		\$0	
42	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
43	Construction	\$0		\$0		\$0		\$0		\$0	
44	Renovation	\$0		\$0		\$0		\$0		\$0	
45	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$0		\$0		\$0		\$0	

Administrative/Operations Support											
46	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
47	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
48	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
49	Printing and Copying	\$0		\$0		\$0		\$0		\$0	
50	Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
51	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
52	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
53	Technology Plan	\$0		\$0		\$0		\$0		\$0	
54	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$0		\$0		\$0		\$0	

Management Company											
55	Fees	\$150,000		\$0		\$0		\$0		\$0	
56	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
57	Curriculum	\$0		\$0		\$0		\$0		\$0	
58	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
59	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$150,000		\$0		\$0		\$0		\$0	

OTHER EXPENDITURES		\$150,000		\$213,840		\$249,480		\$285,120		\$320,760	
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60	# Students	0		264		308		352		396	
REVENUE LESS EXPENDITURES		\$0		\$23,760		\$51,480		\$83,160		\$118,800	

Charter School Application Budget Worksheet

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$0	\$1,534,553	\$1,760,670	\$2,062,851	\$2,263,571
2	School District Local Fund Transfers	\$0	\$280,400	\$327,704	\$0	\$411,447
3	Prior Year Carryover Funds	\$0	\$0	\$91,181	\$177,094	\$10,233
TOTAL STATE & LOCAL REVENUE		\$0	\$1,814,953	\$2,179,555	\$2,239,945	\$2,685,251
State & Local Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
4	Classroom Teachers	\$0 0.00	\$450,000 10.00	\$556,200 12.00	\$668,360 14.00	\$737,580 16.00
5	Special Education Teachers	\$0 0.00	\$45,000 1.00	\$92,700 2.00	\$95,480 2.00	\$98,344 2.00
6	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$80,000 2.00	\$82,400 2.00	\$84,872 2.00	\$87,418 2.00
7	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Principal/Administrative	\$0 0.00	\$65,000 1.00	\$66,950 1.00	\$68,958 1.00	\$72,027 1.00
9	Nurse	\$0 0.00	\$20,000 0.50	\$20,600 0.50	\$21,218 0.50	\$21,854 0.50
10	Clerical	\$0 0.00	\$35,000 1.00	\$36,050 1.00	\$37,131 1.00	\$38,245 1.00
11	Custodial	\$0 0.00	\$30,000 1.00	\$61,800 2.00	\$63,654 2.00	\$65,563 2.00
12	Substitutes	\$0 0.00	\$40,000 1.00	\$41,200 1.00	\$42,436 2.00	\$43,709 2.00
13	Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
14	Other Employer Costs (32.33% of Salaries)	\$0	\$234,393	\$296,369	\$336,126	\$362,429
15	Health Insurance	\$0	\$0	\$0	\$0	\$0
16	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$999,393 17.50	\$1,254,269 21.50	\$1,418,235 24.50	\$1,527,169 26.50
Student Support						
17	Transportation	\$0	\$50,000	\$60,000	\$70,000	\$80,000
18	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
19	Cafeteria	\$0	\$10,000	\$10,000	\$10,000	\$1,000
20	Extra Curricular	\$0	\$0	\$0	\$0	\$0
21	Supplies and Materials	\$0	\$7,000	\$9,000	\$11,000	\$13,000
22	Textbooks	\$0	\$0	\$0	\$0	\$0
23	Curriculum	\$0	\$0	\$0	\$0	\$0
24	Professional Development	\$0	\$4,000	\$4,000	\$4,000	\$4,000
25	Assessments	\$0	\$6,000	\$8,000	\$10,000	\$12,000
26	Other Educational Program	\$0	\$0	\$0	\$0	\$0
27	Therapists (Occupational, Speech)	\$0	\$7,000	\$9,000	\$11,000	\$13,000
28	Classroom Technology	\$0	\$0	\$0	\$0	\$0
29	School Climate	\$0	\$0	\$0	\$0	\$0
30	Computers	\$0	\$35,000	\$4,000	\$4,000	\$4,000
31	Contracted Services	\$0	\$10,000	\$12,000	\$14,000	\$16,000
32	Other	\$0	\$400	\$400	\$400	\$400
SUBTOTAL STUDENT SUPPORT		\$0	\$129,400	\$116,400	\$134,400	\$143,400
Operations and Maintenance of Facilities						
33	Insurance (Property/Liability)	\$0	\$42,386	\$42,386	\$42,386	\$42,386
34	Rent	\$0	\$240,000	\$240,000	\$240,000	\$240,000
35	Mortgage	\$0	\$0	\$0	\$0	\$0
36	Utilities	\$0	\$70,000	\$70,000	\$70,000	\$70,000
37	Maintenance	\$0	\$10,000	\$12,000	\$14,000	\$16,000
38	Telephone/Communications	\$0	\$1,200	\$1,200	\$1,200	\$1,200
39	Construction	\$0	\$0	\$0	\$0	\$0
40	Renovation	\$0	\$0	\$0	\$0	\$0
41	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$363,586	\$365,586	\$367,586	\$369,586
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$3,600	\$3,600	\$3,600	\$3,600
43	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
44	Supplies and Materials	\$0	\$2,500	\$3,500	\$4,500	\$5,500
45	Printing and Copying	\$0	\$2,500	\$3,000	\$3,500	\$4,000
46	Postage and Shipping	\$0	\$1,500	\$2,000	\$2,500	\$3,000
47	Enrollment / Recruitment	\$0	\$1,000	\$1,000	\$1,000	\$1,000
48	Staffing (recruitment and assessment)	\$0	\$1,000	\$1,000	\$1,000	\$1,000
49	Technology Plan	\$0	\$500	\$500	\$500	\$500
50	Other	\$0	\$1,000	\$1,000	\$1,000	\$1,000
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$13,600	\$15,600	\$17,600	\$19,600
Management Company						
51	Fees	\$0	\$217,794	\$250,605	\$291,891	\$321,002
52	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
53	Curriculum	\$0	\$0	\$0	\$0	\$0
54	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$217,794	\$250,605	\$291,891	\$321,002
STATE & LOCAL EXPENDITURES		\$0	\$1,723,773	\$2,002,460	\$2,229,712	\$2,380,757
56	# Students	0	211	247	282	317
REVENUE LESS EXPENDITURES		\$0	\$91,181	\$177,094	\$10,233	\$304,494
2% CONTINGENCY CHECK		\$0.00	\$36,299.06	\$43,591.09	\$44,798.91	\$53,705.02

Federal Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	\$0	\$181,495	\$208,837	\$243,242	\$267,501
2	Other Federal Grants	\$0	\$0	\$0	\$0	\$0
TOTAL FEDERAL REVENUE		\$0	\$181,495	\$208,837	\$243,242	\$267,501
Federal Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
3	Classroom Teachers	\$0 0.00	\$45,000 1.00	\$46,350 1.00	\$47,740 1.00	\$49,172 1.00
4	Special Education Teachers	\$0 0.00	\$45,000 1.00	\$46,350 1.00	\$47,740 1.00	\$49,172 1.00
5	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
6	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
7	Principal/Administrative	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
8	Nurse	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Clerical	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Custodial	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Other	\$0 0.00	\$50,000 1.00	\$51,500 1.00	\$53,045 1.00	\$54,636 1.00
13	Other Employer Costs (32.33% of Salaries)	\$0	\$29,097	\$29,970	\$30,869	\$31,795
14	Health Insurance	\$0	\$0	\$0	\$0	\$0
15	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$169,097 3.00	\$174,170 3.00	\$179,394 3.00	\$184,775 2.00
Student Support						
16	Transportation	\$0	\$0	\$0	\$0	\$0
17	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
18	Cafeteria	\$0	\$0	\$0	\$0	\$0
19	Extra Curricular	\$0	\$0	\$0	\$0	\$0
20	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
21	Textbooks	\$0	\$0	\$0	\$0	\$0
22	Curriculum	\$0	\$0	\$0	\$0	\$0
23	Professional Development	\$0	\$0	\$0	\$0	\$0
24	Assessments	\$0	\$0	\$0	\$0	\$0
25	Other Educational Program	\$0	\$0	\$0	\$0	\$0
26	Therapists (Occupational, Speech)	\$0	\$10,000	\$10,000	\$10,000	\$10,000
27	Classroom Technology	\$0	\$0	\$0	\$0	\$0
28	School Climate	\$0	\$0	\$0	\$0	\$0
29	Computers	\$0	\$0	\$0	\$0	\$0
30	Contracted Services	\$0	\$0	\$0	\$0	\$0
31	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL STUDENT SUPPORT		\$0	\$10,000	\$10,000	\$10,000	\$10,000
Operations and Maintenance of Facilities						
32	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
33	Rent	\$0	\$0	\$0	\$0	\$0
34	Mortgage	\$0	\$0	\$0	\$0	\$0
35	Utilities	\$0	\$0	\$0	\$0	\$0
36	Maintenance	\$0	\$0	\$0	\$0	\$0
37	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
38	Construction	\$0	\$0	\$0	\$0	\$0
39	Renovation	\$0	\$0	\$0	\$0	\$0
40	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
41	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
42	Supplies and Materials	\$0	\$0	\$0	\$0	\$0
43	Printing and Copying	\$0	\$0	\$0	\$0	\$0
44	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
45	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
46	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
47	Technology Plan	\$0	\$0	\$0	\$0	\$0
48	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0	\$0	\$0	\$0	\$0
Management Company						
49	Fees	\$0	\$0	\$0	\$0	\$0
50	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
51	Curriculum	\$0	\$0	\$0	\$0	\$0
52	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
53	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES		\$0	\$179,097	\$184,170	\$189,394	\$194,775
54	# Students	0	211	247	282	317
REVENUE LESS EXPENDITURES		\$0	\$2,398	\$24,667	\$53,848	\$72,726

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$0	\$0	\$0	\$0	\$0
3	Donations	\$0	\$0	\$0	\$0	\$0
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$0	\$189,900	\$222,300	\$253,800	\$285,300
6	Miscellaneous Revenue	\$150,000	\$0	\$0	\$0	\$0
7	Prior Year Carryover Funds	\$0	\$0	\$18,990	\$41,220	\$66,600
TOTAL OTHER REVENUE		\$150,000	\$189,900	\$241,290	\$295,020	\$351,900

Other Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		FTE		FTE		FTE		FTE		FTE	
Personnel Salaries / Other Employer Costs											
8	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
11	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
15	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
16	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
17	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
18	Other Employer Costs (32.33% of Salaries)	\$0		\$0		\$0		\$0		\$0	
19	Health Insurance	\$0		\$0		\$0		\$0		\$0	
20	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Student Support											
21	Transportation	\$0		\$0		\$0		\$0		\$0	
22	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
23	Cafeteria	\$0		\$170,910		\$200,070		\$228,420		\$256,770	
24	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
25	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
26	Textbooks	\$0		\$0		\$0		\$0		\$0	
27	Curriculum	\$0		\$0		\$0		\$0		\$0	
28	Professional Development	\$0		\$0		\$0		\$0		\$0	
29	Assessments	\$0		\$0		\$0		\$0		\$0	
30	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
31	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
32	Classroom Technology	\$0		\$0		\$0		\$0		\$0	
33	School Climate	\$0		\$0		\$0		\$0		\$0	
34	Computers	\$0		\$0		\$0		\$0		\$0	
35	Contracted Services	\$0		\$0		\$0		\$0		\$0	
36	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT		\$0		\$170,910		\$200,070		\$228,420		\$256,770	
Operations and Maintenance of Facilities											
37	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
38	Rent	\$0		\$0		\$0		\$0		\$0	
39	Mortgage	\$0		\$0		\$0		\$0		\$0	
40	Utilities	\$0		\$0		\$0		\$0		\$0	
41	Maintenance	\$0		\$0		\$0		\$0		\$0	
42	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
43	Construction	\$0		\$0		\$0		\$0		\$0	
44	Renovation	\$0		\$0		\$0		\$0		\$0	
45	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$0		\$0		\$0		\$0	
Administrative/Operations Support											
46	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
47	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
48	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
49	Printing and Copying	\$0		\$0		\$0		\$0		\$0	
50	Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
51	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
52	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
53	Technology Plan	\$0		\$0		\$0		\$0		\$0	
54	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$0		\$0		\$0		\$0	
Management Company											
55	Fees	\$150,000		\$0		\$0		\$0		\$0	
56	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
57	Curriculum	\$0		\$0		\$0		\$0		\$0	
58	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
59	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$150,000		\$0		\$0		\$0		\$0	
OTHER EXPENDITURES		\$150,000		\$170,910		\$200,070		\$228,420		\$256,770	
60	# Students	0		211		247		282		317	
REVENUE LESS EXPENDITURES		\$0		\$18,990		\$41,220		\$66,600		\$95,130	

**PRATT INSURANCE INC
FOUR VILLAGE SQUARE
SMYRNA, DE 19977**

PREMIUM INDICATION

DESTINY EDUCATION LEADERSHIP ACADEMY

Line of Business	Coverage/Limits	Deductible	Rating Basis	Estimated Premium
Property	Contents Tenants Improvements and Betterments	\$1,000	\$150,000	\$150
	Tenants Improvements and Betterments		\$2,800,000	\$1,400
	Second Floor Complete		\$3,335,000	\$1,668
General Liability	\$1,000,000 Per Occurrence \$3,000,000 Aggregate	N/A	264 Students 22 Teachers 3 Administrators	\$1,561
Sexual Abuse & Molestation Liability	\$1,000,000 Each Loss \$1,000,000 Aggregate \$300,000 Innocent Party Defense	\$2,500	264 Students	Included
Employee Benefits Liability	\$1,000,000 Each Claim \$3,000,000 Aggregate	\$1,000	35 Employees	Included
School District Educators Legal Liability	\$1,000,000 Each Claim \$3,000,000 Aggregate \$100,000 Non- Monetary Defense Costs	\$2,500	264 Students	\$1,750
		\$2,500	264 Students	Included
Fidelity Bond (Employee Dishonesty Bond)	\$250,000	\$500	5 Ratable Employees	\$750
Auto Liability Premium Hired and Non- Owned	\$1,000,000	N/A	If any Hired Autos 35 Employees	\$1,000 Included

12/23/2019

**PRATT INSURANCE INC
FOUR VILLAGE SQUARE
SMYRNA, DE 19977**

School Amendatory Endorsements	Property Contents Only	Same as Property Deductible	\$150,000	\$26
	Including Improvements and Betterments		\$2,800,000	\$476
	Including Second Floor Improvements and Betterments		\$3,335,000	\$570
	General Liability		Various Additional Coverage	\$300
Workers Compensation Employers Liability	\$500,000 Bodily Injury Each Accident \$500,000 Bodily Injury by Disease Each Employee \$500,000 By Disease Policy Limit \$1,000,000 Annual Aggregate	N/A	\$1,000,000 Payroll	\$140
Umbrella	\$5,000,000 Each Occurrence, \$5,000,000 Aggregate	\$10,000 Self - Insured Retention	Coverage applies Excess of General Liability, Sexual Abuse & Molestation Liability School District Educators Legal Liability Auto Liability Employers Liability	\$3,250

**PRATT INSURANCE INC
FOUR VILLAGE SQUARE
SMYRNA, DE 19977**

Totals			<p align="center">Property Premium for Contents, General Liability School District Educators Legal Liability, Fidelity Bond Hired & Non-Owned Liability School Amendatory Endorsements Employers Liability And Umbrella</p> <p align="center">Property Premium for Contents, Initial Tenants Improvements and Betterments General Liability School District Educators Legal Liability, Fidelity Bond Hired & Non-Owned Liability School Amendatory Endorsements Employers Liability And Umbrella</p> <p align="center">Property Premium for Contents, Tenants Improvements and Betterments including the second floor General Liability School District Educators Legal Liability, Fidelity Bond Hired & Non-Owned Liability School Amendatory Endorsements Employers Liability And Umbrella</p>	<p align="center">\$8,927</p> <p align="center">\$10,803</p> <p align="center">\$11,165</p>
Student Accident Coverage			<p align="center">\$50,000 Student Accident Coverage with Total Medical Expense Benefits for all Medical Expenses excess of any other collectible health of accident Coverage \$1,000,000 Student Accident & Health (catastrophe Coverage).</p>	<p align="center">\$4.05 Per Student</p>

Facilities Section 1

1.9 Facilities

14 *Del. C. § 512(8) and (12)*

1. Discuss the school's facility needs based on the educational program and projected enrollment. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

DELA will need facilities to accommodate approximately 264 students in its first year of operation and expansion space to ultimately accommodate 396 students in year four of operations. The facility will need high bandwidth Internet access, cabling, access hubs, routers, and switches which will enable all students, staff, and the school administration to access the Internet uninterrupted at the same time. The school will need a server with capacity to accommodate the school's digital repository. The school facility will need proper light, temperature control, and acoustics to accommodate at 21st Century learning environment. The school will need to have proper ingress and egress and be able to accommodate bus traffic. We have identified a facility which meets our needs. We estimated \$360,000 or \$30,000 per month in lease payments in our budget. Lease payment represent about 15.5 percent of our estimate gross revenue from state and local funds.

2. If the applicants have identified a facility, state where the school will be located (including county location and any other location specifics) and, as **Attachment 19**, provide floor plans of the school that identifies each room and whether the building will be new construction or an existing building. Include a detailed description of the facility that includes the number of acres.

DELA has already identified a facility located at 4861 N. Dupont Highway, Dover, Delaware 19901 containing approximately 30,000 SF and have obtained a memorandum of understanding with the landlord. The facility currently has 13 regular classroom each containing over 725 SF. The facility has a kitchen, cafeteria, library, and computer/small group room. The facility as adequate administrative office, a teacher work room, and gymnasium. The proposed school site has approximately 5 acres of yard space for playground and equipment. The facility will accommodate the school's first two years of operations and have adequate expansion potential.

- a. If the site has been identified, list the detailed terms and/or conditions for the use of the facility. If not, describe the plans to identify a suitable facility.

The proposed terms of use of the facility is a triple net lease. The based payment will be about \$30,000 per month. The facility will be in a walk-in ready condition with educational certificate of occupancy.

- b. If a facility has not been identified, specify potential locations that are under consideration, and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.

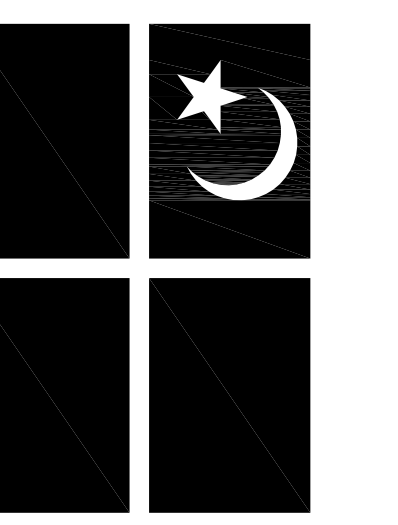
We have concrete plans for an existing facility.

- c. Explain how the facility will meet the needs of students. Provide an assurance that it will be accessible to students with physical disabilities.

The facility was initially designed as a school and has all the amenities necessary to meet the needs of our students. The facility is handicapped accessible. The facility has an elevator to reach the second floor. The facility will accommodate student, parents, staff, and the general public who have physical disabilities.

- d. To the extent that the Applicant has discussed or established specific lease or purchase terms, include the proposed terms and any draft agreements. Ensure that all costs are included in the budget.

See: Proposed Triple Net Lease Agreement



MOONLIGHT ARCHITECTURE, INC. (302) 645-9361

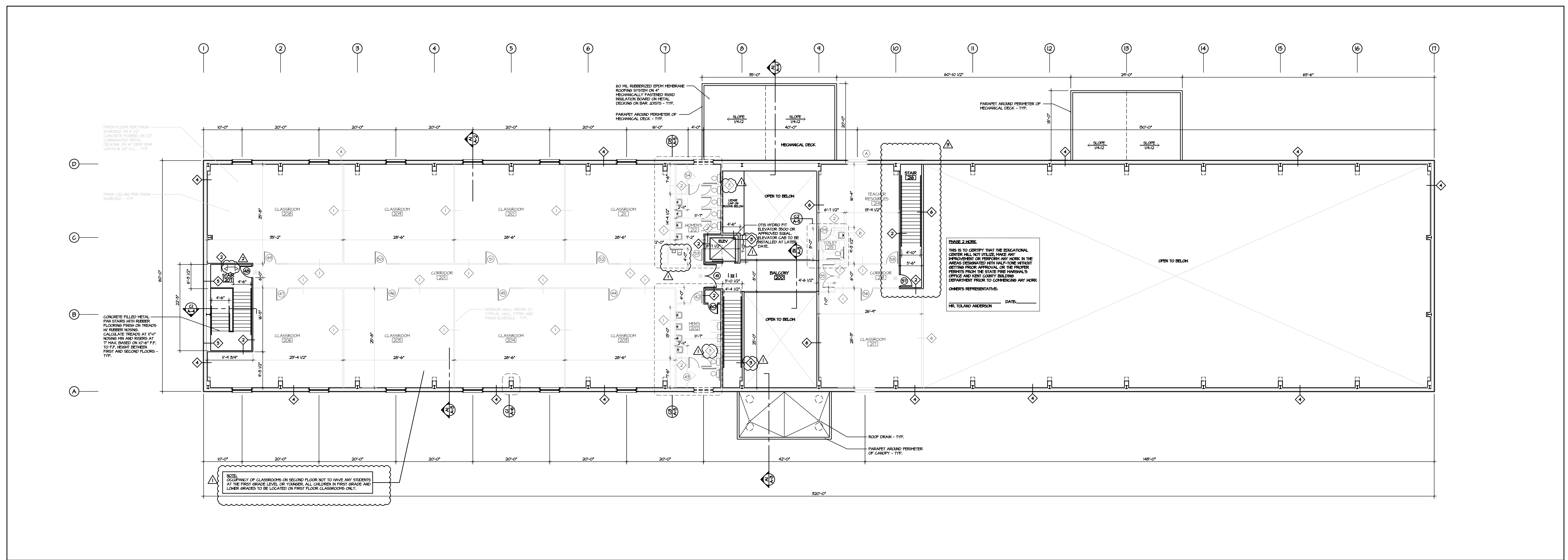
All designs, concepts, ideas and arrangements depicted on these drawings are the property of Moonlight Architecture, Inc. and are intended to be used for the project only. No part of these drawings shall not be used in whole or in part for any other purpose whatsoever without the written consent of Moonlight Architecture, Inc. No portion of these drawings shall be allowed without the written consent of Moonlight Architecture, Inc.

SCALE: 3/32" = 1'-0"
DATE: 12/07/2016
PROJECT # 09013

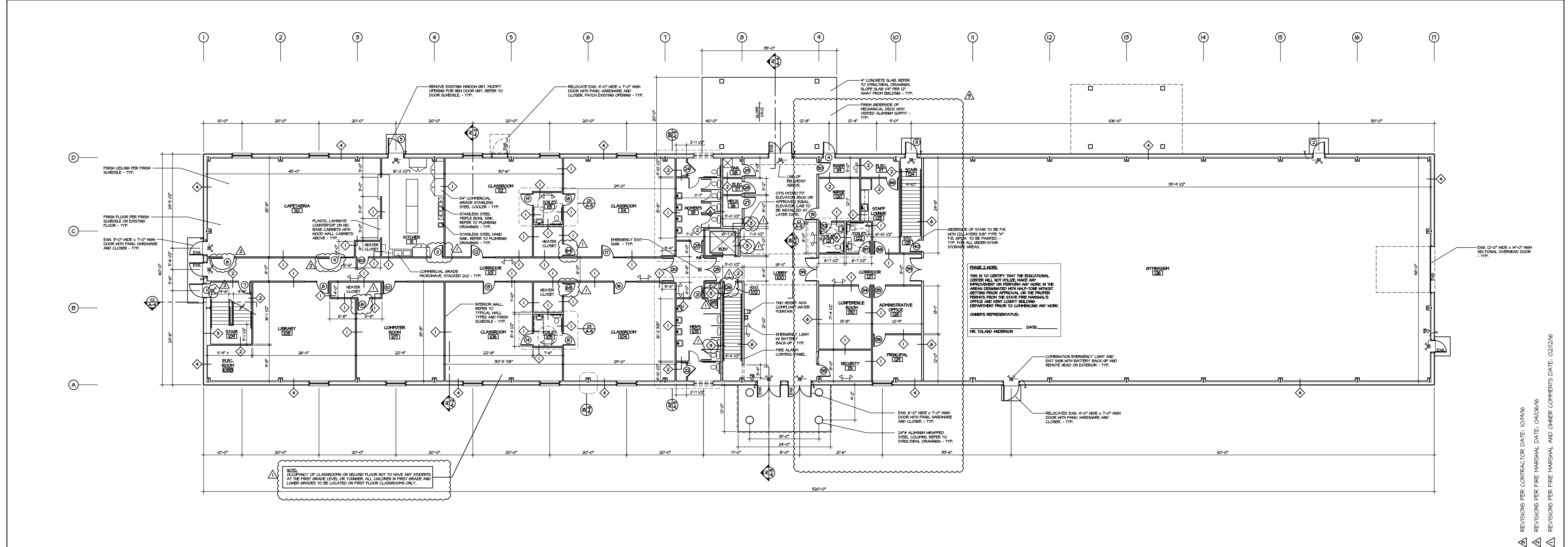
EDUCATIONAL CENTER
4825 NORTH DUPONT HIGHWAY
DOVER, KENT COUNTY, DELAWARE
FLOOR PLANS

CONSTRUCTION DOCUMENTS FOR THE
PROJECT # 09013

SHEET # A-1



A2 SECOND FLOOR PLAN
3/32" = 1'-0"



A1 FIRST FLOOR PLAN
3/32" = 1'-0"

REVISIONS PER CONTRACTOR DATE: 10/14/16
REVISIONS PER FIRE MARSHAL DATE: 04/06/16
REVISIONS PER FIRE MARSHAL AND OWNER COMMENTS DATE: 02/12/16

TRIPLE NET LEASE AGREEMENT

This Triple Net Lease Agreement (hereinafter referred to as the “Agreement”) is made and entered into on December 15, 2019, by and between SILVER LININGS HOLDING CORPORATION, a Delaware Business Corporation (hereinafter referred to as “Landlord”), and DESTINY EDUCATION LEADERSHIP ACADEMY, a Delaware Nonprofit Corporation (hereinafter referred to as “Tenant”).

RECITALS:

WHEREAS Tenant desires to take on rent and lease the Premises (as defined below) from Landlord and Landlord desires to lease the Premises to Tenant upon the terms and conditions set forth under this Agreement; and

WHEREAS this lease is contingent upon the Tenant’s approval by the Delaware State Board of Education to open and operate a Delaware public charter school in the subject premises:

NOW, THEREFORE, for and in consideration of the covenants, conditions and obligations contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Landlord and Tenant agree as follows:

1. PREMISES

Landlord is leasing to Tenant and Tenant is leasing from Landlord the following premises located at: 4861 N. DuPont Highway, Dover, Delaware 19901, together with all appurtenances, improvements thereon, annexed hereto and made a part of this Agreement (collectively referred to as the “Premises”);

2. TERM

Landlord hereby leases the Premises to Tenant for a period commencing on July 01, 2021 (the “Commencement Date”) and this lease shall continue for a period of Four (4) years, unless earlier terminated by either party in accordance with the provisions of this Agreement (the “Initial Term”).

3. UTILITIES and SERVICES

Landlord agrees to furnish the following services/utilities: None

Tenant agrees to pay for all utilities and/or services supplied to the Premises and to maintain said utilities and services during term of this Agreement.

4. BASE RENT

Tenant agrees to pay Landlord a monthly rent in the sum of \$30,000.00 towards Base Rent for the Premises. The said Rent is due and payable in advance and no later than the First (1st) day of every

month (hereinafter referred to as the "Due date"). If the rent is not paid on the due date, Rent shall be considered overdue and the Tenant has to pay late fee as specified hereunder.

Landlord reserves the right to increase the rent at the end of Initial Term and after each Option Term.

5. ADDITIONAL RENT

During the Term of this Agreement, in addition to the Base Rent, Tenant shall pay the following additional rent ("Additional Rent"):

A. Utilities

Tenant shall be responsible to maintain and pay for all utilities provided with the Premises, including, but not limited to, gas, telephone, cable, water, sewer, electricity, etc. Tenant shall also be solely responsible for the payment of any and all water bills, sewer bills and garbage collection costs concerning the Premises

B. Real Estate Taxes and Assessments

Tenant shall be responsible to pay for all real estate taxes and tax assessments, which may be levied or assessed by any federal, state, municipal and local taxing authorities against the Premises. Tenant shall pay all such real estate taxes directly to the concerned taxing authority.

C. Personal Property Taxes and Assessments

Tenant, at all times, shall be responsible for and shall pay, all federal, state, municipal, and local taxes, including any fees in lieu of taxes, which may be assessed against any of the fixtures, furnishings, equipment, installed or used on the Premises.

D. Documentary and Rental Taxes

Tenant shall be responsible to pay any levy charges assessed or imposed by any governmental taxing authority including any documentary stamp tax, excise and/or assessment imposed due to the execution of this Agreement, either by way of substitution or in addition to any existing tax on land and buildings or otherwise.

E. Additional Charges

Any additional charges which is due Landlord by Tenant under this Agreement, including but not limited to charges imposed for any damage to the Premises caused by Tenant or Tenant's employees, representatives, agents, contractors, or invitees, Tenant shall also pay any and all legal fees, charges for cleaning maintenance and repairs, costs of default remedies, past due charges, insurance.

F. Late Fee

Any Rent paid not paid by the due date will be subject to a late payment charge of 15% of the delinquent amount. If rent is not paid within five (5) days of the due date, Landlord may terminate this agreement. For every check returned due to insufficient funds or for any other reason, Tenant agrees to pay a service charge of Fifty Dollars (\$50).

Base Rent and Additional Rent shall collectively constitute the "Rent"

6. NET LEASE

Except as specifically set forth under this Agreement, this Agreement is intended to be a Triple Net Lease and Landlord shall not be obligated to pay any costs, charges, expenses, to provide any services, or to do any act with respect to the Premises. Tenant shall be solely responsible to pay all charges, expenses and costs, of every nature and kind relating to the Premises.

7. USE OF PREMISES

Tenant shall use the Premises exclusively for the following purposes: for operation of a public charter school, and before and after-school programs, and shall not use or permit anyone to use the Premises or any part thereof for any other purpose or business or by any persons other than Tenant. Tenant may also use the Premises for any other purposes related to the main use. The Premises shall not be used for any illegal purpose, or in violation of any rules or regulations, or in any manner to create any nuisance or trespass.

8. ACCEPTANCE OF PREMISES

Landlord makes no warranties of any kind, express or implied, regarding the Premises, its condition, or its potential uses. Tenant accepts the Premises in "AS IS" condition. Tenant agrees that Landlord need not provide any alterations or improvements before the commencement of the lease term. Tenant further agrees to indemnify Landlord against any loss or liability arising out of Tenant's use of the Premises.

9. CONDITION OF PREMISES

Tenant acknowledges that it has fully inspected the Premises. Tenant further acknowledges that the Premises is fully clean, and all items, fixtures, appliances and appurtenances are in proper working order and that the Premises is in a safe, fit and livable condition.

10. POSSESSION

In the event if Landlord fails to deliver vacant possession of the Premises to Tenant upon the Commencement Date, through no fault of Landlord or its agents, then Landlord shall have no other liability, except that the Rent amount herein provided shall abate until possession of the Premises is given to Tenant. Landlord or its agents shall give the possession of the premises within thirty (30) days from the Commencement Date and the Tenant hereby agrees to accept the demised

Premises and pay the Rent amount from that date. In the event Landlord fails to give possession within such time, then this Agreement and all rights hereunder shall terminate at the option of Tenant.

11. ABANDONMENT

In the event if Tenant leaves the Premises unoccupied for a period of fifteen (15) days or more and the rent remains due and unpaid, Landlord shall have the right to take immediate possession of the Premises in the manner as provided by law, and Landlord will not be liable to Tenant for any damages. Landlord may, at its sole discretion, re-let the Premises, as a whole or any part thereof, for the whole or any part of the unexpired term, and Landlord may receive and collect all rent payable by means of such re-letting. Landlord at its option may hold Tenant liable for any difference between the rent that would have been payable during the term of this Agreement, and the net rent actually realized for such period by Landlord by means of such re-letting. If any personal belongings of Tenant are left on the Premises, Landlord may remove the same and place it into storage at Tenant's expense.

12. ENTRY BY LANDLORD

Landlord and Landlord's representative or agent shall have the right at all reasonable times to enter the Premises for the purpose of inspecting the Premises and also for the purposes of making any repairs, additions or alterations as may be required to preserve the Premises. Landlord shall further have the right to exhibit the Premises and to display any signs for the same purpose on the Premises. Landlord may enter and inspect the premises during normal business hours and upon reasonable advance notice of at least 24 hours to Tenant.

13. ALTERATIONS and IMPROVEMENTS

Tenant shall make no alterations or improvements on the Premises without the prior written consent of Landlord. Upon expiration or termination of this Agreement, Tenant shall remove any and all such fixtures and equipment placed on the Premises by Tenant. If Tenant fails to remove the same, all such fixtures and equipment shall become the property of Landlord and shall remain on the Premises. Tenant shall repair all damages caused by attaching such fixtures and equipment to or removing them from the Premises.

14. MAINTENANCE and REPAIR:

- A. At Tenant's expense, Tenant shall be responsible for conducting all maintenance and repairs necessary to maintain the Premises and the utilities in a good and operating condition. Tenant will maintain and make all necessary repairs to: the roof, windows, doors, ceilings, floor coverings, structural components, exterior walls, and interior walls of the premises, and the plumbing, electrical, heating, ventilating, and air-conditioning systems.

- B. Tenant will also clean and maintain (including snow removal) the parking areas, yards, common areas, and exterior of the premises so that the premises will be kept in a safe and attractive condition.
- C. Tenant shall at its own expense repair or restore any damage or injury to all or any part of the Premises caused by Tenant or Tenant's Agents, Employees, invitees, visitors etc. If Tenant refuses or neglects to commence and complete the necessary repairs, Landlord may make such repairs and Tenant shall pay to Landlord, on demand, as Additional Rent, the cost thereof.

15. TENANT'S OBLIGATIONS

Tenant must:

- A. Keep the Premises in a clean and sanitary condition by removing garbage and trash as and when they accumulate.
- B. Maintain all plumbing on the Premises in good working order to prevent stoppages and or leakage of plumbing, fixtures, faucets, pipes, etc.
- C. Operate all electrical, plumbing, sanitary, heating, ventilating, a/c and other appliances in a reasonable and safe manner.
- D. Safeguard and protect the Premises against damage, destruction, loss, removal, or theft.
- E. Keep all windows, glass, window coverings, doors, locks and hardware in good, clean order and repair;
- F. Keep all air conditioning filters clean and free from dirt;
- G. Shall not use the Premises or permit anything to be done in the Premises which will in any way conflict with any law, statute, zoning restriction, ordinance or governmental law, rule, regulation or requirement of duly constituted public authorities now in force or which may hereafter be in force relating to or affecting the condition, use or occupancy of the Premises.
- H. Tenant warrants that it will meet all the obligations contained herein, and acknowledges that failure to do so will be grounds for termination of this Agreement and deductions of deposits without further recourse.

16. DAMAGE OR CASUALTY

In the event the Premises are partially or totally destroyed by fire, storm or other casualty not caused by the negligence of Tenant, then the damage to the Premises shall be promptly repaired, unless Landlord shall elect not to rebuild as hereinafter provided, and the fixed minimum rental and other charges shall be abated in proportion to the amount of the Premises rendered untenable. In no event shall Landlord be required to repair or replace Tenant's trade fixtures,

furnishings or other personal property. If more than twenty-five percent (25%) of the Premises is damaged or destroyed by fire or other casualty, then Landlord may either elect that the Premises be repaired or rebuilt or, at its sole option, terminate this agreement by giving written notice to Tenant of its election to so terminate.

17. WASTE and NUISANCE

Tenant shall not commit, cause or permit any nuisance or any waste to be accumulated upon the Premises. Tenant shall keep the Premises free of debris or anything of a dangerous, illegal, noxious, odorous or offensive nature. Tenant shall not place a load upon any floor of the premises that exceeds the floor load per square foot area which such floor is designed to carry. Tenant shall not use or permit the use of any medium that might constitute a nuisance.

18. HAZARDOUS MATERIALS

Tenant agrees not to keep any item which is of dangerous, flammable or explosive nature on the Premises that might unreasonably increase the danger of fire or explosion on the Premises or that might be considered hazardous or extra hazardous by any insurance company.

19. INSURANCE

A. Liability Insurance

Tenant shall, during the term of this Agreement, maintain a public liability and property damage insurance with respect to the Premises, in which the limits of public liability shall not be less than One Million Dollars (\$1,000,000) for injury or death per occurrence and Two Million Eight Hundred Thousand Dollars (\$2,800,000) for property damage per occurrence. Such policy shall name Landlord, as insured. The insurance shall be taken from a insurance company approved by Landlord, and a copy of the said policy shall be delivered to Landlord prior to commencement of this Agreement.

B. Personal Property Insurance

Tenant agrees to carry, at its sole expense, insurance against all risks of physical loss, insuring fixtures, furnishings, equipment and all other items of personal property of Tenant.

20. INDEMNIFICATION

Tenant does hereby agree to indemnify and save harmless the Landlord against any and all claims for damages to persons or property of the Landlord, which is caused by the negligence or willful misconduct of Tenant, its agents, employees, invitees or subcontractors unless such damage is caused by the gross negligence or willful misconduct of Landlord, its agents, employees, invitees.

21. DEFAULT

If Tenant fails to perform any of the obligations contained in this Agreement, including but not limited to the payment of rent, or non-compliance with the provisions of this Agreement, the Landlord may deliver a written notice to Tenant specifying the breach and Tenant shall remedy the breach within 30 days from the date of such notice. If Tenant fails to do so, Landlord may terminate this Agreement.

22. BANKRUPTCY

In the event if any bankruptcy or insolvency proceeding is filed against Tenant, his heirs, or assigns, Landlord at his option, immediately declare this Agreement null and void, and to take possession of the Premises. No judicial officer shall ever have any rights, title, or interest in or to the above-described Premises by virtue of this Agreement.

23. SURRENDER OF PREMISES

Upon the expiration of the lease hereunder, Tenant shall surrender the Premises in as good a state and condition as they were at the commencement of this Agreement, however any reasonable use and wear and tear are expected.

24. EMINENT DOMAIN

If the whole of the Premises, or any part thereof is condemned or taken away by any authority for any public use, which makes the Premises unusable then this Agreement may be terminated at the option of both Landlord and Tenant by giving written notice to the other and Rent shall be accounted for as between Landlord and Tenant as of that date.

If only a portion of the Premises is so taken, but not such amount as will make the Premises unusable, this lease shall continue in full force and effect, the Rent shall be reduced pro rata in proportion to the amount of the Premises so taken, and Landlord shall promptly do all necessary repair and restoration work to restore all affected portions of the Premises.

25. SIGNS OR AWNINGS

Tenant shall have the right to place or install any signs, notices, or advertising matter upon the Property. Provided any and all signs placed on the Premises by Tenant shall be maintained in compliance with all rules and regulations governing such signs. Tenant shall be responsible to Landlord for any damages caused to the Premises due to the installation, use, maintenance, or removal of said signs.

26. FORCE MAJEURE

NO PARTY SHALL BE RESPONSIBLE FOR DELAYS OR FAILURE OF PERFORMANCE RESULTING FROM ACTS OF GOD, RIOTS, ACTS OF WAR, EPIDEMICS, POWER FAILURES, EARTHQUAKES OR OTHER DISASTERS, PROVIDING SUCH DELAY OR FAILURE OF PERFORMANCE COULD NOT HAVE BEEN PREVENTED BY REASONABLE PRECAUTIONS AND CANNOT REASONABLY BE CIRCUMVENTED BY

SUCH PARTY THROUGH USE OF ALTERNATE SOURCES, WORKAROUND PLANS OR OTHER MEANS.

27. SUBLETTING and ASSIGNMENT

Tenant agrees not to assign this Agreement, or to sub-let or to grant license for whole or any part of the Premises without the prior written consent of Landlord. Any consent by Landlord to one such assignment, sub-letting or license shall not be deemed to be consent to any subsequent assignment, sub-letting or license. An assignment, sub-letting or license without the prior written consent of Landlord or an assignment or sub-letting by operation of law shall be absolutely null and void and shall, at Landlord's option, terminate this Agreement.

28. GOVERNING LAW

This Agreement shall be governed, construed and interpreted by, through and under the Laws of the State of Delaware.

29. ACKNOWLEDGMENT

The below-signed parties acknowledge that they have read and understand all of the provisions of this Agreement. This contract is bound by all heirs, executors, successors and/or assigns.

30. DISPUTES

If any dispute arises, the parties will try in good faith to settle the same through mediation conducted by a mediator to be mutually selected. The parties will share the costs of the mediation equally. Each party will cooperate fully and fairly with the mediator and will attempt to reach a mutually satisfactory compromise to the dispute. If the dispute is not resolved within thirty (30) days after it is referred to the mediator, it will be arbitrated by binding arbitration in accordance with the rules of the American Arbitration Association (AAA) before a single arbitrator. Judgment on the arbitration award may be entered in any court that has jurisdiction over the matter. Costs of arbitration, including lawyers' fees will be allocated by the arbitrator.

31. NOTICES

All notices hereunder must be in writing. A notice may be delivered to a party at the address mentioned in the introductory paragraph or to a new address that a party designates in writing. A notice may be delivered: in person by certified mail, or by overnight courier.

32. SEVERABILITY

If any provision of this agreement is held to be invalid, such invalidity shall not affect the validity or enforceability of any other provision of this agreement.

33. WAIVER

Any exercise or failure to exercise, by Landlord of any right shall not act as a waiver of any other rights. The acceptance by Landlord of partial payments of rent due shall not be deemed as a waiver of Landlord, nor affect any notice or legal eviction proceedings in theretofore given or commenced under state law.

34. MODIFICATIONS

This Agreement may be modified only by a written agreement signed by all the parties.

35. BINDING EFFECT

The covenants, obligations and conditions herein contained shall be binding on and inure to the benefit of the heirs, legal representatives, and assigns of the parties hereto.

36. HOLD HARMLESS

The undersigned hereby acknowledge and agree that no indebtedness of any kind incurred or created by Destiny Education Leadership Academy shall constitute an indebtedness of the State of Delaware nor any other agency or instrumentality of the State is liable for repayment of any indebtedness, and no indebtedness of Destiny Education Leadership Academy, shall involve or be secured by the faith, credit or taxing power of the State of Delaware nor any other agency or instrumentality of the State of Delaware. *Title 14 Del. Admin. Code 275, Section 8.3.*

37. HEADINGS

The descriptive headings used herein are for convenience of reference only and they are not intended to have any effect whatsoever in determining the rights or obligations of Landlord or Tenant.

38. ENTIRE AGREEMENT

This Agreement, including any attachments incorporated by reference, constitutes the entire agreement between the parties and supersedes any oral or written representations or agreements that may have been made by either party. Tenant acknowledges that it has consulted with independent legal counsel before entering into this Agreement. Tenant acknowledges that it has read and understood this agreement and has been furnished a duplicate original.

39. CONTINGENT AGREEMENT

This lease agreement is contingent approval of a charter to operate a Delaware public charter school and the ability to obtain an educational certificate of occupancy for the premises. Either party to this lease may unilaterally withdraw from this lease without penalty or any reason or no reason prior to June 15, 2021. The financial terms contained herein are pro forma and subject to change and renegotiation prior to June 15, 2021.

IN WITNESS WHEREOF this Agreement has been executed as of December 15, 2019.

LANDLORD: SILVER LININGS HOLDING CORPORATION



Name: Silver Linings Holding Corporation
Title: President

TENANT: DESTINY EDUCATION LEADERSHIP ACADEMY

Name:
Title: Board Chair

Charter Management Company Supplement

2.5 Charter Management Company and Highly Successful Charter School Operator Supplement

Attachment 22

14 *Del. C.* §§ 512(1), (6), (8)-(l), (9), and (10)-(11)

If the Applicant plans to contract with a Charter Management Company, the Applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement in addition to the application narrative. Other applicants need not respond to this supplement. If an applicant group is unsure whether this supplement applies to them, they should contact the DDOE for guidance.

(Note! As used in this application, a school “**network**” may refer either to an *existing* network of multiple schools operated by the Applicant or partner organization, or to an *emerging* network of two or more schools (which may result from the addition of the proposed school). Thus, a school or organization that is applying to replicate a highly successful charter school for the first time should answer “network”-related questions applicable to the emerging or nascent network.)

The term “**organization**” applies to any applicant or partnership among groups applying to replicate a school model in Delaware. Thus, it may include an existing school or group of schools proposing to replicate; or an existing school network or Charter Management Company applying directly for a charter; or a governing board proposing to contract with a Charter Management Company; or other entities and arrangements.

In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both entities if applicable.

H.A.R.K. Educational Services, Inc. is a start-up with no operating history. See: Attachment 23.

Mission and Vision
14 Del. C. § 512(1)

Describe how this school's mission aligns with the mission of the organization. Describe the vision of the organization. Discuss how this charter application advances the strategic vision of the network.

This section is not applicable. H.A.R.K. is assisting DELA to establish a single school.

School Management Contracts
14 Del. C. §§ 512(1), (6), and (8)-(9)

If the proposed school intends to contract with a Charter Management Company, provide the following information.

Also, provide the requested documentation as **Attachment 23**.

1. An explanation of how and why the Charter Management Company was selected;
2. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the Charter Management Company; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of management contract oversight and enforcement; service goals; investment disclosure; and conditions for renewal and termination of the contract.
3. An explanation of the supervisory responsibilities of the Charter Management Company (if any), including which school employees the Charter Management Company will supervise, how the Charter Management Company will supervise these employees, and how the Board will oversee the Charter Management Company supervisory responsibilities.
4. A draft of the proposed management contract detailing all of the above terms.
5. A description of the oversight and evaluation methods that the Board will use to oversee the Charter Management Company. Identify which school-wide and student achievement results the management organization is responsible for achieving. Identify how often, and in what ways, the Board will review and evaluate the Charter Management Company's progress toward achieving agreed-upon goals. Indicate whether there will be an external evaluator to assess the Charter Management Company's performance. Identify the conditions, standards, and procedures for

Board intervention if the management organization's performance is deemed unsatisfactory.

6. A description of the oversight and evaluation methods that the Board will use to oversee the Charter Management Company. Identify which school-wide and student achievement results the management organization is responsible for achieving. Identify how often, and in what ways, the Board will review and evaluate the Charter Management Company's progress toward achieving agreed-upon goals. Indicate whether there will be an external evaluator to assess the Charter Management Company's performance. Identify the conditions, standards, and procedures for Board intervention if the management organization's performance is deemed unsatisfactory.
7. A description of the procedures for determining whether the management agreement will be renewed. Identify the grounds upon which the Charter Management Company or the school can terminate the management agreement for cause (including provisions for notice to the other party). Identify the conditions under which either party can terminate the management agreement without cause. List any indemnification provisions in the event of default or breach by either party.
8. A disclosure and explanation of any existing or potential conflicts of interest between the governing board and the proposed service provider or any affiliated business entities.
9. Evidence that the service provider is authorized to do business in Delaware.
10. If the charter school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the Charter Management Company, evidence that such agreements are separately documented and not part of or incorporated in the Charter Management Company agreement. Such agreements must be consistent with the school's authority to terminate the Charter Management Company agreement and continue operation of the school.

SEE: ATTACHMENT 23.

Network Management
 14 Del. C. §§ 512(1), (6), and (8)-(9)

1. Identify the network organization’s leadership team and their specific roles and responsibilities. Explain the network-level positions that will provide services and support to the school. The organization chart requested in the application narrative should clearly illustrate these positions and how they relate to the proposed school.
2. Explain any shared or centralized support services the network organization will provide. Describe the structure; the services to be provided; the cost of those services; how costs will be allocated; and specific service goals. Describe how the organization will know whether it is successfully delivering these services.
3. Using the table on the following pages, define school- and organization-level decision-making authority as it relates to key functions in the areas of academics, operations, and finances.

Function	Network/Management Organization Decision-Making	School Decision-Making
Academic		
Academic Performance Goals	DELA BOARD	DELA BOARD
Curriculum	DELA BOARD	DELA BOARD
Professional Development	DELA BOARD	H.A.R.K.
Data Management and Interim Assessments	DELA BOARD	DELA STAFF
Promotion Criteria	DELA BOARD	DELA STAFF
Culture	DELA BOARD	DELA STAFF
Operational		

Operational Performance Goals	DELA BOARD	DELA STAFF
Student Recruitment	DELA BOARD	DELA STAFF AND BOARD
School Staff Recruitment and Hiring	DELA BOARD	DELA STAFF AND BOARD
H/R Services (payroll, benefits, etc.)	DELA BOARD	DELA STAFF
Operational (continued)		
Community Relations	DELA BOARD	DELA BOARD AND STAFF
Information Technology	DELA BOARD	DELA BOARD AND STAFF
Facilities Management	DELA BOARD	FELA BOARD AND STAFF
Vendor Management / Procurement	DELA BOARD	DELA BOARD AND STAFF
Other operational services, if applicable	DELA BOARD	SEE: ATTACHED AGREEMENT
Financial		
Financial Performance Goals	DELA BOARD	DELA BOARD
Budgeting, Finance, and Accounting	DELA BOARD	DELA BOARD
Fundraising/Development	DELA BOARD	DELA BOARD

Highly Successful Charter School Operator Capacity 14 Del. C. § 512(1) and (6)

(**Note!** Pursuant to 14 DE Admin. Code § 275, DDOE defines a “Highly Successful Charter School Operator as a charter school with sustained high levels of student achievement and sustained financial stewardship.”)

A highly successful charter school is one which has been in operation for at least three years and which, during the three years prior to filing a charter application in Delaware, has a combined student performance which exceeds the statewide average student performance in the state in which the highly successful charter school is located based upon that state’s performance score or measure on its statewide assessment for purposes of the Elementary and Secondary Education Act (ESEA) or any reauthorization thereof.

In addition, during the same three year period, the school must have had no adverse financial findings and has successfully completed any required financial audits in the state in which it is located, and be able to demonstrate that it will be economically viable.

Provide the following information about the organization’s capacity to carry out the proposed school replication with quality and integrity:

1. Describe the organization’s current and planned portfolio, including:
 - The number and locations (city, state) of charter schools currently managed by the organization, including any opening in Fall 2019 or planned to open in Fall 2019 or 2020;
 - Whether the organization envisions applying for additional schools in Delaware in the future (*Your response to this question implies no commitment; the question is simply intended to understand your present vision and the broader context for this application.*); and
 - Any other jurisdictions or markets, in Delaware or other states, in which you are currently operating, developing, planning, or planning to apply for a charter school.

If the organization’s existing portfolio or growth plan includes schools in other states, explain how Delaware fits into the larger growth plan and how the organization will support and ensure quality in the proposed school. If you have a business plan, provide as **Attachment 24**.

SEE: ATTACHMENT 24

2. Summarize the organization's capacity to support and ensure the quality and long-term success of the new school proposed. Outline specific tasks and timelines for building or deploying organizational capacity to support the proposed school.

SEE: MANAGEMENT AGREEMENT

3. Provide, as **Attachment 25**, a detailed 5-year budget for the operator at the **network level** (no template is provided). The network-level budget should include revenue and expenditure projections that reflect current campuses and proposed growth and development needs over time. The budget should also align with the operator's historical performance and the completed budget sheets provided in Attachment 18.

NOT APPLICABLE

4. Include, as **Attachment 26**, a detailed Budget Narrative that provides a high-level summary of the budget and how the budget reflects the mission, vision, educational plan, and strategic development of the schools and network as a whole. The Budget Narrative should clearly describe assumptions and revenue estimates, including but not limited to, the basis for revenue projections, staffing levels and costs. Provide supplemental assumptions and/or explanations for budget line items as necessary. (Assumptions that are clearly detailed in the network-level budget need not be repeated in the narrative.) The Budget Narrative should specifically address the degree to which the network and school budgets rely on variable income (e.g., grants, donations, fundraising).

H.A.R.K. WILL PROVIDE IN-KIND START-UP SERVICES.

5. Describe how the organization will reach its fundraising goals over the next five years. Provide a development plan, including staffing needs. Describe the contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.

SEE: MANAGEMENT AGREEMENT

Portfolio Review and Performance Record

14 Del. C. §§ 512(1), (6), and (9)-(11)

The Delaware Department of Education (DDOE) will base approval decisions, in substantial part, on the organization's past performance. Provide the following information about schools operated by the organization. The DDOE retains discretion to request additional information from applicants at any time during the review process, including possible site visits.

(Note! The term "organization" applies to any applicant or partnership among groups applying to replicate a school model in Delaware. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or Charter Management Company (e.g. Charter Management Organization or Education Management Organization) applying directly for a charter; a governing board proposing to contract with a Charter Management Company; or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both entities if applicable.*)

1. Using the Portfolio Summary Template provided by the DDOE, provide, as **Attachment 27**, a detailed summary of all of the schools in the operator's portfolio, including the following:
 - Year opened;
 - City/location and school contact information;
 - Number of students and grade levels served in the most recent year and at capacity;
 - Demographic and socioeconomic data – particularly free/reduced-price lunch status, race/ethnicity, special education, and English Language Learner data; and
 - Contact information for the authorizer.
2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's performance.
 - Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.
 - Discuss the primary causes to which you attribute the school's distinctive performance.
 - Discuss any notable challenges that the school has overcome in achieving its results.
 - Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.
3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance.

- Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.
 - Describe the primary causes to which you attribute the school's problems.
 - Explain the specific strategies that you are employing to improve performance.
 - Explain how you will know when performance is satisfactory. Identify your expectations for satisfactory performance in terms of performance levels and timing.
4. *For any and all schools operating in the state of Delaware* provide, as **Attachment 28**, the most recent performance/evaluation/renewal reports produced by any authorizer(s) other than the DDOE (or by a third-party evaluator, if applicable).
5. *For any and all schools operating in the state of Delaware*, provide the following as **Attachment 29**:
- the last three years of audited financial statements for the school; and
 - the most recent internal financial statements, including balance sheets and income statements (at least through the end of June 2018) for the organization and any related business entities. Be sure that the school level, Charter Management Company/network level, and the overall operations are distinctly represented.
6. For the organization as a whole and any related business entities, provide the following as **Attachment 30**:
- Last three years of audited financial statements and management letters; and
 - Most recent internal financial statements, including balance sheets and income statements (at least through the end of June 2018). Be sure that the Charter Management Company/network-level and the overall operations are distinctly represented.
7. List any management contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."
8. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.
9. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.

10. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 31**:

- Demand
- Response to the demand, and
- Results of the arbitration or litigation.

PLEASE SEE MANAGEMENT AGREEMENT, ATTACHMENT 23-31

CHARTER SCHOOL MANAGEMENT COMPANY DOCUMENTATION

This is start-up management company. It has no operating history or financial assets. Attached is a copy of the Resume of the lead company representatives.

Resume' of Dr. David E. Clark, Jr.

Resume' of Ozie L. Hall

Dr. David E. Clark Jr.

Objective

To broaden my service to urban and at-risk students by working in capacities that extend beyond traditional public and charter schools.

Experience

2011-current Chester Community Charter School Chester, PA **Chief Executive Officer**

- Responsible for managing a charter school over 4,100 students and over 600 employees
- Directly supervise 9 school principals, central office and administrative school staff
- Assist in curriculum development and selection
- Staffing
- Evaluate administrative staff
- Analyze data to drive instruction
- Provide input into crafting a multi-million dollar annual budget
- Serve as a liaison between the school and the school board
- Work Closely with parents and community organizations
- Make public presentations representing the charter
- Implementation the board approved annual budget
- Work with local authorities to development safety plans
- Oversee the Student Support Services Program

2003- 2011 Chester Community Charter School Chester, PA **Deputy Superintendent/Executive Director of Student Services**

- Supervise principals, teachers, and support staff
- Assist in preparing the annual budget
- Manage the school's special education program
- Responsible for all student support services
- Develop programs for students with severe behavioral challenges
- Provide input involving curriculum selection
- Interview candidates for administrative and teaching positions
- Assist in staffing decisions
- Observe and evaluate principals, directors, teachers, and support staff
- Assist in determining staff development needs

- Serve as a presenter for various staff development activities
- Participate in community activities designed to improve community relations
- Assist in developing and administering student code of conduct

1999- 2003 Village Charter School Chester, PA
Chief Administrative Officer/Principal (K-12)

- Provided leadership and direction for the school's first school year
- Supervised and evaluated professional and non- professional staff, support, and clerical staff
- Served as a liaison between the school and the school board
- Prepared and submitted all state and federal entitlement grants
- Prepared state reports
- Prepared the annual budget
- Developed the student code of conduct
- Prepared student and teacher schedules
- Developed school curriculum
- Observed and evaluated staff
- Worked with the PTO and other community organizations

1998- 1999 Chester High Academy Chester, PA
Building Principal/Administrator

- Responsible for running a special college preparatory program for students grades 9-12
- Supervised and evaluated teachers
- Administered the student code of conduct
- Worked with the PTO to maintain community relations
- Supervised the district's Early Intervention program housed at Chester High Academy

1996- 1998 Chester High School Chester, PA
Assistant Principal

- Responsible for managing staff and students
- Observed and evaluated professional staff
- Administered the student code of conduct
- Provided administrative coverage for athletic events

- Assisted in running the district's evening alternative program

1994- 1996 Colonial School District New Castle, DE
Assistant Principal

- Supervised and evaluated teachers
- Worked as the school's primary disciplinarian
- Provided supervision at school athletic events and extra-curricular activities
- Established programs to increase parent involvement

1992- 1994 Brandywine School District Claymont, DE
Assistant to the Principal

- Supervised teachers and support staff
- Developed programs designed to assist teachers with improving instruction
- Worked as a school disciplinarian
- Provided supervision

1990- 1992 Brandywine School District Claymont, DE
Special Education Teacher

- Taught students with learning disabilities, at-risk students, and students with behavioral challenges
- Prepared students Individual Educational Plans

1990- 1993 Aquila Wilmington, DE
Education Consultant/Special Education Teacher

- Primary responsibilities included developing and implementing and educational program for adolescents to receive academic instruction while being treated for chemical dependency

1988- 1990 Umoja Day School Wilmington, DE
Education Coordinator/Special Education Teacher

- Coordinated an educational program for at risk youth that provided an alternative to regular education

- Provided academic instruction for students in the program

1986- 1988 **Brandywine School District** **Wilmington, DE**
Teacher

- Taught middle school social studies, grades 6 thru 8
- Coached baseball, soccer, and basketball

1984 – 1986 **Department of Human Services** **Dover, DE**
Social Worker

- Worked in the adolescent treatment department for dependent children
- Investigated cases of alleged child abuse

Education Wilmington University Wilmington, DE
Doctor of Education in Innovation and Leadership

University of Delaware Newark, DE
Master of Instruction
Focus Special Education

Wilmington University Wilmington, DE
Principal Certification Course work

University of Delaware Newark, DE
Teacher Certification course work in Special Education

Antioch University Yellow Springs, OH
Bachelor of Arts in Social Services

University of Delaware Newark, DE
Agricultural Economics

Research

Dissertation, Wilmington University, *A Comparison of 3rd Grade Reading Scores Between Students Using an Integrated Literature Based Curriculum and Students Using Direct Instruction at a Charter School: for low readers*

Presentations

Hawaii International Conference On Education: Successful Cross-Disciplinary Programming for Urban Elementary Students at Risk for School Failure

Lincoln University, “*Smart Teacher*” Workshop for senior education majors on effective teaching pedagogy and classroom management

Lincoln University, *Discussion of Charter Schools and how to become a Highly Qualified Teacher*

Chester Community Charter School, *A Framework for Understanding Poverty (AHA process), “the how, the why, the what”*

Keystone Job Corps: Mastering Excellence in a New Era of Change

Rockford Center, Effective discipline and classroom management using the 4 Fs’ philosophy: “Firmness, Fairness, Flexibility, and Fun”

Newman University, presentation to seniors preparing to enter into the field of education: “What to look for and how to be successful”

Certifications

Pennsylvania Superintendent Certification

Delaware and Pennsylvania Principal certification

Delaware Special Education Teacher certification

Certified Ruby Payne Trainer, “Understanding Poverty”

Other Affiliates

Peer Monitor/Auditor for the Pennsylvania Department of Education Bureau of Special Education

Member of KAPPA ALPHA PSI, Fraternity, Inc., Chester Alumni Chapter

Former Board President for the Wilmington Youth Jazz Band

Former Member of the Advisory Committee for New Castle
County Head Start

Education Voices, Inc. Wilmington, DE. Former Board President

Awards

CURRICULUM VITA

OF

OZIE LEE HALL, JR.
56 Falling Water Road
Spring Lake, NC 28390
(252) 520-3397
oziehall@gmail.com

Education

University of West Florida, Pensacola, Florida (2015-2016). Matriculating in Doctorate of Education in curriculum and instruction.

Harvard University, Graduate School of Education, Cambridge, Massachusetts (2010). *Charter School Practice for High Performance Certificate*, November 11-14, 2010.

Central Michigan University, Mt. Pleasant, Michigan (2011). *Master of Arts in Education Degree*. (Concentration in Curriculum and Instruction.)

Central Michigan University, Mt. Pleasant, Michigan (2003). *Master of Science in Administration Degree*.

Mount Olive College, Mount Olive, North Carolina (1998). *Bachelor of Science in Business Administration Degree*. (Management and Organizational Development.)

Academy of Executive Management, Cheyney State College, Cheyney, Pennsylvania (1981). *Management Training Certificate*.

DeLaWarr High School, New Castle, Delaware (1976). *High School Diploma*.

Employment

2019-Curent Associate, H.A.R.K. Educational Services, Inc., www.harkedu.org

2019-Current Associate, www.wecharter.org

2016-2019 Executive Manager, Advanced Education Systems, LLC. Charter School Consulting Services.

2013-2016 Headmaster/Superintendent of Anderson Creek Club Charter School, Spring Lake, North Carolina. Duties include general administration and instructional leadership.

- 2008-2013 CEO/Principal of Kinston Charter Academy, Kinston, North Carolina. Duties include general administration and instructional leadership.
- 2007-2008 Business Consultant to Kinston Charter Academy.
- 2003-2007 President & CEO, West Greenville Regional Resources, Inc., Greenville, North Carolina. Duties included general administration and overall responsibility for the operation of the project. Project included tutoring service and educational advocacy.
- 1998-2002 President & CEO, Internet East, Inc., New Bern, North Carolina. Duties included general administration, marketing, planning, staff supervision of a diverse and highly skilled staff, and other duties.
- 1995-1998 Construction Cost Estimator, Lanier Construction Company, Snow Hill, North Carolina. Duties included general construction, planning, and cost estimating.
- 1991-1994 President & CEO, Institute of Fundamental African History & Culture, Inc., Greenville, North Carolina. Duties included general administration, accounting and finance, program and staff supervision, grant writing, organizing cultural education programs, lectures.
- 1982-1990 President & CEO, Juvenile Awareness Education Program, Inc., Wilmington, Delaware. Duties included general administration, accounting and finance, construction management, grant writing, program and staff supervision, and board of director administration. Organized and operated Umoja Day School (Grades 9-12), Public School Based Juvenile Delinquency Prevention Program, Mentoring Program, Community Orientated Policing advocacy, etc.
- 1981-1982 Special Project Planner, Community Action of Greater Wilmington, Wilmington, Delaware. Duties included grant writing and Program Administration.

Public Service

- 2004-2006 Appointed Member of East Carolina University Chancellor's Community Advisory Council.
- 1985-1987 Appointed Member of the Delaware State Board of Education Desegregation Advisory Council.

Successful Grants Written

- Community Services Block Grant
- Maternal Child Health Block Grant
- Center for Disease Control
- U.S. Department of Labor, Coordinated Discretionary Grant Program
- U.S. Department of Health & Human Services, Coordinated Discretionary Grant Program
- Milton S. Eisenhower Foundation
- Longwood Foundation
- Z. Smith Reynolds Foundation
- Bank of Delaware
- Delaware Trust
- Mellon Bank
- Delaware Department of Public Health
- Delaware Department of Community Affairs
- Delaware General Assembly
- New Castle County Executive
- New Castle County Council

Special Projects

- U.S./Japan Police Community Partnership. Visited Japan and was guest of Japanese Consulate in Los Angeles, California and subsequently introduced “Community Orientated Policing” to the Police Foundation and the U.S. Congress (1988). (Project of Milton Eisenhower Foundation).
- Presenter to Poland Criminal Justice Delegation to the U.S., Washington, D.C. (1989). (Project of Milton Eisenhower Foundation).
- Presenter to Russian Criminal Justice Delegation to the U.S., Washington, D.C. (1989). (Project of Milton Eisenhower Foundation).
- Presenter to National Association of Black Psychologist 19th Annual Convention. Oakland, C.A. (1986).
- Presenter to National Conference on Crime in the Black community. Petersburg, F.L. (1987).
- Participant in Annual National Conference on Educating of Black Children. Washington, D.C. (1985-1989).
- Presenter at Chiekh Anta Diop Conference, University Chiekh Anta Diop (Former Dakar Univerity), Dakar, Senegal (1988).

- Presenter at Lagos University, Lagos, Nigeria (1988).
- Presenter at Ibadan University, Ibadan, Nigeria (1988).
- Television guest of Rutgers University President, Dr. Edward J. Bloustein on television program hosted by Dr. Bloustein (1986).
- Presenter at University of Delaware (1983-1990).
- Presenter at Delaware State University (Formerly Delaware State College) (1993-1990).

Publications

- Author, “Seven Step: to start a public charter school,” Available on Amazon.
- Author, “Impact of Vestiges of De Jure Segregation on Student Achievement Gaps in Pitt County, North Carolina,” Central Michigan University (2011).
- Author, Moyer Academy Charter School: A Comparative Analysis (2010).
- Author, “Report on the State of the Black Community in Pitt County, North Carolina (2007).
- “Pitt County Black Leadership Action Plan” (2006).
- Author, “One Mind Behind the Wall,” Heru Book Associates (1988).
- Author, “Grandma’s Wisdom,” Heru Book Associates (1990).
- Author, “Developing a Business Plan for a Securities Investment Training Firm: A Feasibility Study,” Central Michigan University (2003).
- Author, “Developing a Business Plan to Obtain Start Up Financing for the Sale of Ethnic Cultural and Education Products,” Mount Olive College (1998).
- Co-Author, “Peer Counseling in Juvenile Awareness,” The Clearing House (1985).
- Editor, Vision Law Clinic New Letter (1978-1980).

- Author, “Wilmington Black Leadership Plan” (1985).
- Executive Producer & Host, Community Window, Rollins Cable Vision, Channel 28, Wilmington, Delaware (1984-1989).
- Executive Producer, Juvenile Awareness Program Special Report, Channel 2, Wilmington, Delaware (1989).
- Guest Host, Minority Voice, Cable Channel 7, Greenville, North Carolina (2006-2007).

Memberships & Volunteer Service

- Pitt County NAACP, Former Education Committee Chairman
- Chairman, Pitt County Coalition for Educating Black Children.
- Past Board Member, Association of African American Charter School Administrators.
- Co-Chair, Culturally Responsive Teaching Conference Steering Committee for Pitt County Schools.
- Member, North Carolina Academy of Trial Lawyers (2007), paralegal section.
- Former Member, Kappa Delta Pi International Honor Society in Education (2009).

Special Skills

- Grant Writing
- Business Plans
- Legal Research
- Technical Research
- Technical Writing
- Board of Directors Training
- Financial Analysis
- Financial Planning
- General Accounting
- Public Speaking

Software Skills

- Microsoft Word
- Microsoft Works
- Microsoft Publisher
- Microsoft Access
- Quickbooks Pro
- Business Plan Pro
- Excel

References

Upon Request.

BUSINESS PLAN

Not Applicable

NO ATTACHMENT (S) 25-29

OPERATORS FINANCIALS

H.A.R.K. Educational Services, Inc. is a start-up company and has no financial operating history.

LITIGATION DOCUMENTATION

H.A.R.K. Educational Services, Inc. is not currently involved in any litigation.

Entity Details

1/2/2020 10:58:22AM

File Number: 7015696

Incorporation Date / Formation Date: 8/14/2018

Entity Name: HARK EDUCATIONAL SERVICES, INC.

Entity Kind: Corporation

Entity Type: General

Residency: Domestic

State: DELAWARE

Status: Good Standing

Status Date: 8/14/2018

Registered Agent Information

Name: HARVARD BUSINESS SERVICES, INC.

Address: 16192 COASTAL HWY

City: LEWES

Country:

State: DE

Postal Code: 19958

Phone: 302-645-7400

CHARTER SCHOOL MANAGEMENT CONTRACT**By and Between****HARK EDUCATIONAL SERVICES, INC.****and****DESTINY EDUCATION LEADERSHIP ACADEMY**

This Contract is made this the _____ day of _____, 2019, by and between HARK Educational Services, Inc. (HARK), a Delaware Business Corporation, and Destiny Education Leadership Academy (DELA), a Delaware Nonprofit Corporation each individually referred to as a "Party" and collectively referred to as the "Parties."

Recitals

WHEREAS, DELA is a Delaware Nonprofit Corporation seeking to plan, organize, open, and operate a Delaware public charter school; and

WHEREAS, HARK is an educational management company whose leaders have extensive experience in planning, organizing, opening, and operating public charter schools; and

WHEREAS, the parties desire to enter a formal contractual agreement to plan, organize, open, and operate a public charter school in the State of Delaware;

NOW, THEREFORE, for valuable consideration, the receipt and sufficiency thereof which is specifically hereby acknowledged the parties do hereby covenant, contract, and agree as follows:

Article I**Duration and Term of the Contract**

This contract shall commence upon signing and will automatically terminate at the expiration of the first charter term. The contract will automatically renew for one additional charter term, except that the charter school board of directors (governing board) may terminate the contract at the end of the

first charter term after giving 90-day notice, in writing, before the end of the first "charter term." The "charter term" is the period of time set forth in the written charter agreement between the charter school and the Delaware Charter Authorizer, which authorizes the effective term or operating period for the schools operating charter. The instant contract covers two distinct periods including the pre-charter period and post-charter period.

Article II

Roles and Responsibilities of the Governing Board

The governing board is the nonprofit corporation (DELA) board of directors, which is applying to open the public charter school and who shall hold the charter to operate a public charter school. The governing board shall operate and function as a corporate body in accordance with the Delaware Nonprofit Corporations Laws, applicable rules and regulations from the Delaware Charter School Laws, and other federal, state, and local laws, rules, regulations, and procedures applicable to public charter schools. In fulfilling its fiduciary responsibilities, the governing board shall carry out the following roles and responsibilities with respect to this contract:

- (1) The governing board shall operate as an independent board of directors and shall adopt a conflict of interest policy and procedure, which enables the governing board and the charter school to comply with applicable laws that require public charter schools to have an independent governing board.
- (2) The governing board shall comply with Delaware Open Meetings Laws, Delaware Public Records Laws, and shall conduct at least the annual minimum number of monthly board of director meets required by law and in no case less than ten regular board meetings during any fiscal year.

- (3) The governing board shall appoint a finance committee which shall work in conjunction with HARK to establish an annual budget to be presented for adoption by the governing board.
- (4) The governing board shall adopt an annual operating budget that shall be reviewed at least quarterly and shall be compared to actual expenses monthly.
- (5) The governing board shall be responsible for policy development and shall work in conjunction with HARK to assure that all required policies and procedures are properly adopted and maintained in an official policies and procedures manual at the school.
- (6) The governing board shall conduct an annual evaluation of services HARK provides to the charter school using criteria set forth in the Delaware Charter School Performance Framework in three separate categories, including (a) Financial, (b) Organizational, and (c) Academic.
- (7) The governing board shall work with HARK to establish the annual evaluation instrument, but the governing board shall make the final determination on the adoption of the evaluation instrument.
- (8) The annual evaluation shall use the measures set forth in the Delaware Performance Framework, and the parties shall maintain an annual goal to meet or exceed state academic standards.
- (9) The governing board shall provide HARK written notice of any deficiencies in performance and shall provide a reasonable time for corrective action.
- (10) The governing board shall set a policy which requires board members to participate in and complete annual board of directors' professional development.
- (11) The governing board shall maintain a succession plan which assures the continuity of operation of the governing board in

accordance with the corporate by-laws, applicable state law, and public charter school best practices.

- (12) The governing board shall maintain insurance as required by the Delaware Charter School Law and maintain hold harmless provisions for board members in their individual capacity.
- (13) The governing board shall appoint a fundraising committee which shall work with HARK to raise independent operating funds to support the operations of the charter school.
- (14) The governing board shall act as quasi-judicial board to hear appeals of grievances from parents, staff, and others in accordance with the governing board's adopted grievance policies and procedure.
- (15) The governing board shall work with HARK on macro curriculum and instruction issues by adopting relevant policies and procedures.
- (16) The governing board shall carry out such duties as may be required to maintain the school's charter in good standing.
- (17) The governing board shall work with HARK in good faith to assure the charter school meets its obligations to students, parents, and the State Authorizer.

Article III

The School Staff

The charter school's staff shall be the legal employees of DELA. All staff positions shall be authorized in the duly adopted annual budget. The charter school's Lead Administrator shall have direct supervision over all charter school staff. The Lead Administrator shall work under the direct supervision of HARK. The Lead Administrator shall be approved by the governing board in consultation with HARK. All staff hires shall be approved by the governing board and HARK. All staff shall complete the minimum Professional Development an initial training by HARK and shall be certified by HARK as having completed the HARK initial training

requirements. The Lead Administrator shall have the unilateral right to terminate any staff member for cause. All staff have the right to appeal an adverse employment decision, including termination, to the governing board. Governing board decisions are final decisions with regard to personnel matters.

Article IV

Scope of Services Provided by Management Company

HARK shall provide "turnkey" management services in the pre-charter and post-charter stages of this contract. HARK shall be deemed an independent contractor for all purposes and nothing contained in this Contract shall be construed to place them in a relationship of partners, principal and agent, employer/employee or joint venture. HARK's employees, agents and representatives are not employees or agents of the Academy, nor are they entitled to any of the Academy's benefits. The Academy will not be responsible for payment of HARK's workers' compensation, disability benefits or unemployment insurance, nor will it be responsible for withholding or paying employment related taxes for HARKs agents or employees. HARK acknowledges that it does not have the power to bind or obligate the Academy and will not hold itself out as such. The scope of services provided by HARK under the terms of this contract are set forth below.

(a) **Pre-Charter Services**

HARK's pre-charter services are as follows:

- (1) HARK shall provide board training and professional development for the planning, organizing, and start-up of a Delaware public charter school.
- (2) HARK shall provide governing board administration including facilitation of proper board meeting minutes and related documentation, compliance with open meeting laws, and other requirements.

- (3) HARK shall facilitate completion of a School Design Plan in conjunction with the governing board of DELA.
- (4) HARK shall complete technical writing of the Charter School Application for submission to the state authorizer, including all required attachments.
- (5) HARK shall work with the governing board to prepare the board for the Charter Interview conducted by the state authorizer.
- (6) HARK shall work with the governing board to complete the "ready-to-open" period, including but not limited to, policy and procedure development, enrollment application process, lottery, and student registration.
- (7) HARK will work with the facilities owners of the target facilities to facilitate an acceptable Triple Net Lease for the school facilities between DELA and the Landlord through an arms-length transaction which meets the requirements of the state authorizer.
- (8) HARK will work with the Landlord to assure the facility meets the needs of the school's education plan and obtains an educational certificate of occupancy in a timely manner.
- (9) HARK will work, in conjunction with the governing board, to carry out a fundraising campaign to support charter start-up cost established in a start-up budget approved by the governing board.
- (10) HARK shall work with the governing board to identify, properly vet, and train the initial staff of the charter school.
- (11) HARK shall work with the governing board to establish a marketing and student recruitment plan to secure student enrollments in accordance with the School Design Plan, including conducting community forums and other student recruitment activities.
- (12) HARK shall work with the governing board to establish an acceptable transportation plan, including establishing bus rules, regulations, and procedures to assure student discipline and safe

transportation to and from school, and for student activities including field trips.

- (13) HARK shall work with the governing board to establish a Child Nutrition Plan and or participation in the National School Lunch Program as deemed appropriate by the governing board.
- (14) HARK shall facilitate the development of the School's Technology Plan including compliance with the Internet Child Protection Act and other applicable laws.
- (15) HARK shall develop federal program policies and procedures and make application for participation in appropriate federal programs including IDEA, ESL, E-Rate, Title I, Title II, Title III, Title IV and others as appropriate.
- (16) HARK shall facilitate DELA's SAM registration, obtaining a DUNS number, and establishing eligibility for federal contracting.
- (17) HARK shall conduct staff orientations for all staff including but not limited to Federal Educational Rights to Privacy Act (FERPA), Mandatory Report Requirements (Child Dependency, Neglect, and Abuse), and other mandatory staff orientations and trainings.
- (18) HARK shall facilitate staff training in CPR, use of Epi Pens, Diabetes Plan Administration, Medicine Administration, Blood Borne Pathogens, allergies, and other health and safety requirements.
- (19) HARK shall facilitate planning for emergency evacuation, fire safety, school lockdown, and weather conditions.
- (20) HARK shall identify and vet a Lead Administrator for the charter school in collaboration with the governing board.
- (21) HARK shall work in conjunction with DELA to assure that all pre-charter requirements are completed and fulfilled.

(b) Post-Charter Services

HARK shall perform the following post-charter services:

- (1) HARK shall provide direct supervision of the charter school's Lead Administrator, Financial Officer, and Instructional Leader.

- (2) HARK shall assure the Instructional Leader's duties are restricted to the school's academic program and student performance.
- (3) HARK shall provide direct support, supervision, and compliance monitoring for the school's total operations including governance compliance, financial compliance, operational compliance, and academic compliance.
- (4) HARK shall maintain oversight of the school's academic program including providing technical assistance regarding data-driven instruction, data analysis, and intervention planning.
- (5) HARK shall work with the governing board to set annual academic goals.
- (6) HARK shall work directly with the school's lead administrator, instructional leader, and governing board to assure the school meets or exceeds academic standards set forth in the Delaware Performance Framework.
- (7) HARK shall work directly with the school's Financial Officer and governing board to assure the school meets financial standards set forth in the Delaware Performance Framework.
- (8) HARK shall work directly with the school's lead administrator and governing board to assure the school meets operational standards set forth in the Delaware Performance Framework.
- (9) HARK shall provide ongoing professional development to staff and shall work with the lead administrator to assure the school properly carries out staff evaluations and complies with any applicable Beginning Teacher Licensure Support Program, and any Licensure Renewal Programs.
- (10) HARK shall provide training and compliance monitoring to assure that all human resources functions for the charter school are properly carried out and that proper records are maintained in an acceptable format.

- (11) HARK shall provide professional development and support to the school for its Student Information Management functions, including the submission of reports to the state authorizer.
- (12) HARK shall work with the governing board to develop and adopt an Internal Control and Compliance Monitoring system designed to safeguard the school's assets and assure compliance with applicable laws.
- (13) HARK shall facilitate the development of an annual budget, and provide monthly, and quarterly reporting to the governing board.
- (14) HARK shall complete all federal entitlement grant applications annually and provide compliance monitoring to the school.
- (15) HARK shall work with the governing board to establish a Task Performance Check List and provide monitoring and oversight to assure that all activities are timely and properly completed.
- (16) HARK shall establish and maintain a school website that is compliant with all federal, state, and local requirements for charter school websites.
- (17) HARK shall work with the governing board, staff, and the state authorizer to resolve any and all compliance, reporting, or other related issues which may arise in the normal course of business.
- (18) HARK shall work with the board and staff to establish a Parent/Community Volunteer Support Program for the charter school, including providing training, and program policies and procedures development support.
- (19) HARK shall make its best efforts to assure that DELA is a high-quality public charter school.
- (20) HARK shall facilitate any operational services required to keep the school successfully operating which is not specifically set forth in this writing.

- (21) HARK shall have the right to exercise supervision over all staff and will work with the Lead Administrator, Financial Officer, and Instructional Leader to ensure the school is successful.
- (22) The Lead Administrator, Financial Officer, and Instructional Leader shall be jointly selected by HARK and the governing board, with direct supervision provided by HARK.
- (23) HARK shall establish an internal program of student assessment to be carried out throughout the academic school year.
- (24) HARK may facilitate summer school programs, and before and after school programs to meet the needs of students and families consistent with the provisions of *14 Del. Code § 512(6)*.
- (25) HARK shall assure that services under IDEA, ESL, Section 504, and other special needs student services are properly carried out.
- (26) HARK shall have the authority to recommend termination to the Board of the Lead Administrator, Financial Officer, and Instructional Leader. Final determination of termination shall be made after a joint review by HARK and the governing board's Human Resources Committee, with said termination being subject to appeal to the full governing board.
- (27) HARK shall be responsible and accountable to the governing board for every aspect of the successful operation of the charter school.

Article V

Performance Evaluation of the Management Company

The governing board and HARK shall review, vet, and establish an annual evaluation instrument to be used in the annual evaluation of HARK's services. Each year the governing board shall set annual performance goals based upon the Delaware Performance Framework. Operation and Finance goals shall include the school meeting required state standards. Academic goals shall be set using state standards, including comparisons to the local public school

district and similarly situated public schools. Evaluations shall include comparisons of subgroup academic performance.

DELA may, in its sole discretion, hire an external evaluator to carry out its annual evaluation of the performance of the management company.

Article VI

Compensation of the Management Company

The parties hereby agree that the value of Pre-charter services by HARK have a fair market value of \$150,000.00. HARK is a manager at-risk. HARK shall work with the governing board to raise funds for the start-up operation of the charter school. HARK may be compensated for its pre-charter services from fundraising not to exceed 15% of the total of funds raised by HARK in conjunction with the board on behalf of DELA, paid from unrestricted funds or funds earmarked for pre-charter services only. Any funds received by DELA through direct charitable contributions, shall be deemed the sole asset of DELA and not entitled or obligated to any percentage fee assessed by HARK.

In the event DELA is successful in obtaining the charter, opening, and operating the school, HARK shall receive annual compensation in an amount equal to twelve percent 12% of the school's gross annual operating revenue from all sources, including any fund balance. Said compensation shall be included in the school's annual operating budget and disbursed as monthly or quarterly payments to facilitate the school's cash flow needs. Prior to the payment of any fees or other sums to the management company (HARK), the governing board shall ensure that sufficient revenues of the school are devoted to support the school's proposed educational program adequately and in compliance with the Delaware statute that requires operational, financial solvency prior to distribution.

Article VII

Financial Controls and Oversight

HARK and DELA will jointly select a Financial Officer for the charter school. HARK shall provide supervision, oversight, and compliance monitoring to assure the school maintains good standing with the state authorizer and meets standards under the Delaware Performance Framework. The Financial Officer shall assure the completion of all assigned tasks, including check writing, payroll preparation, maintaining the general ledger, general journal, payroll register, accounts payable, accounts receivable, and preparing all required reports to the governing board and the state authorizer. The Financial Officer shall not sign checks, but checks shall be signed by the board chair and board treasurer (or other assigned board members), except for a Petty Cash Account for small purchases. The governing board shall adopt a comprehensive Internal Control Policy and Procedure, provide for segregation of duties, and maintain any required Insurances to safeguard the school's assets. The governing board shall adopt an annual budget, review the budget quarterly, receive monthly expenditure reports with comparison to the budget, and receive quarterly compilations, which include a balance sheet and income statement. The governing board shall appoint a Finance Committee, which shall include the Financial Officer, Board Treasurer, and a representative of HARK.

DELA shall also comply with the annual audit requirements of the state authorizer and state law by commissioning the conducting of an annual audit of the charter school's books of accounts by an independent certified public accountant qualified to conduct public charter school audits in the State of Delaware.

Article VIII

Termination Clause

HARK and DELA reserve the right to terminate this contract by mutual consent upon ninety 90 days written notice to the other

party. Upon notice of termination, the parties shall conduct an orderly separation, which assures the charter school has possession of all records and assets to which it is bound by law to maintain under applicable law as a Delaware public charter school and to assure continuity of operations. The parties acknowledge that termination of this agreement shall represent a material change to the charter, which requires approval by the State Authorizer.

Article IX

Liquidated Damages

HARK and DELA hereby agree that HARK has undertaken substantial efforts to assist DELA in planning, organizing, opening, and operating a public charter school. HARK has forgone other business opportunities, has provided services, and has a reasonable future expectation of compensation. Therefore, the parties agree that HARK is entitled to receive an amount equal to \$200,000.00 as liquidated damages in the event this contract is terminated prior to the expiration. This amount includes the agreed-upon value (\$150,000.00) of "pre-charter services" provided by HARK. Terms of payment of liquidated damages shall be in such a manner which does not prevent the charter school from being able to continue operations.

Article X

Intellectual Property

HARK is the owner of certain intellectual property created independently of DELA. HARK reserves its ownership rights to its intellectual property and may license, sell, lease, convey or otherwise transfer all or any part of its interest in said intellectual property in its sole discretion. Any use of HARK's intellectual property for the operation of the charter school is deemed a license under this contract for use limited to the operation of this charter school. DELA may not resell, transfer,

license, or otherwise convey HARK's intellectual property without their express written consent. HARK trademarks and trade dress may only be used with the express written consent of HARK.

Article XI

Solicitation and Use of Private Funds

HARK shall seek the Board's approval before soliciting any non-governmental grants, donations, or contributions on behalf of DELA. Any such funds received shall be used solely per the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project and the purpose for which they were originally designated. DELA shall not classify private funds in such a manner as to remove them from the calculation of HARK management services. All funds shall be maintained per generally accepted accounting principles for non-profit and governmental entities as may be required for Delaware public charter schools. Private funds that are a direct contribution to DELA and not generated through the solicitation conducted by HARK shall be properly maintained in accordance with financial policies but not subject to the percentage fee owed to HARK.

Article XII

Indemnification

To the extent not prohibited by the Charter or applicable laws, the Parties hereby agree to indemnify, defend, and hold the other harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the gross negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the

indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, the Indemnified Party shall include the Party's trustees, directors, officers, employees, agents, representatives, and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board and staff shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

Article XIII

Representations and Warranties

A. Board and School. The Board represents and warrants, for itself and on behalf of The School, that: (i) it is engaged in becoming legally vested with all power and authority necessary to operate a charter school under the Authorizing Law; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (iii) its actions have been duly and validly authorized and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and (iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against it or affecting either the Board or The School, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

B. HARK. HARK represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of Delaware; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this

Agreement; (iii) there are no pending actions, claims, suits or proceedings, or, to its knowledge threatened or reasonably anticipated against it or affecting HARK, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, and the Board agrees to assist HARK in applying for such licenses and permits and in obtaining such approvals and consents as may be applicable.

Article XIV

Miscellaneous

A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between DELA and HARK.

B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exist as provided in the Article governing termination.

C. State Governing Law: This Agreement shall be construed, interpreted, governed, and enforced pursuant to the laws of the State of Delaware. Jurisdiction for disputes shall be the Delaware Court of Chancery. Venue shall be Kent County, Delaware.

D. Confidential Information. Any confidential information which is given by one Party to the other Party or their respective affiliates shall not be disclosed to others except as required by

law, rule, or regulation or by reason of subpoena, court order, or government action. Such required disclosure shall not constitute a breach of this Agreement; however, in such event, the Party required to disclose such information will reasonably cooperate with the Party whose information is required to be disclosed to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the Party disclosing such information or data.

E. Notices. All notices and other communications required by this Agreement shall be in writing and sent to the Parties at the email and U.S. Postal addresses set forth below. Notice may be given by (i) email with written evidence of confirmed receipt by the receiving party of the entire notice: (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by email, upon the date of the postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery if signed for by the recipient or a delegate thereof. Notices to DELA shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid, including the address of the initial Board President, are as follows:

DELA:

DESTINY EDUCATION LEADERSHIP ACADEMY

Attention: Chairman of the Board

HARK : **HARK Educational Services, Inc.**

Attention:

E. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both authorized officers of DELA and of HARK and in a manner consistent with the Authorizer’s policies.

F. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

G. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same results as that contemplated by the original term or provision.

H. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to HARK powers or authority of the Board, which are not subject to delegation by the Board under the Charter or applicable law.

I. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party’s obligations hereunder.

J. Time of Essence. The Parties understand and agree that time is of the essence in performing their perspective responsibilities under this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this contractual agreement which shall become effective on date first stated above.

HARK : HARK Educational Services, Inc.

Dated: _____

By: _____

Title: Board Chair

Dated: _____

By: _____

Title: Board Secretary

DELA: Destiny Education Leadership Academy

Dated: _____

By: _____

Title: Board Chair

Dated: _____

By: _____

Title: Board Secretary