



**The Delaware Military Academy
Established 2003**

**THE DELAWARE MILITARY ACADEMY
CHARTER RENEWAL APPLICATION**

September 30, 2024

**112 Middleboro Road
Wilmington, DE 19804
Phone: (302) 998-0745
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RENEWAL PROCESS

Red Clay issues charter school renewal report to DMA by 4/30/24

DMA to respond with any corrections 5/10/24

Governing board of DMA submits renewal application to Red Clay 9/30/24

Public Hearing mid-October 2024

Red Clay board vote on renewal November 2024

SCHOOL OVERVIEW

<i>Name of School</i>	<i>The Delaware Military Academy</i>
<i>Address</i>	<i>112 Middleboro Road Wilmington, DE 19804</i>
<i>Website</i>	<i><u>www.demilacad.org</u></i>
<i>District Location</i>	<i>Red Clay Consolidated School District</i>
<i>Year Opened</i>	<i>2003</i>
<i>Grades Served</i>	<i>9 through 12</i>
<i>Current Enrollment</i>	<i>550</i>
<i>School Leader</i>	<i>Mr. Dan Newcott Commandant dan.newcott@dma.k12.de.us (302) 998-0745</i>
<i>Board Chair</i>	<i>Brian Rostocki BRostocki@ReedSmith.com</i>

PROGRAM OVERVIEW

Community

The Delaware Military Academy resides within the boundaries of the Red Clay Consolidated School District in New Castle County, Delaware. As a charter school, DMA serves students in all districts in New Castle County. Forty-nine percent of the cadet population are residents of the Red Clay Consolidated School District, which includes inside the city limits of Wilmington. It is important to note that 21% of DMA cadets are at or below the poverty level and that 6.3% are identified as having special learning needs.

The School

Delaware Military Academy (DMA) is a public charter school serving approximately 580 cadets in grades 9-12. The school opened in 2003 and graduated its first class in June of 2006. The school's charter is authorized by the Red Clay Consolidated School District and accredited by the Middle States Association for Secondary Schools. In accordance with the charter, any high school student in Delaware can gain admission to the Academy but preference is given to those applicants that reside in Red Clay Consolidated School District. The school offers Delaware high school students a tuition-free, four-year, college preparatory curriculum. DMA has consistently performed well and earned the rating of "Exceeds Expectations" under the Delaware accountability system.

DMA is a military themed high school that uses military values to teach ethics, personal and civic responsibility and leadership. This strong value system promotes and develops integrity, citizenship, service, fitness, patriotism, leadership, teamwork, and self-esteem. DMA is the first public charter school in the United States where every student is a member of the Navy Junior ROTC program. We are considered the "flagship" of the Navy's Junior ROTC programs. The United States Navy has consistently rated our Corp of Cadets as a 'Distinguished Unit with Academic Honors.' This designation entitles the Delaware Military Academy to nominate twelve (12) seniors to attend service academies (six to the United States Naval Academy, three to the United States Military Academy at West Point and another three to the Coast Guard Academy) each year for qualified applicants.

Our Mission

The Mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline. In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities.

- The role of the Delaware Military Academy is to educate the entire cadet, paying particular attention to academic, social and emotional needs

- An education at the Delaware Military Academy fosters citizenship, leadership and self-discipline
- Military training teaches cadets a sense of responsibility, integrity and morality
- Responsible citizens have a sense of honor and respect for themselves and for others
- Hard work, dedication and motivation are essential for learning
- Cadets, parents and teachers share accountability and responsibility for the cadet's education
- A safe and enjoyable learning environment promotes positive interaction between cadets and teachers
- Cadets graduate from the Delaware Military Academy ready to accept an adult role in society
- Community service builds strong character, unity and a sense of responsibility for others
- A Delaware Military Academy graduate exhibits creative, critical and independent thinking skills

Our profile of our graduates are aligned to our three core principles:

Scholarship

- Ability to express oneself effectively in oral and written form
- Ability to think independently
- Proficient in all academic content areas
- Proficient in the use of technology
- Prepared to enter a post-secondary program of study

Leadership

- Ability to give and receive respect
- Ability to set goals, motivate others, and lead by example
- Ability to see a mission through to completion
- Maturity in thought and expression
- Commitment to excellence
- Command presence
- Integrity
- Physical and mental wellness

Citizenship

- Patriotism
- Cultural, political and environmental awareness
- Respect for rules and regulations in the community
- Regard for honesty in self and others
- Compassion and empathy for others
- Sense of duty to serve the community

Demographics Data

Male	332
Female	229
IEP Plans	30
504 Accommodation Plans	53
Free/Reduced Lunch	150
African American	70
American Indian	0
Asian American	4
Hawaiian	1
Caucasian	456
Two or More Races	20
Hispanic*	95

*These cadets are also included in a demographic race listed above

Criterion 1

The individuals and entities submitting the application are experienced and qualified to start and operate a charter school, and to implement the school's proposed educational program. Certified teachers, parents, and members of the community in which the school is to be located must be involved in the development of the proposed charter school. At the time at which the school commences its instructional program and at all times thereafter, the board of directors must include a teacher at the school and a parent of a student enrolled at the school as members.

Delaware Military Academy adheres to charter law requirements involving the Board of Directors. Members of the Board currently include one teacher representative as well as five parent board members, many of which serve as officers on the Board. The current Commandant, Mr. Dan Newcott, holds a valid Delaware state school administrator license.

Criterion 2

The chosen form of organization, identified in the articles of incorporation and bylaws, or the membership agreement, conforms to the Delaware General Corporation Law.

The chosen form of organization, as identified in DMA's Certificate of Incorporation and bylaws, conforms to the Delaware General Corporation Law.

Criterion 3

The mission statement, goals, and educational objectives are consistent with the description of legislative intent set forth in 14 Del.C. §501 and the restrictions on charter school operations set forth in 14 Del.C. §506.

Delaware Military Academy (DMA) is a non-profit, 501-c-3, charter school located in Wilmington, Delaware. It is the first successful NJROTC Military Charter School supported by the Navy in the United States. DMA is a military themed high school that uses military values to emphasize the importance of the three ships: citizenship, leadership, and scholarship. This strong value system promotes and develops integrity, citizenship, service, fitness, patriotism, leadership, teamwork, and self-esteem. The program offers Delaware high school students, in grades 9 through 12, a tuition-free, four-year, college preparatory curriculum. The United States Navy has consistently rated DMA's Corp of Cadets as a 'Distinguished Unit with Academic Honors' which entitles the Academy to twelve nominations to service academies (3 each to the United States Military Academy at West Point and the United States Air Force Academy and 6 to the United States Naval Academy) each year for qualified applicants.

The Academy introduced the Navy Junior Reserve Officers Training Corps (NJROTC) program into the Red Clay Consolidated School District in 2003, although NJROTC programs have been part of America's high school curriculum since 1916. Delaware Military Academy and other NJROTC schools have consistently received national acclaim for their innovative approach to public education.

DMA strives to impact future generations by providing an exceptional educational program with an emphasis in science and mathematics. There are no requirements for cadets to commit to the armed services upon graduation. However, DMA graduates that successfully complete the JROTC program affords them the opportunity to graduate from boot camp at a higher pay level and rank than their fellow graduates. The Delaware Military Academy contravenes the traditional concept of a high school or junior college level "military academy" as a rigorous, live-in, full immersion educational facility that serves both students motivated for future military service and those students that thrive with structure as a part of their educational programming. In addition, Delaware Military Academy caters motivated students who have the potential to attend a national service academy and want a challenging educational program. Cadets attending DMA high school benefit from instruction from both civilian teachers, certified in their core content area, and from retired military personnel certified for Naval Science instruction.

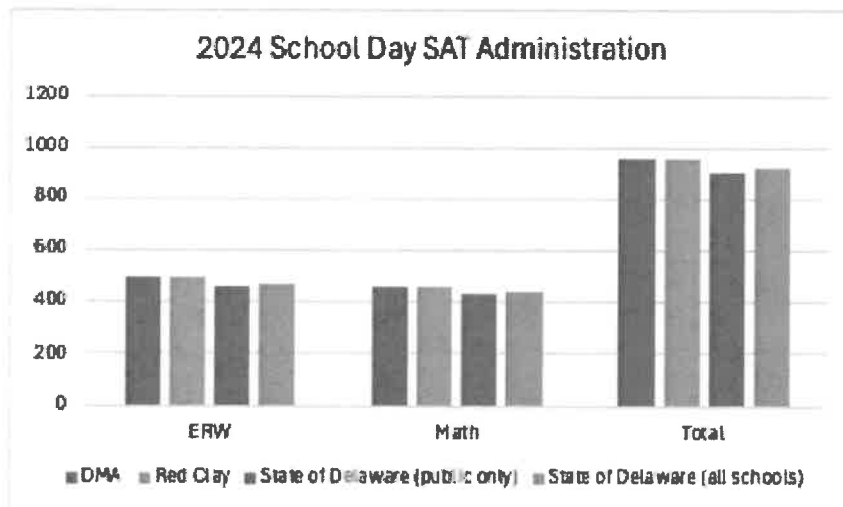
In addition to being renewed through the Red Clay School District, DMA is also inspected once a year by the US Navy. In the 2023-2024 school year, DMA moved from Area Four to Area Three and started working with a new Area Manager, Lt. M. Hicks. Last year DMA received a "Distinguished Unit with Academic Honors" after the Navy site visit in February of 2023. DMA has received an "Distinguished Unit with Academic Honors" every year since its inception and that is the primary reason for why DMA is considered by the US Navy to be the flagship program for NJROTC in the nation.

We review the cadet handbook with all cadets as a part of the Naval Science class and all cadets are required to sign acknowledging that they understand the code of conduct. In addition, Grade level assemblies are held in the first two weeks of school to review any changes to the handbook and reinforce key policies. We provide a Teacher/Parent/ Cadet compact that is signed each year by the teacher, parent and cadet. This document outlines expectations parents should have of the school and what we expect from our parents and cadets. We work as part of a team and all of us have a role to play for our cadets to be successful.

Criterion 4

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

The Delaware Department of Education utilizes the SAT as one of the state's accountability tests for high schools. DMA has a greater than 95% participation on the School Day administration. In the Spring of 2024, 58% of our junior cadets demonstrated proficiency in the evidence-based reading and writing (ERW) portion of the SAT, compared to the statewide percentage of 44%. On the math portion of the SAT, 20% of DMA cadets demonstrated proficiency, compared to the statewide average of 18%. DMA was named a 2019 Blue Ribbon School with a group of 362 other schools nationwide.



The school administers the following assessments throughout the school year:

- PSAT 8/9
- PSAT 10
- PSAT/NMSQT
- SAT School Day Administration
- WIDA
- ASVAB
- DeSSA Biology EOC
- DeSSA Social Studies (11th)
- AP Exams for all AP courses
- NAF AOBIM Course Assessments
- Student Improvement goal setting pre- and post-tests

The PSAT 8/9 is administered to 9th graders as a baseline piece of data. Our 9th graders come to us from over 30 different middle schools and this test is administered within the first five weeks of their freshman year. This data helps drive classroom instruction for the rest of the year and helps us identify cadets who need extra academic support.

DMA has set goals as part of our accreditation with the Middle States Association. Here are are our current goals and progress so far:

Objective #1: By the year 2028, cadets at the Delaware Military Academy will demonstrate improved academic performance, as measured by:

Each cohort will show a 20 point average increase every year in both the math and ELA portions of the College Board test. This will result in an average 80 point overall increase between the PSAT 8/9 in 9th grade and the SAT in 11th grade.

Class of 2024 Cohort

Test Name/Grade	Total Score	ERW	MATH
PSAT 10* (Fall 2021)	885	452	432
PSAT 10 (Spring 2022)	909	465	444
SAT/11 (Spring 2023)	960	488	473

* Due to COVID, no PSAT was administered to this class during the 9th grade year – first results were in Fall of 10th grade

Class of 2025 Cohort

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2021)	859	436	423
PSAT 10 (Spring 2023)	909	467	442
SAT/11 (Spring 2024) *	959	495	464

*Will be updated when super scores are available

Class of 2026 Cohort

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2022)	856	430	426
PSAT 10 (Spring 2024)	900	464	435
SAT/11 (Spring 2025)			

Objective #2:

By the year 2028, cadets at the Delaware Military Academy will demonstrate improved academic performance, as measured by:

A 2% increase each year in the percentage of students who enroll in and successfully complete (a grade of 77% or higher) a college level course. This measure will include all Dual Enrollment and Advanced Placement courses.

Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
10 th Grade	N/A	N/A	N/A	8.9%	7.7%
11 th Grade	39.5%	25.16%	42.1%	37.9%	32.8%
12 th Grade	39.5%	52.8%	53.4%	63.0%	42.3%

* Upperclass cadets self-selected to take honors level courses rather than AP courses in 2023-2024

Post High School Placement**College Acceptance Rates**

The first cadet class graduated from DMA in June of 2006. Since then, eighteen more classes have graduated from the Delaware Military Academy totaling 2,372 alumni. These nineteen classes have earned in excess of one hundred eighty-three dollars in scholarship monies and 86% of them have gone on to a post-secondary program of study. In addition, the Academy has sent 50 graduates off to United States Service Academies and 82 graduates have attended college on ROTC scholarships.

Class of 2024

- 64.6% matriculated to a 4-year college program
- 16.2% matriculated to a 2-year college program
- 9.2% entered a branch of military service
- 10% entered a trade program, apprenticeship or the workforce*

STATE ACCOUNTABILITY DATA

Indicator/Measures	Points Available	Points Earned			
		2017-18	2018-19	2019-2020	2022-2023
<i>Academic Achievement</i>					
Proficiency ELA	75	52	58	N/A	41
Proficiency Math	75	31	29	N/A	18
<i>School Quality/Student Success</i>					
On Track Attendance	25	23	22	N/A	22
Proficiency Science (Biology)*	25	N/A	N/A	N/A	3
Proficiency Social Studies (11)*	25	N/A	N/A	N/A	8
College and/or Career Preparedness	75	54	59	N/A	75
On-Track in 9 th Grade	50	50	49	N/A	50
<i>Graduation Rate</i>					
4 year Cohort Graduation Rate	75	73	74	N/A	74
5 year Cohort Graduation Rate	13	13	13	N/A	13
6 year Cohort Graduation Rate	12	12	12	N/A	12
Progress towards ELL Proficiency*	N/A	N/A	N/A	N/A	N/A
TOTAL	450	308	316	N/A	316

Criterion 5

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

At the school-level, we are continually evaluating our progress in relation to the school's mission. Some of these measures are: graduation rate, college acceptances, college and career readiness metrics (PSAT, SAT, ASVAB), daily attendance, extracurricular and athletic participation, Delaware Report Card Data, community service hours, and ROTC scholarships and service academy appointments.

The Academy employs multiple levels of support for our cadets who are not meeting student performance standards. They are:

- Review of all report cards and interim reports by administration
- Academic Review Boards (ARB)
- BABR / Basic Math Skills support classes
- Placement testing in English (to determine appropriate 9th grade courses)
- Referral to Counseling staff
- Freshman seminar
- After School tutoring in math, ELA and SAT preparation
- Peer tutoring program
- Targeted tutoring services based on classroom performance data

In August of 2023, DMA added a full time, certified special education teacher to provide title I services and services mandated by a cadet's IEP or 504 education plan.

A student service team is in place to identify and provide support for students based on ongoing data or teacher referral. If the team identifies that a cadet is in need of additional support, the team will determine appropriate support specific to the needs of the cadet(s).

MLL supports are provided to those cadets who have been identified as Multilingual learners. The supports given are specific to the needs of each cadet.

The Dean of Instruction oversees the Section 504 process to ensure that the educational services for students with disabilities are met and that all 504 plan accommodations are implemented in the classroom.

Academic Review Boards

An Academic Review Board (ARB) will be convened for cadets failing two or more core subjects at the midpoint of each semester (November and April). An Academic Review Board is a tier 3 intervention support for struggling cadets. The ARB will consist of the Commandant, Dean of Cadets, Dean of Instruction, Senior NSI and the School Counselor. The objective of the academic review board is to provide cadets with targeted,

individualized intervention support and designed for promoting cadet academic success. Parents are included in the review board process.

Graduation Rates:

Class of	Percentage Graduating Within Four Years
2019	99%
2020	99.29%
2021	100%
2022	99.3%
2023	99.23%

Average Daily Attendance:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
9th Grade	7%	5.3%	5.13%	7.85%	5.52%
10th Grade	4.7%	11%	6%	4.5%	5.17%
11th Grade	9%	6.6%	6.9%	5.41%	5.78%
12th Grade	21.6%	20.3%	9.61%	4.28%	8.48%

In the Spring of 2024, DMA had nine cadets named as AP Scholars by the College Board. In order to receive this distinction, cadets must earn a score of 3 or higher on three or more College Board AP exams.

In September of 2024, the College Board National Recognition program awarded seven national awards to DMA seniors. A total of five cadets were named as First Generation National Recognition Award winners, one cadet was named an African American National Recognition Award winner and one cadet was named a Hispanic National Recognition Award winner.

Criterion 6

The school's educational program, including curriculum and instructional strategies, has the potential to improve student performance; and must be aligned to meet the Delaware Content Standards and state program requirements, and in the case of a charter high school, state graduation requirements. High school programs must provide driver education. The educational program at all charter schools must include the provision by the school of extra instructional time for at-risk students, summer school, and other services required to be provided by school districts pursuant to the provisions of 14 Del.C. §153. A previously approved charter school may continue to operate in compliance with the terms of its current approval, but its charter shall not be renewed unless the school shall submit an application for renewal in full compliance with the requirements of this subsection.

Our academic program is intended to ensure that every graduate is prepared, and qualified, to enter a 4-year post-secondary program of study. There are limited general courses offered at DMA and all cadets are expected to participate in the college prep, honors, AP/dual enrollment programs. Our teachers have high standards in the classroom and cadets are expected to work at a high level each day to ensure cadets are prepared for the rigors of college, the armed services or the corporate world. The Academy follows the state standards developed through the Delaware Department of Education (DDOE) as well as the NGSS and NAF standards.

The academic program is organized on a modified block schedule. Cadets are enrolled in four to five credit hours per semester with a maximum of nine credit hours available per year. Cadets take four 85 minute classes and one 45 minute class per day. Most classes run on a semester schedule and last for half the school year. There are a few exceptions: Naval Science and the majority of AP level courses are full year courses. In addition, classes that meet during the 45 minute block are full year courses and meet each day. Block scheduling was instituted at DMA in September 2016. DMA offers a total of 19 honors level courses in English, Math, Science and Social Studies starting in 9th grade. All DMA cadets will be registered for driver's education during their 10th grade year. If there are more 10th graders than spots available, DMA will provide a summer option, at no cost to the family, for cadets to complete this requirement. Cadets are strongly encouraged to complete a minimum of two honors level courses while at the Academy.

The following AP® courses are offered at DMA: Calculus AB, Calculus BC, Biology, Physics, Microeconomics, Macroeconomics & Computer Science A. Cadets must meet specific criteria in order to enter AP level courses. In addition, DMA offers a full complement of dual enrollment courses through the Delaware Technical and Community College and Wilmington University. Our DTCC dual enrollment options include Critical Thinking and Academic Writing (ENG101), Composition and Research (ENG102), US History: Post Civil War (HIS112), and World History II (HIS210). We currently offer one dual enrollment course through Wilmington University, Principles of Management (BBM201). Admission criteria for dual enrollment courses is defined by the College.

The Academy maintains and manages the course offerings and course curriculum through the academic departments. Academic departments meet regularly to use a variety of resources to determine what course offerings meet the needs of our Corps of Cadets in order to best prepare them for post-secondary outcomes. Once the course selections are determined, the departments meet regularly to establish and maintain the curriculum for each course and to ensure vertical and horizontal alignment throughout the cadets academic progression. This curriculum maintenance is a data driven process using a variety of data and information sources.

Navy Junior ROTC Program

DMA is the only public school in the country where every student (cadet) is a member of the Navy Junior ROTC Corp of Cadets. Our NJROTC program is supported by our Naval Science curriculum. All cadets at DMA are enrolled in Naval Science, our leadership course, for all four years. The Naval Science program exposes cadets to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The program is also designed to engender a sound appreciation for the heritage and traditions of the United States of America with a focus on the historical significance of sea power. The Naval Science curriculum includes advanced instruction in the areas of astronomy, meteorology, navigation skills, sea power, national security, and naval history. Hands-on leadership skills are developed through cadet involvement in teaching new cadet drills, proper uniform care, and managing unit activities.

The senior year Naval Science course includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Cadets are taught the techniques to create motivation, to develop goals and activities for a work group, and the proper ways to set a leadership example. The practicum part of the course focuses primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership in the NJROTC unit. As part of the NJROTC program, cadets earn rank and take on leadership roles at the platoon, company, battalion and regimental level. A cadet's daily responsibilities include project management, supervision of staff and interacting with adults in a professional manner both inside the school and in the local community. ***The highest rank a cadet can earn in this program is Cadet Captain which is reserved for our Regimental Commanding Officer and/or Regimental Executive Officer.***

Grading Scale, Grade Point Average and Class Rank

	Unweighted		Honors Weighted		College Level Weighted	
	Letter Grade	Quality Pts	Letter Grade	Quality Pts	Letter Grade	Quality Pts
90 – 100	A	4	A	4.5	A	5
80 – 89	B	3	B	3.5	B	4
70 – 79	C	2	C	2.5	C	3
66 – 69	D	1	D	1	D	1
Below 66	F	0	F	0	F	0

DMA calculates GPA utilizing the above quality points. All final grades, whether pass or fail, are included in the grade point average. DMA calculates both a weighted and non-weighted grade point average for each cadet at the end of each semester (January and June). Cadets earn an additional weight of 1.0 for all college level courses (AP and dual enrollment) when they earn a final grade of C or higher. In addition, cadets earn an additional weight of .5 for all honors level courses when they earn a final grade of C or higher. Cadets are ranked based on weighted and unweighted GPA. Unless otherwise specified by the college, the academy provides weighted GPA and class rank for all college applications. ***The highest GPA in the Class of 2024 was 4.0 (unweighted) and 4.4.49 (weighted).*** A minimum of 27 credits are required for graduation.

DMA Minimum Graduation Requirements

DMA Graduation Requirements are more rigorous than the Delaware Department of Education Requirements but encompass all DOE requirements –

English	4 credits	Electives	3.5 credits
Social Studies	4 credits	Health & Physical Ed.	1.5 credits
Mathematics	4 credits	CTE Pathways	3 credits
Science	4 credits		
World Language	3 credits	A minimum of 3 credits in Naval Science are required to graduate from DMA	

Summer School Considerations

Students receiving special education services are considered annually for federal extended school year service and state reading-based extended school year services at their annual review meetings. If the IEP team determines a need based on student data, the services are provided as prescribed by the IEP team.

For cadets who do not successfully pass a core course during the regular school year, a summer school online course is available. Summer school letters are sent to parents by the 15th of June and all coursework must be completed by the second Friday in August. Credits earned in a summer school recovery credit course are added to a cadet's high

school transcript and considered for graduation. In addition, cadets may choose to enroll in summer school recovery courses through their district of residence. Any other credit recovery course options must be approved through the Dean of Cadets or Dean of Instruction and are handled on a case-by-case basis.

COURSE OFFERINGS

Advanced Level courses

- DTCC ENG 101 – Critical Thinking and Academic Writing
- DTCC ENG 102 – Composition and Research
- DTCC HIST 112 – US History (Post-Civil War)
- DTCC HIST 210 – World History II
- WILMU BBM201 – Business Management
- AP Biology
- AP Physics
- AP Calculus AB & BC
- AP Computer Science A (online MOOC)
- AP Microeconomics & Macroeconomics
- Honors English (grades 9 - 12)
- Honors Math (grades 9 - 12) and
 - Honors Calculus
 - Honors Statistics
- Honors Social Studies/History (grades 9 -12)
- Honors Science (grades 9 -12) and
 - Honors Anatomy I
 - Honors Anatomy II
- Honors Spanish IV

Academic Electives (core subjects)

- | | |
|---------------------------------|---------------------------|
| • Engineering Design | • Animal Science |
| • Anatomy & Physiology | • Real World Economics |
| • Forensics (.5 credits) | • Public Speaking |
| • Marine Science (.5 credits) | • Creative Writing |
| • Food Science (.5 credits) | • Optimistic Mindset |
| • Murder, Mystery and Mayhem | • Linguists and Lyricists |
| • Contemporary Political Issues | • Psychology |

CTE Pathway

The Delaware Military Academy has one CTE pathway available to cadets. The NAF Academy of Business Information Management offers three courses (Business Information Technology, Global Business Economics and Entrepreneurship). Upon completion of the three-core pathway courses and the completion of an approved internship, cadets can earn a nationally recognized NAFTrack certification. Interested cadets can enhance their CTE experience by enrolling in BBM201, a dual enrollment course through Wilmington University.

CURRICULUM MAP

CURRICULUM AREA (Honors/AP in BOLD)	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
English (4 Credits Required)	English 9 OR Honors English 9	World Literature OR Honors World Lit	American Literature, OR Honors American Lit DTCC ENG101	British Literature, OR Honors British Lit DTCC ENG102
Math (4 Credits Required)	Algebra 1 OR Honors Geometry Honors Algebra 2	Geometry OR Honors Algebra 2 Honors Pre-Calculus	Algebra 2 OR Honors Pre-Calculus Honors Calculus AP Calculus AB	Pre-Calculus Contemporary Math OR Honors Statistics Honors Calculus AP Calculus AB AP Calculus BC
Science (4 Credits Required)	Integrated Science 9 OR Honors Biology	Biology OR Honors Chemistry	Chemistry OR Honors Physics AP Biology	Physics Engineering Design Anatomy & Physiology OR Honors Anatomy I Honors Anatomy II AP Physics
Social Studies (4 Credits Required)	Civics & Geography OR Honors Civics and Geography	US History I OR Honors US History I OR AP Microeconomics	US History II OR Honors US History II OR AP Macroeconomics OR DTCC HIS112	World History OR Honors World History OR DTCC HIS210

CURRICULUM AREA	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
Spanish (World Languages)	Spanish 1	Spanish 2	Spanish 3	Honors Spanish 4 (optional elective)
CTE Pathway	N/A	Business Information Technology	Global Business Economics	Entrepreneurship BBM 201*
Naval Science	NS1	NS2	NS3	NS4
Elective Options <i>The majority of 12th grade science/math options can also be taken as an elective</i>	Physical Education Marching Band Concert Choir	<div>Food Science, Forensics, OR Marine Science</div> <div>Online Health Driver's Education</div> <div>Marching Band Concert Choir AP Microeconomics</div>	Murder, Mystery and Mayhem Lyricists and Linguists Creative Writing Piano Fundamentals Musical Theater Marching Band Concert Choir AP Microeconomics AP Macroeconomics Contemporary Political Issues (CPI) Real World Economics D/E Criminal Justice Intro to Psychology Optimistic Mindset Military Leadership in the Media Constitution Quest	Piano Fundamentals Music in The Movies Musical Theater Marching Band Concert Choir Creative Writing Contemporary Political Issues (CPI) Real World Economics D/E Criminal Justice Intro to Psychology Optimistic Mindset AP Microeconomics AP Macroeconomics Military Leadership in the Media Constitution Quest Leadership Academy

Criterion 7

The school's educational program sets forth appropriate strategies to be employed to accommodate the needs of at-risk students and those needing special education services.

Delaware Military Academy employs a Special Education Coordinator and Special Education Teacher/Case Manager who facilitates the identification and evaluation process for students with disabilities, manages the IEP process, provides direct special education services, and (as needed) coordinates with outside agencies for service provision for students with IEPs.

Identification and Evaluation Procedures:

An evaluation is a process used to determine whether a cadet has a disability and needs special education and related services. Parents or school staff with knowledge about a student may make a referral requesting that the student be considered for special education. Once the referral has been made, the IEP team will meet to review existing data and determine if they suspect the student has a disability. If the team suspects that the student may have a disability, the parents/guardians will be asked to provide consent for an evaluation to determine if a disability is present and the student is in need of special education services. The team will work collaboratively to complete the necessary evaluations. Upon completion of the evaluation, the team will reconvene to review the results and make a determination about the student's eligibility for special education services. The IEP Team must hold an IEP Determination meeting within forty-five (45) school days or ninety (90) calendar days, whichever is less, of receiving permission to evaluate. If the student is found eligible for Special Education Services, the team will create an IEP to meet the student's needs.

Individualized Education Program (IEP) Development/Annual Review:

If eligible, the IEP team will collaboratively create a customized educational plan outlining the student's needs, goals, and the specific services required. The team will draft an IEP that is in compliance with Title 14 of the Delaware State code.

Implementation:

The Academy will deliver and provide for any and all supports, services, and programming outlined in each student's Individualized Educational Plans. Student's progress towards their goals will be monitored regularly. This progress will be communicated to parents at least quarterly. The team will monitor student progress and make adjustments as needed or annually. The general and special education educators will work collaboratively to ensure that the IEP is being implemented in and across educational settings with fidelity.

Reevaluation:

A reevaluation must be conducted at least once every three (3) years, unless you and the school agree a reevaluation is not necessary. A reevaluation may occur sooner than the (3) years but not more than once a year, unless you and the school agree.

Transfer Students

If a cadet transfers into the academy, the academy will provide for the services and support outlined in the plan for the previous school until an IEP meeting can be scheduled. The team may decide to implement the plan as received, write a new plan more appropriate to the current educational setting, or reevaluate the student in order to consider if the student no longer qualifies as disabled under IDEA.

Supports for students/families:

Special Education Teacher/ Case Manager: This individual will serve as a member of the IEP team for each IEP meeting. This person will be a daily point of contact for parental and student concerns. This individual will work collaboratively with the parents/guardians, general education teachers and the students to implement the IEP with fidelity and to gather stakeholder input. The Special education teacher/ case manager will be responsible for collecting data and communicating student progress.

Special Education Coordinator: This individual will serve as a member of the IEP team for each IEP meeting. This person is an additional point of contact for parental and student concerns that extend beyond day to day operations. The special education coordinator will facilitate IEP meetings and all of the necessary documentation.

Open House/ Prospective Cadet Process:

Delaware Military Academy will have a table set up at Open House where prospective cadets can get more information about special education services with the academy. Prospective cadets are made aware that accommodations will be provided upon notification of need. The securing of accommodations does not impact the individual's invitation to the academy.

Criterion 8

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

DMA has a Citizen Budget Oversight Committee (CBOC) as required by the Department of Education (DOE). The Board Treasurer chairs the committee. The CBOC is comprised of various constituents – staff, parents and community members. The committee meets quarterly to review a predetermined percentage of transactions, discuss the school's budget and any other financial related matters, such as the annual audit or capital projects.

DMA also has a Finance Committee, which is comprised of Board and non-Board members. The committee meets every other month, unless circumstances warrant any additional meetings. The Board Treasurer also chairs this committee. This committee has a focus on the school's operational budget and capital budget, if applicable. It does not focus on financial transactions, unless there are specific questions regarding a line item in the budget. Additionally, this committee will discuss other financial aspects, such as the annual audit or facilities projects. The committee prepares recommendations and presents them to the Board when deemed appropriate.

The Board Treasurer presents the budgeted financials and summaries of both the CBOC and the Finance Committee meetings to the Board of Directors at the monthly Board meetings. All meeting agendas and minutes are posted to the DMA website under the respective categories.

DMA continues to be fiscally responsible. There is a healthy and liquid reserve balance. The school consistently meets its annual requirement to meet a variety of ratios under the state's financial framework metric. DMA is able to maintain success in satisfying all financial obligations to employees and suppliers on an annual basis, with no interruptions or delays.

Criterion 9

The school's financial and administrative operations meet or exceed the same standards, procedures and requirements as a school district. If a charter school proposes to operate outside the state's pension and/or benefits system, a specific memorandum of understanding shall be developed and executed by the charter school, the approving authority, the Director of the Office of Management and Budget, the Controller General and the secretary of Finance to assure that the state's fiduciary duties and interests in the proper use of the appropriated funds and as a benefits and pension trustee are fulfilled and protected, the state's financial reporting requirements are satisfied, and the interests of charter school employees are protected. All charter schools shall operate within the Delaware Financial Management System (DFMS) and be subject to all of the same policies and procedures which govern other agencies operating with such system, except that any charter school previously approved to operate outside of the DFMS may continue to so operate subject to the terms of its memorandum of understanding until such time as the school's charter is renewed pursuant to this chapter.

Delaware Military Academy operates within the state's First State Financials (FSF) and Payroll Human Resources Statewide Technology (PHRST) systems. DMA has established policies and procedures to comply with all applicable state regulatory agencies. Thus, its financial and administrative operations meet all of the state requirements. DMA adheres to all hiring practices required by Delaware State law and code for educators. These practices provide assurance to all constituents that the school appropriately manages its fiduciary responsibilities.

All teachers and administrators are required to maintain their DEEDS profile and meet the State of Delaware requirements for certification. All core content area teachers hold an active license.

Criterion 10

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

Delaware Military Academy yearly reviews the insurance plans.

Criterion 11

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

The Delaware Military Academy has a combined Cadet Code of Conduct/Cadet Handbook. This document is reviewed and revised annually to ensure that we are aligned with the RCCSD and State of Delaware expectations. We utilize a progressive discipline policy that includes, for many offenses, an opportunity for reflection and restoration before the behavior escalates to the level of a suspension.

As of September 2023, the Delaware Military Academy utilizes the Data Service Center RAP system for discipline referrals and processing. This has created a better way for us to track referrals and ensure accurate discipline data.

Suspension Data (Percentage of cadets suspended one or more times):

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
9th Grade	.6%	0%	2.3%	.6%	3.2%
10th Grade	4%	0%	4.16%	4.1%	2.9%
11th Grade	1.5%	0%	0.7%	5.8%	.7%
12th Grade	2.9%	0%	4.9%	2.3%	1.5%

Our school webpage includes a bullying prevention policy, as required by Delaware code. The name of our Ombudsperson is also listed on the website so anyone can make an anonymous tip to the hotline.

Criterion 12

The procedures the school plans to follow to assure the health and safety of the students, employees, and guests of the school while they are on school property are adequate and that the charter school will comply with the applicable provisions of local, state, and federal law, including the provisions of 11 Del.C. Ch. 85.

Delaware Military Academy complies with all initiatives outlined by the Delaware Emergency Management Agency. DMA has fulfilled its requirement to perform and record appropriate drills in the Navigate 360 portal, which is required by the Omnibus School Safety Act. DMA also audits and reviews the school safety plan every year which includes the most recent members of the school safety and medical team.

Members of the school safety team have been ALICE trained as well as trained in Reunification through the I Love You Guys Foundation.

Several safety and security measures have been implemented to secure the campus including hardware with locks on the outside for classrooms, electronic badge readers on every entrance/exit to each building, the RAPTOR visitor management system, and improved modes of communication.

DMA employs a full-time certified school nurse who follows all guidelines set-forth by the State of Delaware. Teachers and staff members who are often off campus with cadets have been trained in CPR and medication administration to assist in the event of an off-site emergency.

Criterion 13

The school shall have a satisfactory plan for timely transferring student data and records to the Department of Education.

DMA adheres to any and all DOE information requests and data sharing processes through the proper channels. DMA shares information via the state approved Student Information Systems, Epicenter, Data Service Center, KACE ticket center, Powerschool IEP/Infinite Campus and all other data requests received via email or other state approved system.

Criterion 14

The school's board of directors shall annually certify to the Delaware Department of Education, on a form to be provided by the Delaware Department of Education, that prior to the payment of any fees or other sums to any management company employed by the board, the board will insure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such forms of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter.

This criterion is non-applicable due to the fact that Delaware Military Academy does not use a management company.

Criterion 15

The school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every three years.

All veteran Delaware Military Academy Board members have completed the required board trainings. Newly added DMA Board members are registered for the first available training sessions posted by the Delaware Department of Education.

Criterion 16

The school shall have a satisfactory plan for procedures it will follow in the case of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period. For a new applicant granted under this chapter, the application shall include a reasonable plan to establish sufficient available balances pursuant to § 516(1) of this title.

Delaware Military Academy will utilize the Red Clay Consolidated School District closure protocols in the case of closure or dissolution. Protocols are published on the Red Clay Consolidated School District website and made public and available for DMA leadership.

RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

**EXHIBIT A
RENEWAL APPLICATION**



Charter School Renewal Report Delaware

Military Academy

4/29/2024

Dr. Kurfuerst,

No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year.

This document serves as the report for the Delaware Military Academy.

CHARTER SCHOOL INFORMATION

The Delaware Military Academy

Mailing Address: 112 Middleboro Road
City/State/Zip: Wilmington DE 19804
Telephone: 302-998-0745

Fax: 302-998-3521

Website: www.demilacad.org

History of School

The Delaware Military Academy was founded in 2003 by a retired Army Colonel and a retired Navy Master Chief. The school was designed to develop young men and women to be strong citizens, confident leaders and excellent students. The first cadet class graduated in June of 2006. Since then, twenty-two more classes have graduated from the Delaware Military Academy totaling 2,242 alumni. These twenty-three classes have earned in excess of one hundred sixty nine million dollars in scholarship monies and 86% of them have gone on to a post-secondary program of study. In addition, the Academy has sent 38 graduates off to United States Service Academies and over 70 graduates have attended college for free on ROTC scholarships. 10% of our graduates have enlisted directly into some form of military service directly from high school. In 2013, the Academy had four alumni graduate in the same class from the United States Naval Academy – a first in Naval Academy history. We continue to strive to provide the best education for all our cadets on a daily basis. You are all a part of making that happen!

Mission

The mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline. In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities.

Philosophy

Delaware Military Academy's academic, extra-curricular, and leadership programs intertwine to create a well-rounded learning experience for cadets. Through the development of honor, discipline, and integrity, cadets will cultivate strength of character, individual excellence, and responsible leadership. Upon graduation, cadets will possess the skills and characteristics needed to lead lives of academic, personal and professional achievement.

Belief Statements

- The role of the Delaware Military Academy is to educate the entire cadet, paying particular attention to academic, social and emotional needs.
- An education at the Delaware Military Academy fosters citizenship, leadership, self discipline and independent thought.
- Military training teaches cadets a sense of responsibility, integrity and morality. · Responsible citizens have a sense of honor and respect for themselves and for others. · Hard work, dedication, and motivation are essential for learning.
- Cadets, parents and teachers share accountability and responsibility for the cadet's education.
- A safe and enjoyable learning environment promotes positive interaction between cadets and teachers.
- Cadets graduate from DMA ready to accept an adult role in society.
- Service builds strong character, unity, and a sense of responsibility for others.

Targeted Population and Enrollment Demographics

The school's targeted population of 585 cadets includes students who reside in New Castle County and have an interest in the military.

Delaware Military Academy Snapshot**State Report Card Data- DMA**

DMA Financial Performance Goals

Goal 1: The Delaware Military Academy will meet the planned enrollment of 585 cadets.

DMA will continue to attend middle school high school fairs including the ones hosted by the Red Clay Consolidated School District. In addition, DMA will continue to advertise in the News Journal our fall Open House for prospective students in October of each year. DMA has, on average, 400 or more applicants each year to fill 150-155 spots in the freshman class. We have met our enrollment goal each year.

Goal 2: The Delaware Military Academy will utilize cost-saving measures while maximizing instructional resources.

DMA will continue to assess requests from each academic and operational department. Serious consideration will be given to each request, taking into account the constraints of charter school funding. Preparation of the Preliminary Budget begins in April, and is worked on through the end of the fiscal year. The Final Budget is approved in the November/December time frame each year, once the September 30 Unit Count is certified.

Goal 3: The Delaware Military Academy will continue its fundraising efforts.

Due to the lack of capital funding granted to charter schools, DMA will continue to seek out donors to assist with the completion of our planned campus expansion. We have established good rapport with various foundations and individuals. Efforts will be made to reach out to them again, as well as seeking out new opportunities.

Goal 4: The Delaware Military academy will continue to meet or exceed its debt covenant requirements.

DMA plans to successfully meet or exceed the current ratio requirement, as well as the unrestricted days of cash on hand requirement. DMA has successfully met or exceeded these requirements in each of the preceding years. These requirements will be monitored through the overall budget planning process.

Goal 5: The Delaware Military Academy will receive a clean audit with an unqualified opinion.

DMA has consistently received unqualified opinions on its annual independent audits. Any recommendations have been addressed immediately and there have been no findings. DMA will achieve this goal by maintaining complete and organized financial records, being totally transparent, and continuously working collaboratively with the Board of Directors and CBOC/Finance Committee.

Renewal Process

Red Clay issues charter school renewal report to DMA by 4/30/24

DMA to respond with any corrections 5/10/24

Governing board of DMA submits renewal application to Red Clay 9/30/24

Public Hearing mid-October 2024

Red Clay board vote on renewal November 2024

Approval Criteria

The renewal application from DMA will be assessed by the 16 criteria outlined in Title 14, Chapter 5, 512. A pre-established committee will vote on renewal.

Summary

The Red Clay Consolidated School District looks forward to collaborating with the Delaware Military Academy in the upcoming renewal process. Please feel free to ask any questions along the way.

Hugh Broomall Ed.ED.

Deputy Superintendent

RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

**EXHIBIT B
23-24 NJROTC ANNUAL
INSPECTION REPORT**



DEPARTMENT OF THE NAVY
NAVAL JUNIOR RESERVE OFFICER TRAINING CORPS
AREA MANAGER THREE
700 ROBBINS AVE., BLDG 2C
NAVAL SUPPORT ACTIVITY PHILADELPHIA, PA 19111

5761
Ser AM03/015
15 Feb 24

From: NJROTC Area Manager, Area THREE
To: Naval Service Training Command (NJROTC-CD)

Subj: (UTC: 3698A) DELAWARE MILITARY ACADEMY, WILMINGTON DE NJROTC AREA MANAGER
INSPECTION REPORT

Encl: (1) NJROTC & NNDCC Instructor Evaluation LCDR Butler, MSGT Howie, MSGT Jordan & MA1 Berryhill
(NSTC 5761/111)

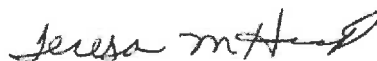
1. This NJROTC/NNDCC Unit Inspection was conducted according to current Navy guidelines to evaluate the performance and management effectiveness of the unit. Conditions existing at the time of the inspection were the basis for this evaluation. The inspection included areas of minor property inventory and SECNAV/CNO Special Interest Items: Accountability; Fraud, Waste, and Abuse; Standards of Conduct; Sexual Harassment; and Physical Security.

2. Inspection Report Summary:

<u>AREA EVALUATED</u>	<u>GRADE</u>
a. School System Program Compliance & Support	OUTSTANDING
b. Administration of the Program	OUTSTANDING
c. Reports and Records	OUTSTANDING
d. Cadet Performance and Involvement	OUTSTANDING
e. College and Career Readiness	OUTSTANDING
f. Special Interest Items	OUTSTANDING
g. OVERALL INSPECTION GRADE	OUTSTANDING

The overall inspection grade for this unit is OUTSTANDING. Units are assigned grades of OUTSTANDING / SATISFACTORY / NEEDS IMPROVEMENT / UNSAT for each of the areas evaluated. Any UNSAT area requires additional comments by the Area Manager. An UNSAT automatically places the unit in an evaluation status and requires a written "Plan of Action" developed by the NJROTC / NNDCC Unit (and host institution if applicable). Forward the plan of corrective action to NSTC (NJROTC), via the Area Manager within 30 days after receipt of this report.

The information contained herein relates to internal practices of the Department of the Navy and is internal communication within the inspection command. This report is not releasable, and its contents may not be disclosed outside original distribution, nor may it be reproduced in whole or in part, without prior written approval of the NJROTC Area Manager. Request for this report, portion thereof, or correspondence related thereto from a source external to the Department of the Navy shall be promptly referred to the Naval Service Training Command for Navy Department coordination and clearance. Holder of this report shall strictly observe this caveat.


T. M. Hicks
LT, USN (Ret)
NJROTC Area THREE Manager

Copy to:
Superintendent
Principal
SNSI

NAVAL JUNIOR RESERVE OFFICERS' TRAINING CORPS PROGRAM ANNUAL INSPECTION REPORT FORM

INSPECTION TYPE: NJROTC AREA MANAGER INSPECTION REPORT FORM

UIC:	3698A	DATE OF INSPECTION:	02/15/2024
UNIT:	DELAWARE MILITARY ACADEMY	DATE OF LAST INSPECTION:	2022.02.24
ADDRESS:	112 MIDDLEBORO RD	CURRENT UNIT ENROLLMENT:	568
	WILMINGTON DE 198041621	NO. CADETS PRESENT AT INSP:	568

Superintendent: COMMANDANT SHARON KURFUERST
Principal: COMMANDANT SHARON KURFUERST

NAVAL SCIENCE STAFF:

SNSI:	NSI(S):
JOHN C. BUTLER	KEVIN V. HOWIE, TERRANCE T. JORDAN, BRIAN E. BERRYHILL

Unit currently in NO **REMARKS:** 0
evaluation/probation status?

A. SCHOOL SYSTEM PROGRAM COMPLIANCE & SUPPORT

1. Adequacy and condition of facilities

a. Classroom	EXCEEDS STANDARDS
b. Storage/Armory	EXCEEDS STANDARDS
c. Office	EXCEEDS STANDARDS
d. Drill Area	EXCEEDS STANDARDS

2. Security

a. Drill rifles	EXCEEDS STANDARDS
b. Air rifles	EXCEEDS STANDARDS
c. Uniform Items	EXCEEDS STANDARDS
d. Other Government Property	EXCEEDS STANDARDS
e. Sufficient Insurance documentation	EXCEEDS STANDARDS

3. Administrative support

a. Internet connectivity	EXCEEDS STANDARDS
b. I.T. Support	EXCEEDS STANDARDS

4. Instructors

a. Does the unit have the required number of instructors in accordance with the Agreement unless there is an approved Waiver?	NO
b. Are NJROTC instructor contacts properly executed?	YES
— (1). Are non-NJROTC duties performed?	YES
— (2). Are additional duties rotated equitably among the faculty?	YES
— (3). Are additional duties under separate contract and outside normal school hours?	NO

If NO, (NJROTC units only and vacancy > 120 days) requires UNSAT in School System Program Support Overall Grade. If NNDCC unit - Not Applicable

5. Support of NJROTC field trips/activities equitable with other departments

YES

NO requires UNSAT in School System Program Support (new units exempt first 2 years)

6. Coverage for loss and damage of government property

YES

7. Review contract as necessary with school officials

YES

8. Attitude toward program

a. District	SATISFACTORY
b. School Administration	SATISFACTORY
c. Parents/Community	SATISFACTORY

Overall School System Compliance & Support

OUTSTANDING

Remarks

DMA NJROTC UNIT CONTINUES TO BE ACTIVELY ENGAGED IN THE GREATER WILMINGTON AREA AND THROUGHOUT THE STATE OF DELAWARE. CADETS REPRESENT DMA AND THE NJROTC PROGRAM WITH PRIDE IN EACH AND EVERY EVENT THEY PARTICIPATE IN. RECEIVE NUMEROUS REQUESTS FOR COLOR GUARDS AND VOLUNTEERS THROUGHOUT THE ENTIRE YEAR AND CADETS RESPOND WITHOUT RESERVATION. EQUIPMENT AND UNIFORMS ARE STORED IN WELL-MAINTAINED AND SECURED AREAS. THE CADETS UNDERSTAND OPERATIONAL RISK MANAGEMENT (ORM) AND ADHERE TO THE EXECUTION OF ALL TASKS IN A SAFE MANNER. A TRIP IS SCHEDULED TO THE BATTLE SHIP NJ, AND PLANS ARE TO VISIT THE USNA, AND USCGA, AND QUANTICO, VA.

B. ADMINISTRATION OF THE PROGRAM

1. Cadet recognition through use of Awards, Certificates, and Ribbons.

OUTSTANDING

2. Extracurricular activities

- | | |
|--|-------------|
| a. Use of field trips and cruises | OUTSTANDING |
| b. Use of local military activities (ROTC, military facilities, reserve centers) | OUTSTANDING |
| c. Participation in community support programs | OUTSTANDING |
| d. Participation in school support programs | OUTSTANDING |
| e. Coordination with other units | OUTSTANDING |
| f. Team participation | OUTSTANDING |
| – (1). Academic team | OUTSTANDING |
| – (2). Drill teams | OUTSTANDING |
| – (3). Athletic team | OUTSTANDING |
| – (4). Orienteering team (optional) | OUTSTANDING |
| – (5). Marksmanship training/team (optional) | OUTSTANDING |
| – (6). STEM team (optional) | OUTSTANDING |

3. Public Affairs

- | | |
|---|-------------|
| a. Use of local media | OUTSTANDING |
| b. Use of school media | OUTSTANDING |
| c. Use of school/unit website (if applicable) | OUTSTANDING |
| d. Information to STAKEHOLDERS | OUTSTANDING |

4. Published/Distributed NJROTC Unit Regulations and Organizational Handbook

OUTSTANDING

5. Use of Echo360/Turning CMS System

OUTSTANDING

6. The following are on-hand and up-to-date

- | | |
|-------------------------------|-----|
| a. NJROTC Program Regulations | YES |
| b. NJROTC Supply Manual | YES |
| c. School Agreement | YES |

7. Cadet Protection Policy Posted

YES

Overall Administration of Program

OUTSTANDING

Remarks

ALL INSTRUCTORS ARE ORGANIZED AND COMPLETE ALL REQUIRED ADMINISTRATIVE TASKS ON TIME AND WITH A HIGH DEGREE OF ACCURACY. ALL UNIT FUNDING IS TRACKED, AND MONEY UTILIZED WISELY.

EXEMPLARY ADMINISTRATIVELY STABLE NJROTC PROGRAM!!!

C. REPORTS AND RECORDS

1. Accounting procedures (gov't property)

a. Requisition	OUTSTANDING
b. Receipt	OUTSTANDING
c. Storage	OUTSTANDING
d. Issue	OUTSTANDING
e. Inventory/Minor Property Inventory	OUTSTANDING

2. Reimbursement claims

a. Preparation	OUTSTANDING
b. Timely submission	OUTSTANDING

3. Required/requested reports

a. Accuracy	OUTSTANDING
b. Timely submission	OUTSTANDING

4. Records, files and database

a. Cadet records (Security/Privacy Act)	OUTSTANDING
b. Inspection reports	OUTSTANDING
c. Surveys	OUTSTANDING
d. Correspondence/Communications	OUTSTANDING
e. Unit Fiscal Management	OUTSTANDING

Overall Reports and Records

OUTSTANDING

Remarks

REPORTS, RECORDS, LOGS, AND FINANCES ARE ALL SUBMITTED AND MAINTAINED CAREFULLY ACCORDING TO REQUIREMENTS. THE NNDCC DOES NOT RECEIVE US GOVERNMENT FUNDING, HOWEVER, IT DOES MAINTAIN INVENTORY OF PROPERTY, MATERIALS, UNIFORMS, AND SUPPLIES.

"NSTC/CD HAS NOT RELEASED THE CADET PROTECTION POLICY AT THE TIME OF THIS REPORT."

D. CADET PERFORMANCE AND INVOLVEMENT

1. Personnel Inspection

a. Formation in ranks	OUTSTANDING
b. Presentation by cadet officers	OUTSTANDING
c. Military Bearing	OUTSTANDING
d. Grooming	OUTSTANDING
e. Uniform	OUTSTANDING

2. In-Place Drill

OUTSTANDING

3. Color guard performance/appearance

OUTSTANDING

4. Pass in review

OUTSTANDING

5. Drill teams

a. Under arms	OUTSTANDING
b. Not under arms	OUTSTANDING

6. Cadet Involvement

a. Participation in Unit Administration	OUTSTANDING
b. Participation in Operations/AMI/Off-Site Inspection	OUTSTANDING
c. CO/XO Performance	SATISFACTORY
d. Department Head Performance	SATISFACTORY
e. Cadet Involvement	SATISFACTORY

Overall Cadet Performance and Involvement

OUTSTANDING

Remarks

THE CADETS OF DMA NJROTC DO A OUTSTANDING JOB. SENIOR CADETS AND JUNIOR CADETS ARE FULLY ENGAGED!!!

DRILL TEAMS AND COLOR GUARDS PERFORM EXCEPTIONALLY WELL AT COMPETITIVE MEETS.

COMMUNITY SERVICE IS AT THE FOREFRONT OF THE PROGRAM!

E. COLLEGE AND CAREER READINESS

1. Sponsoring SAT/ACT preparatory courses and ASVAB/VoTech testing

OUTSTANDING

2. Monitoring applications and deadlines

OUTSTANDING

3. Preparing cadets for interviews

OUTSTANDING

4. Peer-Tutoring

OUTSTANDING

5. Tutoring

OUTSTANDING

6. Mentoring and providing information on military service as a possible career

OUTSTANDING

7. Monitoring NROTC scholarship application/packages

OUTSTANDING

Overall College and Career Readiness

OUTSTANDING

Remarks

DMA HAS A ROBUST COLLEGE EDUCATION PROGRAM. COLLEGES AND UNIVERSITIES ARE INVITED IN TO THE SCHOOL TO HOLD BRIEFS ON THEIR RESPECTIVE PROGRAMS TO INCLUDE DISCUSSIONS ON SCHOLARSHIPS OPPORTUNITIES. THEY ALSO DEDICATE ONE FULL WEEK AS "COLLEGE APPLICATION WEEK" THAT ALLOWS EVERY SENIOR CADET TO APPLY FOR COLLEGE. GUIDANCE COUNSELORS ARE STATIONED IN THE NS4 CLASSES EVERYDAY DURING THIS WEEK TO ASSIST CADETS TO COMPLETE THEIR APPLICATIONS. NSIS ALSO WORK WITH CADETS TO PREPARE FOR ALL THEIR INTERVIEWS IF SEEKING A SERVICE ACADEMY NOMINATION OR ROTC SCHOLARSHIP. ALL JUNIORS WILL TAKE THE SAT IN THE SPRING. UPPERCLASSMAN CADETS SERVE AS PEER MENTORS TO HELP TUTOR UNDERCLASSMAN WHO MAY BE STRUGGLING IN THEIR ACADEMIC CLASSES. CADETS GO TO THE NAVAL SCIENCE OFFICE OR THE GUIDANCE CONFERENCE ROOM TO WORK ON UNDERSTANDING THE MATERIAL THEY STRUGGLE WITH. THE REGIMENTAL XO HAS RECEIVED AN APPOINTMENT TO THE US NAVAL ACADEMY. THE BN CO HAS RECEIVED AN APPOINTMENT TO WEST POINT ACADEMY.

F. SPECIAL INTEREST ITEMS

1. Accountability	COMPLIANT
2. Fraud, Waste and Abuse	COMPLIANT
3. Standards of Conduct	COMPLIANT
4. Prevention of Sexual Harassment	COMPLIANT
5. Hazing Awareness	COMPLIANT
6. Suicide Awareness	COMPLIANT
7. Pre-mishap/ORM Plans	COMPLIANT

OVERALL INSPECTION GRADE: OUTSTANDING

Probation Recommendation: N/A

OVERALL REMARKS: DMA HAS A COMPREHENSIVE NAVAL SCIENCE CURRICULUM THAT IS TAUGHT ON A DAILY BASIS. NSIS ENSURE THAT EVERY CADET MEETS AND/OR EXCEEDS THE NAVAL CORE VALUES AND WEARS THE NJROTC UNIFORM WITH PRIDE DAILY. NSI'S HAVE TAUGHT EVERY CADET ON THE AREA MANAGERS MANDATORY AND SPECIAL INTEREST ITEMS TO INCLUDE SUICIDE PREVENTION, ANTI-HAZING, BULLYING AND BYSTANDER INTERVENTION PROGRAMS IN ACCORDANCE WITH NSTC M-5761.1B MANUAL, PARAGRAPH 6-7. THESE TOPICS ARE COVERED PERIODICALLY IN ALL NAVAL SCIENCE CLASSES AND INCORPORATED INTO VARIOUS LESSONS THROUGHOUT THE SCHOOL YEAR. ADDITIONALLY, CLASSES ON LEADERSHIP, LIFE SKILLS, FINANCIAL RESPONSIBILITIES, DRUG AND ALCOHOL ADDICTION, SMOKING/VAPING, DANGERS OF TEXTING AND DRIVING, ORM, TTO, USE OF SOCIAL MEDIA, AND VARIOUS MILITARY OPPORTUNITIES ARE ROUTINELY DELIVERED TO CADETS IN EVERY GRADE LEVEL.

DMA CONTINUES TO BE ONE OF THE BEST UNITS THROUGHOUT THE NATION AND IN AREA THREE. THE UNIT IS LED BY AND OUTSTANDING CADET STAFF WHO ENJOYS THE FULL SUPPORT AND CONFIDENCE OF THE SCHOOL'S LEADERSHIP/ADMINISTRATION AND ALL OF THE NAVAL SCIENCE INSTRUCTORS. THE UNIT IS FILLED WITH CADETS WHO WORK HARD IN IMPROVING EVERY ASPECT OF DMA'S NJROTC PROGRAM.

UNIT HAS HAD THE TURNOVER OF NEW LEADERSHIP CHALLENGES BUT HAS OVERCOME THEM EXTREMELY WELL UNDER THE LEADERSHIP OF SNSI BUTLER!

RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

**EXHIBIT C
CADET CODE OF CONDUCT/HANDBOOK**

Delaware Military Academy Cadet Handbook & Code of Conduct



2024-2025

Cadets, Parents, and Guardians:

It is with great pleasure and a sense of responsibility that I welcome you to Delaware Military Academy (DMA). The Delaware Military Academy is the only charter high school in the United States based on the traditions, values, and ideals of the U.S. Navy. As we embark on this educational journey together, it is imperative that we establish a strong foundation for a safe, respectful, and conducive learning

environment. The Cadet Code of Conduct Handbook serves to outline the principles, expectations, and values that shape our interactions and experiences within our school community.

At DMA, we firmly believe that a nurturing and disciplined atmosphere is essential for fostering academic growth, character development, and the well-being of every cadet. The Cadet Code of Conduct has been thoughtfully developed to provide a comprehensive framework that promotes not only academic excellence, but also the importance of service, integrity, and responsible citizenship.

Throughout these pages, you will find important information that describes our collective commitment to mutual respect, open communication, and the development of a positive and inclusive school community. The information addresses various aspects of school life, including classroom behavior, dress code standards, extracurricular behavior, social media etiquette, and conflict resolution. Our aim is that each cadet is empowered with the tools needed to navigate challenges, make informed decisions, and contribute to the school's culture of excellence.

Each cadet and their parent/guardian should take the time to become familiar with the Cadet Code of Conduct. This serves as an important reminder that our choices and behaviors have the power to shape not only our individual character, but also influence the culture of the broader school community. Our commitment to the holistic education and well-being of each cadet at DMA remains our foremost concern and we appreciate the trust you place in us by granting us this privilege.

Yours in service,

Dan Newcott
Commandant

Delaware Military Academy
112 Middleboro Road
Wilmington, DE. 19804

Letter of Promulgation: DMAINST 5000.1

From: Senior Naval Science Instructor

To: Distribution List

Subj: Delaware Military Academy Cadet Handbook

- A. Purpose. To issue the Cadet Handbook in order to:
 - 1. Provide Naval Junior Reserve Officers Training Corps (NJROTC) cadets with detailed information and regulations for their guidance and compliance while they are attending Delaware Military Academy.
 - 2. Establish a comprehensive and clearly defined organizational structure for the Regiment of the Delaware Military Academy.
 - 3. Provide staff members with guidance for their dealing with Delaware Military Academy cadets.
- B. Cancellation. N/A.
- C. Authority.
 - 1. The regulations define discipline and command structure within the Delaware Military Academy Cadet Regiment.
 - 2. Since this handbook is primarily limited to and intended for matters of internal organization, it shall in no way be construed as contravening, altering, or amending the provisions of State of Delaware Public Schools directives, Chief of Naval Education and Training Instructions, or directives of higher authority.
- D. Action.
 - 1. All NJROTC cadets and staff members are responsible for a thorough knowledge of this directive.
 - 2. All NJROTC cadets shall comply with the regulations and standards set forth therein.

Captain Dan Bates
Senior Naval Science Instructor

Distribution:
All Cadets
All Staff Members

SECTION 1: OVERVIEW OF THE DELAWARE MILITARY ACADEMY

Our Story

The Delaware Military Academy was founded in 2003 by a retired Army Colonel and a retired Navy Master Chief. The school was designed to develop young men and women to be strong citizens, confident leaders, and excellent students. The first cadet class graduated in June of 2006. Since then, eighteen more classes have graduated from the Delaware Military Academy totaling 2,372 alumni. These nineteen classes have earned in excess of one hundred eighty-three million dollars in scholarship monies and 86% have gone on to a post-secondary program of study. In addition, the Academy has sent 50 graduates to United States Service Academies and 82 graduates have attended college on ROTC scholarships. In 2013, the Academy had four alumni graduate in the same class from the United States Naval Academy – a first in Naval Academy history. We continue to strive to provide the best education for all our cadets. You are all a part of making that happen!

Mission Statement

The mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline. In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities.

Philosophy

Delaware Military Academy's academic, extra-curricular, and leadership programs intertwine to create a well-rounded learning experience for cadets. Through the development of honor, discipline, and integrity, cadets will cultivate strength of character, individual excellence, and responsible leadership. Upon graduation, cadets will possess the skills and characteristics needed to lead lives of academic, personal and professional achievement.

Belief Statements

- The role of the Delaware Military Academy is to educate the entire cadet, paying particular attention to academic, social and emotional needs.
- An education at the Delaware Military Academy fosters citizenship, leadership, self-discipline and independent thought.
- Military training teaches cadets a sense of responsibility, integrity and morality.
- Responsible citizens have a sense of honor and respect for themselves and for others.
- Hard work, dedication, and motivation are essential for learning.
- Cadets, parents and teachers share accountability and responsibility for the cadet's education.
- A safe and enjoyable learning environment promotes positive interaction between cadets and teachers.
- Cadets graduate from DMA ready to accept an adult role in society.
- Service builds strong character, unity, and a sense of responsibility for others.

Profile of Our Graduates

Graduates of Delaware Military exhibit the following skills and characteristics:

Scholarship

- Ability to express oneself clearly in oral and written form
- Ability to think for oneself
- Proficient in all academic content areas
- Proficient in the use of technology
- Prepared to enter a post-secondary program of study

Leadership

- Ability to give and receive respect
- Ability to set goals, motivate others, and lead by example
- Ability to see a mission through to completion
- Maturity in thought and expression
- Commitment to excellence
- Command presence
- Integrity
- Physical and mental wellness

Citizenship

- Patriotism
- Cultural, political and environmental awareness
- Respect for rules and regulations in the community
- Regard for honesty in self and others
- Compassion and empathy for others
- Sense of duty to serve the community

SECTION 2: DMA HONOR CODE

The Delaware Military Academy Honor Code is somewhat more lengthy than most. It is felt that in view of our cadet's youth and possible lack of knowledge and training in the essentials of the concept of honor, a more definitive code is needed. The honor code could be summed up in a simple statement of the standards of integrity required. **"A Delaware Military Academy cadet does not lie, cheat, or steal, nor tolerate those who do."**

Cadet Honor Code

I am a Cadet in the Delaware Military Academy and as such will conduct myself in a manner which will bring credit to myself and the Academy.

I will show proper respect for school officials, fellow cadets, and for the property of the school and others. I will treat all persons with respect and dignity, as I would like to be treated. I will learn proper military courtesies and use them. I will control my actions, adhere to established rules and regulations, and take responsibility for my conduct.

I will wear my uniform with pride and dignity, adhering to standards of military grooming and smartness. I will work to become physically and mentally fit and to develop habits of good personal hygiene.

I will strive for academic excellence, preparing myself for assignments and exams. I will rely upon my abilities to succeed and will do my own work.

I will attend school daily and if unable, will seek out each teacher to receive work I have missed. I will be punctual for classes, bring the proper books and materials to classes, and show complete attention to the teachers and learning during class.

I will strive to maintain a positive attitude, to be receptive to new ideas in learning, and to better myself and the Academy in all things I do. I am a member of the team, working to excel in academics, athletics, and leadership. I will encourage my fellow cadets to develop their skills and to excel. I will support my teammates and the Academy.

What does this mean?

Personal honor and integrity are the traditional hallmarks of a Naval Officer. The confidence of seniors, the faith of contemporaries, and the respect of subordinates depend on the absolute trustworthiness of the individual. There is no room for compromise. While the responsibilities of a cadet are considerably less than those of a commissioned officer, the standards of honor and integrity must be identical.

One of the most valuable items accompanying the commission of an officer is this tradition of honor. You will be assumed to be honorable by everyone you meet, both in the Navy and in your civilian dealings. Your word will suffice - if you say it is so, it must be so; if you say all personnel are present, it will not be questioned; your signature is testimony of the truth.

Part of the development process at The Delaware Military Academy is to ensure that this tradition of honor is perpetuated and that all academy graduates have the integrity and personal honor necessary to carry out the duties of a naval officer, whether they actually pursue a naval career or not. This code is a practical guidepost for future conduct, both professional and personal. It establishes a principle of higher value than personal friendship and requires acceptance of an ideal that requires positive action in judging the conduct of another.

The underlying principles of the Honor Code are truth and honesty. Its objective is to inspire and encourage the cadet to act honorably in all actions both within and outside the academy. Lying, cheating, stealing, or tolerating any of these acts by another cadet are all violations of the honor code. Delaware Military Academy cadets violate the honor code by "tolerating" if upon learning of an honor violation they take no action. Upon learning of what is believed to be a violation of the Honor Code or any other law or rule, the following options are available.

- Immediately report to a staff member or cadet officer.
- Discuss the incident with the suspected offender, and report the offender if necessary. Caution and counsel the offender.
- Drop the matter if it appears certain that no violation has occurred.

The responsibility of the proper course of action rests with the individual learning of the possible violation. Failure to take any action may subject one to administrative action.

Cost And Obligation

All uniforms and Naval Science textbooks are the property of the United States government and are issued at minimal cost to cadets. Non Naval Science textbooks are the property of the Delaware Military Academy. Maintaining the cleanliness of the uniform and the security of all issued items is the responsibility of the cadet. Cadets must purchase, at the minimum, several white crew neck tee shirts (with no inscription of any kind); several sets of black socks or hose; running shoes; and appropriate undergarments. Replacement of uniform items due to normal wear and tear or due to growth of the cadet will be made without cost to the cadet. Replacement of uniform items due to loss, negligence, unsanitary conditions, etc. will incur a cost for each item damaged or not returned.

When a cadet leaves the unit all designated uniform items will be required to be returned. The cadet will be required to pay for any uniform items not. Once returned, the cadet will receive a custody card print out reflecting the status of returned gear.

There is NO MILITARY OBLIGATION to join any service upon completion of the NJROTC program. There may be a benefit to cadets who decide to join the military as those cadets completing two or more years of NJROTC may qualify for advancement up to two pay grades depending on the service and circumstances if they do join.

Cadet families will be responsible for a Chromebook Insurance Fee. This one-time Chromebook fee will be due at the time you are issued your Chromebook. The fee will be prorated for cadets entering DMA after their 9th grade year. Additional fees may be required for participation in sports, clubs and activities or for participation in College Board assessments and when earning college-level credits in a dual enrollment course.

SECTION 3: ADVANCEMENT, PROMOTION, DEMOTION, AND RETURNING TO NAVAL SCIENCE

Cadet Rank

- A. To gain rank is an honor. To retain that rank requires constant attention to duty. All assigned tasks must be carried out thoroughly. For example: the Regimental Commander should be the most flawless cadet in the Regiment. Their grade point average must be among the highest. Their bearing and carriage must be above reproach. They must be an obvious leader. They should be that cadet most likely to go on to the Naval Academy or other equally demanding pursuit.
- B. The most important single factor in advancement or promotion is personal example. All rank presupposes a certain level of maturity and capability and bears a commensurate responsibility. Any cadet who, through action or omission, shows that They lack the maturity and responsibility which is expected of their rank will lose that rank regardless of how it was obtained. Loss of rank will usually take place one rank at a time but it is possible, under certain circumstances, for a cadet to lose all rank. This would normally be the result of action taken by the Senior Naval Science Instructor in conjunction with DMA leadership.
- C. Precedence for cadet officers will be by rank and by grade level. The Regimental Commander has precedence over all other cadets. The Regimental Executive Officer when acting as the Regimental Commander will have precedence over all cadets.
- D. At the Academy, you will graduate in the uniform that you earned during your high school career.

General Requirements

Assignments and advancement in rank in the Delaware Military Academy is based on demonstrated performance without regard to race, gender, or religious preference. Enlisted advancement will be based on a combination of testing, practical factors completion, inspection grades, class standing, and recommendations by DMA staff and by more senior cadets. Promotion to advanced ranks (senior chief petty officer and officer) will be at the discretion of the Naval Science Instructors with the final approval by the Senior Naval Science Instructor (SNSI). All promotions will be based on performance criteria which include leadership potential, maturity, initiative, management skills, physical fitness test, and the respect of other cadets.

Transfer Cadets

Cadets transferring from other Junior Reserve Officers Training Corps units may receive rank up to and/or equivalent to, but not above the rank previously earned. Rank assignment will not exceed the rank of Ensign. Cadets must ensure verified records from their previous units are received by the Delaware Military Academy. The Senior Naval Science Instructor (SNSI) and/or the Naval Science Instructors (NSI) may waive minimum advancement requirements set forth in advancement eligibility. (See eligibility below.)

Waivers

Time in unit and other eligibility requirements may be waived by the SNSI and the NSIs for cadets in unit leadership positions. Meritorious advancements will be on a temporary basis until published eligibility requirements are met.

Information about eligibility for each rank is available in the NJROTC Cadet Field Manual.

SECTION 4: DMA CODE OF CONDUCT

DISCIPLINARY SYSTEM (EMI, Referrals, Detentions, Suspension, and Expulsion)

To ensure an environment that is conducive to learning, Delaware Military Academy is committed to establishing a positive and inclusive school environment for all students. Positive school environment can be defined as a place where all students are actively engaged in their learning and are supported by teachers,

administrators, and other students so they may achieve their greatest potential. A positive school environment exists when the following components are in place:

- Clear, concise, and consistently communicated expectations for respectful behavior
- Engaging instruction
- Appropriate and equitable supports to assure academic, behavioral, and social-emotional success and achievement

Students frequently need encouragement and new skills to improve their behavior, and support in learning to do so. Administrators and staff acknowledge that shaping and maintaining student behavior involves implementing a continuum of interventions and supports, but that it is also the responsibility of students and their families to promote a positive school environment.

Due Process

Cadets shall be afforded due process rights. This includes the right to:

1. be informed of conduct which would result in disciplinary action against the cadet;
2. notice of the rule violation;
3. explanation of the evidence supporting the charge;
4. an opportunity to present the cadet's side of the story;
5. a penalty that is proportionate to the violation.

Notification of Parents/Guardians: When discipline is imposed, parents/guardians will be contacted via email and/or mailing of the office referral and/or by phone to make them aware of the situation and to discuss appropriate steps to resolve the situation or to address a future situation.

Delaware Military Academy utilizes many strategies and techniques to help meet the needs of students. The three-tiered approach is utilized to develop a positive learning environment and prevent problem behaviors.

Tier 1	Universal Supports for All	Tier 1 supports are proactive, Preventative measures staff members use to create a positive school climate and maintain a calm and orderly environment in which all students learn. These include, but are not limited to: <ul style="list-style-type: none"> • Clear expectations • Positive, trusting, staff-student relationships • Teaching and reinforcing appropriate behavior • Proactive, classroom-based interventions and behavioral supports • Health, guidance and SEL programming
Tier 2	Focused Interventions & Strategies for Some	Tier 2 supports are targeted, supplemental interventions designed for students who require support beyond what is provided through Tier 1. These include, but are not limited to: <ul style="list-style-type: none"> • Setting and tracking clear behavior goals • Individualized behavior incentive systems • Regular check ins with a mentor teacher • Small group or individual interventions
Tier 3	Intensive Interventions for individual Students	Tier 3 supports are intensive, individualized interventions for students who exhibit patterns of challenging behaviors

		<p>that interfere with their abilities to make academic progress. Tier 3 interventions are implemented when students do not respond to Tier I and/or Tier II supports. These include:</p> <ul style="list-style-type: none"> • A continuum of Tier 1 and 2 supports • Individualized behavior support plan • Individualized counseling or mental health supports
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GLOSSARY OF TERMS IN THIS SECTION:

Apology - Written or verbal statement of, acknowledgment of, and accountability for, the offense.

At-Risk Committee - A team of staff members who work together to help cadets become and remain successful in school.

Choices counseling/conflict resolution - Programs designed to teach cadets to deal with conflict in a constructive manner.

Counselor referral - Cadet is referred to their school counselor or an independent counselor.

Evaluation and counseling - Cadet must complete a drug/alcohol assessment to determine the appropriate course of treatment. Once the assessment is completed, the cadet must participate in recommended counseling sessions.

Law enforcement referral - When appropriate, cadets will be referred to the police for violations that are also violations of city, state, or federal laws.

Referral- A referral is written documentation of a student's code of conduct infraction.

Restitution -When appropriate, cadets will reimburse the school or others for financial damages.

Restrictions - Removal of cadet privileges including, but not limited to: participation in extracurricular activities/clubs, cadet parking, and attendance at extracurricular activities and school-sponsored events (such as prom, etc.).

Risk/threat assessment - Assessment conducted by an outside agency to determine the safety risk a cadet poses to a school environment.

Cadet conference - A meeting with administration and/or a counselor or team.

Cadet contract - A written plan or agreement to address discipline concerns.

Warning - Discussion and plan for change.

EMI (Extra Military Instruction) – This is extra military instruction that will take place during or outside of school hours.

OFFENSIVE TOUCHING - Offensive touching is intentionally touching another person, either with part of the body or with any instrument, thereby causing offense or alarm to the person. A student guilty of offensive touching will be subject to suspension and possible police involvement.

OFFENSIVE TOUCHING OF A STAFF MEMBER - Offensive touching is intentionally touching another person, either with part of the body or with any instrument, thereby causing offense or alarm to the person.

CONSEQUENCES

TARDINESS: LATE TO CLASS

Definition: Unexcused late to class.

Consequences of Tardy	
Violation	Minimum Consequence(s)
Three Unexcused Lates	<ul style="list-style-type: none">• EMI issued
Six Unexcused Lates	<ul style="list-style-type: none">• Detention• Parent/Guardian contact from administration
Nine Unexcused Lates	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration

LEAVING SCHOOL GROUNDS WITHOUT PERMISSION

Definition: Leaving school without the permission from administration.

Consequences of Leaving Campus without authorization	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Warning• EMI issued
2 nd	<ul style="list-style-type: none">• Detention• Parent/Guardian contact from administration
3 rd	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration
4 th +or more	<ul style="list-style-type: none">• OSS

ACADEMIC DISHONESTY

Definition: Using or submitting work that is not your own including plagiarism, copying, AI generated information, transferring computer files, etc. Cadets will be expected to follow classroom instructions relating to academic integrity. Cadets who willingly share course work with others are subject to this policy.

Consequences of Classroom Academic Dishonesty - Formative Assignment	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Zero on the assignment• Teacher conference with cadet
2 nd	<ul style="list-style-type: none">• Zero on the assignment• parent contact from administration
3 rd	<ul style="list-style-type: none">• Zero on the assignment• parent contact from administration• Discipline Referral

Consequences of Classroom Academic Dishonesty - Summative Assignment	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Administrative Conference with the cadet• Parent Contact from administration• 50% on the assignment• Discipline Referral
2 nd	<ul style="list-style-type: none">• Conference with the cadet• Parent Contact from administration• Notify the Counselor for character counseling• 0% on the assignment• Discipline referral
3 rd	<ul style="list-style-type: none">• Conference with the cadet• Parent Contact from administration• 0% on the assignment• Discipline Referral• Discipline Review Board

(Dual Enrollment/AP courses are subject to the policies of the institution assigning credit)

CUTTING CLASS OR THE ENTIRE SCHOOL DAY

Definition: Unapproved absence from a class period within the school day, including leaving class without permission.

Consequences of Cutting Class or School Day	
Violation	Minimum Consequence(s)
1st	<ul style="list-style-type: none">• Warning• EMI Issued
2nd	<ul style="list-style-type: none">• Detention• Parent/Guardian contact from administration
3rd	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration

FAILURE TO REPORT FOR DISCIPLINARY ACTION

Definition: Failure to complete mandated disciplinary consequences such as detention or EMI.

Consequences of Neglecting Obligations	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Warning
2 nd	<ul style="list-style-type: none">• Additional Detention
3 rd or more	<ul style="list-style-type: none">• OSS

INAPPROPRIATE BEHAVIOR/HORSEPLAY

Definition: Communication or actions that demonstrate a lack of respect or courtesy toward an individual. This includes excessive playful behavior, which has the potential to cause harm accidentally (including playful hitting, pushing, shoving, or other behaviors, which could cause harm unintentionally).

Consequences of Disrespectful Behavior	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Warning• EMI issued
2 nd	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration
3 rd or more	<ul style="list-style-type: none">• OSS

OFFENSIVE LANGUAGE/GESTURE

Definition: Use of disgusting, hurtful, obscene, or foul language, communication, or action.

Consequences of Offensive Language/Gesture	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Warning• EMI Issued
2 nd	<ul style="list-style-type: none">• Detention• Parent/Guardian contact with administration
3 rd	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration
4 th +or more	<ul style="list-style-type: none">• OSS

INSUBORDINATION

Definition: Cadet conduct deemed as repeated unwillingness to submit to authority or refusal to respond to a reasonable request (including providing false information).

Consequences of Insubordination	
Violation	Minimum Consequence(s)
1st	<ul style="list-style-type: none">• Warning• EMI Issued
2nd	<ul style="list-style-type: none">• Detention• Parent/Guardian contact with administration
3rd	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration
4th or more	<ul style="list-style-type: none">• OSS

DISRUPTION OF THE EDUCATIONAL PROCESS: CLASSROOM

Definition: Creating or contributing to a moderate disturbance that disrupts the normal operation of the school environment but does not pose a threat to the health or safety of others. This includes any disruption to the learning process.

Consequences of Class Disruption	
Violation	Minimum Consequence(s)
1st	<ul style="list-style-type: none">• Warning• EMI Issued
2nd	<ul style="list-style-type: none">• Detention• Parent/Guardian contact with administration
3rd	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration
4th or more	<ul style="list-style-type: none">• OSS

DISRUPTION OF THE EDUCATIONAL PROCESS: SCHOOL DISRUPTION

Definition: Creating or contributing to a disturbance that disrupts the normal operation of the school environment and poses a threat to the health or safety of others.

Consequences of School Disruption	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• OSS• Parent/Guardian Conference with administration• Possible Referral to the Discipline Review Board
2 nd	<ul style="list-style-type: none">• OSS• Referral to the Discipline Review Board

BULLYING

Definition: Physical, verbal, written, or electronic conduct, directed toward a cadet that is: 1) unwanted, 2) repeated, and 3) involves an imbalance of power. These actions are so pervasive, severe, and objectively offensive, that they: 1) have the purpose of creating or resulting in an intimidating, hostile, or offensive academic environment, or 2) have the purpose or effect of substantially or unreasonably interfering with a cadet's academic performance, which deprives the cadet access to educational opportunities.

Consequences of Bullying	
Violation	Minimum Consequence(s)
1st	<ul style="list-style-type: none">• Parent Contact• OSS• Possible Referral to the Discipline Review Board• Notification to the Department of Education and Local Authorities

HAZING

Definition: Committing an act against a cadet or coercing a cadet to commit an act that creates risk of harm to a person, in order to be initiated into a cadet organization or class, or for any other purpose.

Consequences of Hazing	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• OSS• Referral to Counselor• Discipline Review Board

HARASSMENT

Definition: Harassment includes, but is not limited to, verbal harassment or abuse, implied or overt threat(s), physical acts of aggression, and intimidating behavior, which have the effect of substantially or unreasonably interfering with a cadet's education, use of services, or participation in activities.

Consequences of Harassment	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none"> • Detention • Referral to Counselor • Parent/Guardian contact from administration
2 nd	<ul style="list-style-type: none"> • Parent Conference with administration • OSS • Discipline Review Board

HAZING

Definition: Committing an act against a cadet or coercing a cadet to commit an act that creates risk of harm to a person, in order to be initiated into a cadet organization or class, or for any other purpose.

Consequences of Hazing	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none"> • OSS • Referral to Counselor • Discipline Review Board

OFFENSIVE TOUCHING

Definition: Offensive touching is intentionally touching another person, either with part of the body or with any instrument, thereby causing offense or alarm to the person. A student guilty of offensive touching will be subject to suspension and possible police involvement.

Consequences of Offensive Touching	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none"> • Parent Contact • OSS • Possible Referral to the Discipline Review Board • Notification to the Department of Education and Local Authorities

OFFENSIVE TOUCHING OF A STAFF MEMBER

Definition: Offensive touching is intentionally touching another person, either with part of the body or with any instrument, thereby causing offense or alarm to the person.

Consequences of Offensive Touching	
Violation	Minimum Consequence(s)
1st	<ul style="list-style-type: none"> • Parent Contact • OSS • Referral to the Discipline Review Board • Notification to the Department of Education and Local Authorities

DRESS CODE

Definition: Violation of the school's dress code (outlined in the cadet handbook) including, but not limited to, wearing clothing that is not authorized by DMA and grooming standards.

Consequences of Dress Code Violation	
Violation	Minimum Consequence(s)
1st	<ul style="list-style-type: none"> • Warning
2nd	<ul style="list-style-type: none"> • Detention (1 day)
3rd	<ul style="list-style-type: none"> • Detention (2 days)
4th	<ul style="list-style-type: none"> • Detention (3 days)
5th	<ul style="list-style-type: none"> • See consequences for "Insubordination"

NOTICE: Clothing and general appearance are not to cause a disturbance or interfere with the instructional program. Clothing and general appearance must not constitute a health or safety hazard. Cadets shall not dress in any manner reasonably deemed to be inappropriate and disruptive to the learning process as determined by DMA.

UNAUTHORIZED USE OF ELECTRONIC DEVICES

Definition: All technology should be off and away during school hours with the exception of lunchtime OR unless permitted by a staff member during class time under that staff member's immediate supervision. Students may use their school issued Chromebook at all times during the school day. Students violating this policy will have their technology confiscated by the teacher and it can be collected at the end of the day. If a cadet continuously violates this policy, a parent/guardian will be required to pick the device up from school. Further violations will result in consequences outlined in the table below.

Consequences of Cell Phones/Personal Devices	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• EMI• Device is confiscated until the end of the school day
2 nd	<ul style="list-style-type: none">• Detention• Parent/Guardian contact with administration
3 rd	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration

VIOLATION OF THE DMA ACCEPTABLE USE POLICY

Definition: Misuse of technology. If the misuse constitutes another violation, consequences consistent with the other violation may also be given.

Consequences of Violation of DMA Acceptable Use Policy	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• EMI• Device is confiscated until the end of the school day
2 nd	<ul style="list-style-type: none">• Detention• Parent/Guardian contact with administration
3 rd	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration

BUS INFRACTIONS

Definition: Any behavior on a school bus that is unbecoming of a cadet.

Consequences of Bus Infraction	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Warning• EMI issued
2 nd	<ul style="list-style-type: none">• Detention• Parent/Guardian contact with administration
3 rd or more	<ul style="list-style-type: none">• Potential Loss of Privileges• Parent/Guardian conference to discuss possible extended suspension from school bus.

THEFT OF PROPERTY

Definition: Stealing, or attempting to steal, private or school property, or receiving stolen school property.

Consequences of Theft	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Detention• Possible OSS• Possible Restitution• Parent/Guardian contact with administration
2 nd	<ul style="list-style-type: none">• Possible OSS• Detention• Possible Restitution• Parent/Guardian conference with administration
3 rd	<ul style="list-style-type: none">• OSS• Possible Restitution• Discipline Review Board

TRESPASSING

Definition: Entering or remaining on school grounds or facilities without authorization and with no lawful purpose (including while on OSS).

Consequences of Trespassing	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Detention• Possible OSS and Police Contact• Parent/Guardian Conference
2 or more	<ul style="list-style-type: none">• OSS• Police Contact• Discipline Review Board

DESTRUCTION OF SCHOOL PROPERTY

Definition: Intentional Causing or attempting to cause damage to private or school property, or the repeated damage involving private or school property, including graffiti and vandalism. Destruction of property also includes the alteration of cadet or school computer programs or systems.

Consequences of Destruction of Property	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Detention• Possible OSS• Possible Restitution• Parent/Guardian contact with administration
2 nd	<ul style="list-style-type: none">• Possible OSS• Detention• Possible Restitution• Parent/Guardian conference with administration
3 rd	<ul style="list-style-type: none">• OSS• Possible Restitution• Discipline Review Board

INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION (PDA)

Definition: A PDA is inappropriate physical contact including but not limited to kissing, sitting on laps, inappropriate touching, indecent exposure, etc.

Inappropriate Public Display of Affection	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• Warning• EMI issued
2 nd	<ul style="list-style-type: none">• Detention• Parent/Guardian conference with administration

WEAPON/DANGEROUS INSTRUMENT/LOOK ALIKE WEAPON/LOOK ALIKE DANGEROUS INSTRUMENT

Definition: The unauthorized possessing, handling, or transmitting any object or material that is ordinarily considered a weapon, look alike weapon, or any object that could place a person in reasonable fear of physical harm. Weapons include, but are not limited to knives, firearms, box cutters, air guns, razor blades, mace, and pepper spray.

Consequences of Weapons	
Violation	Minimum Consequence(s)
All	<ul style="list-style-type: none">• OSS• Referral to Police• Discipline Review Board

Possession of a firearm, as defined by Federal and/or State law, or deadly weapon, as defined by State law, on school property, in a school bus, or at any school-sponsored event or activity, shall result in expulsion for a period of not less than one year. The Head of School may modify such expulsion requirements to the extent a modification is required by Federal and State law. This provision is in compliance with the Federal Gun Free School Act of 1994. Section 921 of Title 18, United States Code, and Possession of a weapon in a Safe School and Recreation Zone, Section 1457 of Title 11, Delaware Code.

TERRORISTIC THREATENING

Definition: Threatens to commit a crime likely to result in death or serious injury to another person.

Consequences of Terroristic Threatening	
Violation	Minimum Consequence(s)
All	<ul style="list-style-type: none">• OSS• Possible Referral to Police• Possible Discipline Review Board

ARSON, ATTEMPTED ARSON AND/OR THE MISUSE OF FIRE ALARMS OR EXTINGUISHERS

Definition: Causing, or attempting to cause, a fire on school grounds, pulling a fire alarm, or using a fire extinguisher without valid cause.

Consequences of Fires and Misuse of Fire Alarms/Extinguishers	
Violation	Minimum Consequence(s)
All	<ul style="list-style-type: none">• OSS• Referral to Police• Discipline Review Board

TOBACCO / VAPE PRODUCTS/ DRUGS/ ALCOHOL

Definition: Using, possessing, selling, being under the influence of or dispensing of tobacco, vapor products, drugs, and/or alcohol and related items such as, but not limited to, cigarettes, cigars, chewing tobacco, non-nicotine vapor pens/e-cigarettes, loose leaf tobacco, vapor pens, e-cigarettes, and e-liquids and oils. This includes transferring, delivering, or receiving any drugs, alcohol or paraphernalia from another cadet.

Consequences of Tobacco and/or Vape Products	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none">• OSS• Parents/Guardian conference with administration• Possible Discipline Review Board• Possible Police Referral
2 nd or more	<ul style="list-style-type: none">• OSS• Parents/Guardian conference with administration• Possible Discipline Review Board• Possible Police Referral

INFLAMMATORY ACTIONS

Definition: Aggressive behavior with the potential to cause physical harm towards others including a forceful action, attitude, or behavior that is expressed physically towards another person.

Inflammatory Actions	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none"> • Detention • Potential OSS • Parent/Guardian contact with administration
2 nd or more	<ul style="list-style-type: none"> • OSS • Disciplinary Review Board

FIGHTING

Definition: A physical altercation between two or more mutually combative cadets. Cadets are trained to walk away and report instances that may result in a physical altercation. Cadets are also trained to report any physical altercations on campus, therefore, any **cadet who utilizes a mobile device to video fights will be subject to disciplinary action**. In addition, any cadets that choose to spectate rather than report will also be subject to disciplinary action.

Fighting	
Violation	Minimum Consequence(s)
1 st	<ul style="list-style-type: none"> • OSS • Potential referral to police • Potential Disciplinary Review Board
2 nd	<ul style="list-style-type: none"> • OSS • Potential referral to police • Disciplinary Review Board

NOTICE: Acts of Physical Violence against School System Employees: The Commandant will determine all issues of fact and intent and submit all findings and recommendations. State of Delaware laws may require specific offenses to be reported to the Department of Education and/or law enforcement.

VIOLATIONS AND DISCIPLINARY ACTIONS

The glossary, located at the beginning of the Code of Conduct, is not all-inclusive. A cadet committing an act of misconduct, which is not listed, may be subject to disciplinary action. Specifically, if a cadet commits an act, which constitutes a crime under Delaware law, such a cadet is subject to discipline, which may include expulsion in an appropriate case. Criminal activity outside the school environment can also be cause for disciplinary action by the school against a cadet, if the behavior (criminal activity) could reasonably pose a threat to the orderly functioning of the educational process or a danger to the health, safety, and welfare of other cadets, employees, or school property.

In a situation involving unique or severe offenses, which pose a threat to the orderly functioning of the educational process or a danger to the health, safety, and welfare of other cadets, employees, or school property, the matter will be referred directly to the Commandant or his/her designee. The purpose of the recommendation is for the immediate consideration of the possibility of making a recommendation for alternative educational placement and/or expulsion from school, and that the matter be referred to the Board with a recommendation.

If disciplinary actions are required for a violation, such discipline shall be imposed. In addition to the required disciplinary actions, approved optional disciplinary actions may be imposed by the school Commandant or designee following a conclusion that those additional consequences are warranted. If disciplinary actions are recommended for a violation, such discipline will be imposed unless there is a compelling reason to do otherwise. In such cases, one or more of the optional disciplinary actions listed for the violation will be imposed.

COMBINATION OF OFFENSES

In single instances where more than one violation of the Code occurs prior to disciplinary action given, the cadet may be dealt with at the highest level and may be given the most severe action allowed for any of the offenses committed.

In separate incidents of violations of the Code, offenses cannot be combined prior to disciplinary action in order to determine the appropriate level and action for the latest offense. Offenses are to be considered separate, except as may be provided elsewhere in this policy. If several separate instances of the same offense occur prior to disciplinary actions, all of the offenses should be processed at the appropriate level of action specified for each violation. These offenses include bus violations.

ACCESSORY

Cadets who cause someone else to commit a violation, help in the commission of a violation, or who encourage, advise, or act with another to commit a violation will be disciplined as though they committed the violation themselves.

REPEAT OFFENDERS

If a cadet receives three referrals in a quarter regardless of type, Step 2 or higher consequences may be appropriate for each subsequent referral.

OFF-CAMPUS INFRACTIONS

Activities that occur outside of the school environment or during a sanctioned DMA event which substantially disturb the school environment are subject to the consequences listed under "Disruption of the Educational Process."

Any violation committed by a cadet on another campus during a sanctioned DMA event shall be handled in the same manner as if the violation had been committed at the cadet's assigned school. Should a cadet receive OSS, he or she shall not be allowed to participate in extracurricular activities or sports (including NJROTC practices, games, or competitions) for the amount of days they are suspended.

DETENTION

At various times, a cadet may be assigned an after-school detention or Extra Military Instruction (EMI). After-school detentions are an hour and a half long and held afterschool in Talley Hall. Cadets are scheduled for detention or EMI at the time that they have a discipline conference for a disciplinary referral. If a cadet is experiencing a conflict with EMI or after-school detentions, they should be discussed with a school administrator.

Cadets assigned to after-school detention or EMI are supervised by members of the DMA school staff. These staff members have the authority to dismiss cadets, enforce school rules, enforce after-school detention and EMI rules, and may remove a cadet from EMI or after-school detention because of misbehavior. Cadets who are removed from EMI or detention for misbehavior will be subject to further disciplinary actions. While in detention or participating in EMI, the following rules apply:

1. Talking is not allowed
2. Reading of newspapers, comic books, magazines is permitted only if they are part of class assignment
3. Keep head off the table, and sit in an upright position
4. Stay awake at all times
5. Radios, electronic games and wireless phones are not allowed
6. Card playing is forbidden
7. Raise hand for permission to get out of seat
8. Cadets serving in-school suspension will be escorted to the restroom.

OUT-OF-SCHOOL SUSPENSION (OSS)

Suspension is the temporary removal of a pupil from the regular school program for a period not to exceed five (5) school days. The Commandant or designee, however, may extend a suspension past the five (5)-day period pending a decision on a Commandant's recommendation to expel for severe behavior offenses. While serving out-of-school suspension, a cadet is forbidden from being on DMA property (this includes athletic fields, Office, any after-school activities, and/or extracurricular activities) for any reason unless accompanied by a parent or legal guardian to a pre-arranged appointment.

Prior to a suspension from school, the cadet shall be afforded due process as outlined above. Prior to a cadet being suspended, verbal communication of the suspension (parent notice) will be attempted through the

listed contact information provided by the parent/guardian. It is preferred that suspended cadets be picked up from school by the parent/guardian when the suspension is assigned. When direct phone communication is not successful, notification regarding the suspension will be left on a voicemail message and/or email, and the cadet will be retained at school until the end of the school day. A copy of the discipline referral will be sent home with the cadet. Generally, the parent notice should precede the cadet's removal from school. However, if this is not feasible or if the immediate removal of the cadet from the school is necessary to protect the safety of individuals, property, and/or the educational process, the necessary notice and conference, if requested by a parent, will follow as soon as practical.

DELAWARE MILITARY ACADEMY SEXUAL HARASSMENT POLICY

The Delaware Military Academy prohibits sexual harassment of or by any cadet or staff member. This regulation applies to conduct on the school bus, during school, and all school sponsored activities. All individuals have a right to be educated and work in an environment free from sexual harassment.

Definition of Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. The conduct has the purpose or effect of having a negative impact on the cadet's or employee's academic or work performance, or of creating an intimidating, hostile or offensive educational environment for a cadet or employee
2. Submission to or rejection of the conduct by the cadet or employee is used as the basis for any decision affecting the cadet or employee regarding academic status or progress, benefits and services, honors, programs or activities available at or through the school and workplace.

Examples of conduct which may constitute sexual harassment and would therefore be prohibited include:

1. **Unwelcome** leering, staring, sexual flirtations or propositions.
2. **Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading** descriptions.
3. **Unwelcome** graphic verbal comments about an individual's body, or overly personal conversation.
4. **Unwelcome** sexual jokes, stories, drawings, pictures or gestures.
5. **Unwelcome** spreading of sexual rumors.
6. **Unwelcome** teasing or sexual remarks about a cadet enrolled in a predominantly single-sex class.
7. **Unwelcome** touching of an individual's body or clothes in a sexual way.
8. Conditioning academic and/or cadet activity privileges on submission to unwanted sexual conduct from cadets or staff.
9. Cornering or blocking of a sexual nature of normal movements.
10. Displaying sexually suggestive objects in the educational or workplace environment.

Nature of Sexual Harassment

Sexual harassment may occur:

Cadet to Cadet
Staff to Cadet

Male to Male
Female to Female

Cadet to Staff
Staff to Staff

Male to Female
Female to Male

Discipline/Consequences

Any cadet who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in sexual harassment of cadets or staff may be subject to disciplinary action up to and including dismissal.

Reporting Procedure/Investigation

- The Delaware Military Academy encourages and expects cadets and employees to report incidents of sexual harassment immediately.
- Cadets should report any sexual harassment to any teacher or administrator. Employees should report sexual harassment to the Title IX Coordinator, the Commandant or any member of the Board of Directors. Reports made directly to the Board of Directors are subject to the Board's investigation process.
- A signed, written statement outlining the claim of sexual harassment must be submitted.
- Any staff member who has received a signed, written report from a cadet regarding sexual harassment must forward that report immediately to the Title IX Coordinator.
- The Title IX Coordinator will promptly investigate the complaint in a way that respects the privacy of all parties concerned to the extent permitted by law and to the extent practical and appropriate under the circumstances.
- The Title IX Coordinator will forward the results of the investigation to the Title IX decision maker (Commandant).
- The Title IX decision maker will communicate findings, as appropriate, to all involved parties.

MANDATORY SCHOOL CRIME REPORTING LAW

A mandatory reporting process through which certain crimes committed by cadets on school property, including buses, field trips, sports and NJROTC events, and any school function within the State of Delaware must be reported to the police and when applicable to DOE (Department of Education).

- The following require mandatory reports to police:
- Violent felonies (all violent felonies that occur against cadets, school employees, and school volunteers must be reported)
- Assault against a cadet, school employee or volunteer
- Terroristic threatening against a school employee or volunteer
- Offensive touching against a school employee or volunteer
- Unlawful sexual contact against a cadet, school employee or volunteer
- Possession of a dangerous instrument or deadly weapon by a cadet
- Possession of an unlawful controlled substance including: prescription drugs, counterfeit drugs
- Other crimes as listed in Delaware Code, Title 14, Section 4112.

In addition, pursuant to statute, the superintendent, or his designee, shall report the following to the Department of Education:

- Sexual harassment
- Offensive touching (non-employee or school volunteer)
- Possession of pornography
- Bomb threats
- Criminal mischief (vandalism)
- Tampering with public records
- Possession and/or use of alcohol
- Possession and/or use of deadly weapons, destructive weapons, dangerous instruments, Incendiary devices, or controlled substances
- Felony theft (\$1,000.00 or more)
- Disorderly conduct/fighting
- Terroristic threatening (non-employee or school volunteer)
- Bullying

DISCIPLINE REVIEW BOARDS

The Discipline Review Board (DRB) will convene to consider issues of attendance and discipline, as appropriate. The DRB will include the Senior NSI, Dean of Cadets, Dean of Instruction (when appropriate) and a School Counselor. The Commandant does not sit on the discipline review board as they are the next step in the grievance process.

ACADEMIC REVIEW BOARDS

An Academic Review Board (ARB) will be convened for cadets failing two or more core subjects at the midpoint of each semester (November and April). Cadets failing two or more subjects will receive a warning letter and will report in for board review. The ARB will consist of the Commandant, Dean of Cadets, Dean of Instruction, Senior NSI and the School Counselor

The parent/guardian of the cadet will be required to accompany their cadet to the Academic Review Board. Cadets appearing before the ARB will present themselves in a military manner and in the appropriate uniform. The ARB shall, after hearing from all parties, implement academic support/consequences for the cadet. Examples of ARB supports/consequences include, but are not limited to:

- Counseling
- Mandatory in-school or afterschool tutoring
- Loss of rank
- Daily Progress Sheets
- Regular Check-ins with designated personnel
- Limitations on participation on field trips and/or school activities
- Academic Probation
- Disenrollment from the Academy

INTERIM PROGRESS REPORTS AND REPORT CARDS

Interim Progress Reports are issued after the fourth week of each marking period. Report Cards are issued at the close of the ninth week of the marking period. These dates are on the school calendar online.

It is the responsibility of the Cadet to keep his/her parents informed of their academic progress. Parents may view grades and reports on the Infinite Campus portal – directions on how to create a parent portal are emailed at the start of the school year. Educational programs and services shall be designed to meet the varying needs of all cadets and shall not discriminate on the basis of protected characteristics.

The Delaware Military Academy operates on a modified 10-point grading scale. This ensures that all cadets receiving credit for a DMA course have attained a minimum of 66% mastery of the material. For our college bound cadets, we place actual number grades on all transcripts and report cards to ensure that when admission offices recalculate your academic GPA, they can apply their own grading scale. In addition, a school profile is provided to admission offices to ensure they are aware of our grading scale and which AP and dual enrollment level courses are available. Your class rank (how you compare to other DMA cadets at DMA) is a critical piece of information in college admissions.

GRADING SCALE

90 – 100%	A
80 – 89%	B
70 – 79%	C
66 – 69%	D
Below 66%	F

Quality Points (by type of class)

	College Prep	Honors	AP/Dual Enrollment
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1	1
F	0	0	0

DAILY SCHEDULE

The daily schedule will rotate on a M/^A

Mon/Wed/Fri Rotation: 1, 2, 3, 4, 5

Tues/Thurs Rotation: 5, 4, 3, 2, 1

Monday, Wednesday and Friday Schedule

Block	Times	Minutes
1	0720-0848	88
2	0852-1014	82
3	1018-1128	76 (includes lunch)
4	1132-1254	82
5	1258-1420	82

Lunches: 1st lunch 1022 to 1047 // 2nd lunch 1103 to 1128

Tuesday Schedule

Block	Times	Minutes
5	0720-0848	88
4	0852-1014	82
3	1018-1128	76 (includes lunch)
2	1132-1254	82
1	1258-1420	82

Lunches: 1st lunch 1022 to 1047 // 2nd lunch 1103 to 1128

Thursday Schedule

Block	Times	Minutes
5	0720 – 0906	108*
4	0910-1026	82
3	1030-1140	70 (includes lunch)
2	1144-1300	82
1	1304-1420	82

* Includes time for morning parade

Lunches: 1st lunch 1034 - 1059 // 2nd lunch 1115-1140

DMA ABSENCE AND LATE POLICY

The Commandant is responsible for enforcing the attendance laws of the State of Delaware and determines if an absence is necessary and legal (Delaware Code - Title 14, Chapter 27). A cadet is considered absent from school if he/she does not arrive prior to 1100 hours. or if they leave earlier than 1100 hours, without returning. This policy includes both excused and unexcused absences. As one of the requirements for promotion, credit course work, or eligibility for graduation, a cadet shall not exceed ten days of absence per semester or exceed twenty days for the entire school year.

- A parent/guardian has the right to provide a note for the first five (Consecutive or Nonconsecutive) days that a cadet is absent, within two days upon return to school. The note will be determined by the school if the absence is excused or will remain unexcused.
- When a note has not been received by the school, after two days upon return to school, the absence will remain unexcused until proper documentation has been provided.
- In the event a cadet is out three consecutive days, a doctor's note is required.
- Following the fifth day a cadet is unexcused absent, a letter will be sent to the parent/guardian, via email, stating that medical documentation will be required for any additional days missed during the school year. Any additional undocumented absences or early dismissals will result in a conference/ phone call with Mr. Jeanne.
- Following the tenth day a cadet is unexcused absent, an in-person meeting will be scheduled with Mr. Jeanne and a parent will be required to attend. At this meeting, all parties will sign an attendance contract outlining any future consequences and/or protocol surrounding absences.
- After the fifteenth day a cadet is unexcused absent, a letter will be sent to the parent/guardian. This letter will state that a conference will be held with Mr. Jeanne and the Dean of Cadets. At this time, a determination will be made to the cadet's academic standing and proficiency and notice of potential truancy will be given.
- On the twentieth day a cadet is unexcused absent, a certified letter will be mailed and the truancy process will begin. A meeting will be held with the parent, the cadet and the Commandant to discuss further actions.

Long term, documented, medical issues are handled on a case-by-case basis. Excuses recognized by the State of Delaware as valid for "necessary and legal absences" are:

- Illness of child —a physician's note may be requested
- Scheduled appointments to a physical or mental health care provider, including, but not limited to, a physician, dentist, orthodontist, psychologist

- Contagious disease within the home of a student
- Death in the family or of a close friend
- Legal business
- Observance of a religious holiday
- Remedial health treatment
- Emergency situations as determined by the Head of School
- Suspension from school
- An arranged absence to visit a college or university or to participate in other educational experience (approved in advance with Mrs. Certesio)

EARLY DISMISSAL POLICY

Cadets must request an early dismissal in writing. An early dismissal request can be processed only with a note from a parent/guardian which includes all of the following information:

- Cadet's name (legible)
- Date and time early dismissal is requested
- Reason early dismissal is needed (should be an urgent/emergency reason)
- Telephone number(s) where the parent/guardian can be reached between 8:00 am. - 10:00 a.m. so the request may be confirmed.
- If you are leaving school property with any driver other than a parent, the note must state who that person is and their relationship to the cadet.
- Parent signature

Excessive early dismissals will require a parent conference to explore alternatives. Any cadet falsifying an early dismissal request will face disciplinary action.

MISSED ASSIGNMENTS

Classroom Late Work Policy

- No late homework or classwork
- Large projects, essays or labs – can be turned in up to three school days later for a maximum grade of 70% - after three school days, they will become a zero
- No test corrections unless they are a part of a 504/TEP plan

It is the cadet's responsibility to get any make-up or missed work based on this policy.

COLLEGE APPLICATION TRANSCRIPT POLICY

All college application transcript requests will be handled by your individual college counselor or through the Parchment service.

TRANSCRIPT GRADE CHANGE POLICY

The Delaware Military Academy recognizes that there are times when changes are required to a transcript or report card. When a change is required, it is reviewed by the Dean of Cadets and Dean of Instruction to ensure the change is appropriate and necessary. Once the change is made, grades are posted to the transcript and a new GPA is calculated.

SUMMER SCHOOL RECOVERY AND ORIGINAL CREDIT COURSES

Delaware Military Academy uses multiple outside providers (Educere or Keystone) for recovery credit. Cadets who have failed a course during the regular school year are notified no later than June 15th and provided registration information. Cadets are required to complete the recovery courses over the summer. All summer school grades are due to the Dean of Cadets, directly from the provider, no later than the 2nd Friday of August.

For courses completed prior to June 2024, the course is listed on our transcript as a generic course name (i.e. Science Recovery Course) but will be treated as the equivalent course to our regular original credit course. These recovery courses are added to the previous school year on our transcript.

For courses completed after June 2024, the course will be listed in a summer session term and the correct course name will be listed on the Delaware Military Academy transcript. We have moved to a new Student Information System (SIS) which now allows for better transcript reporting.

LOSS OF SEAT

Cadets who fail to meet minimum standards for retention in the NJROTC program will be considered for disenrollment (i.e., denied enrollment for the following school year). A cadet may be in danger of losing their seat due to disciplinary, academic, attendance requirements stated in Delaware school choice law (Title 14, Chapter 4).

SECTION 6: UNIFORM REGULATIONS AND GROOMING STANDARDS

UNIFORM REGULATIONS

The Navy uniforms issued to each cadet are to be worn only as prescribed by the Senior Naval Science Instructor. Wearing the Navy uniform is both a privilege and a benefit of attendance at the Academy. It is also a responsibility and a requirement. Cadets **MUST** be in the uniform prescribed each and every day of the school year. Civilian articles of clothing shall not be worn with the uniform and **CADETS MAY BE REFUSED ATTENDANCE IF NOT IN UNIFORM**. Cadets are also expected to be in complete uniform while traveling to and from the Academy. The wearing of civilian coats with the uniform will not be tolerated. To mix Navy uniform articles of clothing and civilian clothing is disrespectful to the uniform of the United States Navy and its traditions and will, therefore, not be condoned. **NO UNIFORM, NO SCHOOL**.

ACADEMY UNIFORMS

There are four basic uniforms worn at the Academy. The uniform prescribed for each day's wear will be detailed in the Plan of the Week/Day. Uniforms are as follows:

1. Navy Service Uniform
2. Navy Service Uniform w/ribbons
3. Service Dress Blue
4. PT uniform

The details of uniform composition and wear are detailed in the Cadet Field Manual (NSTC INST M - 5761 1A)

OTHER UNIFORM ITEMS/OPTIONAL ITEMS

Other uniform items not covered in the Cadet Field Manual:

- The Relaxed Fit Jacket is authorized for wear with any uniform (including the PT uniform).

- Cold weather parka
- Gloves may be worn for comfort with any uniform when the relaxed fit jacket is worn. Gloves shall not be worn in classroom, during inspections, or at any other time when not exposed to the elements. Gloves must be solid black.
- Overshoes/Boots (not issued by the Navy). May be worn for comfort and to protect shoes during rain or snow. Must be removed or changed immediately upon arrival at school (before inspection at the front door).
- Caps/Earmuffs (not issued by the Navy). There are times, particularly in mid-winter, when we need low temperature protection. During such times a knit stocking cap or earmuffs may be worn, or a rain cap may be worn when it is raining. These articles should be black. Sport logos are not permitted on black knit caps.
- Expected wearing of items indoors in cold weather:
- The RFJ's may be worn with the Navy Service Uniform.
- RFJ's, when worn, should be zipped or buttoned up.
- DMA official letterman jackets are approved to wear except on inspection days.
- Socks – the only socks authorized with the Navy Service Uniform and the Service Dress Blue uniform are BLACK crew socks (no low socks)
- Earrings. ONE per ear centered on the ear lobe. NO other visible piercings including clear studs or spacers. Only silver or gold balls, depending on rank, are authorized.

NAME TAGS

The name tag is part of the Navy uniform. It is also the school identification badge. Consequently, wearing of the name tag is **REQUIRED AT ALL TIMES** while in uniform. It is worn as prescribed by the cadet handbook. The first name tag will be issued to the cadet free of charge. Lost or damaged tags will be replaced at cost and are the responsibility of the cadet.

UNIFORM RESPONSIBILITY

- All uniform items issued by the Navy remain the property of the Navy and are the responsibility of the cadet to whom they are issued. If an item is lost, stolen, or damaged to the extent that it is not repairable for further wear due to the cadet's negligence or misconduct, it is the responsibility of the cadet (or parent) to reimburse the Navy for that item.
- If an article is outgrown or worn out through normal usage it will be replaced by the NJROTC staff at no cost to the cadet.
- All minor uniform repairs (such as replacing buttons, zippers, repairing minor tears or rips) will be handled by the Naval Science Department.
- Loss of an article of clothing must be reported immediately to the Senior Naval Science Instructor and arrangement made for reimbursing the Navy. In most cases some extended payment plan may be made through the Senior Naval Science Instructor. As soon as payment is made, or arrangements for payment have been made, a new article will be issued. Academic records **CANNOT** be transferred to another school if a cadet's uniform account is not clear.
- Cadets are advised to place their name or other identification on uniform items and PT uniforms. A laundry marker or similar device may be used.
- Identification should not be visible when the uniform is worn.

- Cadets must replace lost or stolen items in a timely manner. The PT gear is the property of the cadet once purchased (as it is not Navy issue), but must be maintained in good condition.

MILITARY COURTESIES – SALUTES

The salute is a traditional sign of respect and greeting extended to all officers of the Armed Forces of the United States and high ranking government dignitaries. Additionally, at Delaware Military Academy all cadet officers' merit salutes, the Commandant, SNSI and all NSI's.

- A salute is always initiated by the junior. Therefore, it is incumbent upon cadets to be alert to their surroundings and to salute all senior cadet officers and staff members.
- The salute should always be accompanied by the appropriate greeting. For example, "Good morning sir/ma'am."
- The salute shall be executed when six paces from the person or at the closest point of approach. Thirty paces is usually regarded as the maximum distance for saluting. Good judgment should be exercised in using this criterion.
- All salutes shall be acknowledged. If covered and in uniform, acknowledgement is by returning the salute. If uncovered or not in uniform, acknowledgement is by returning the greeting or telling the saluting cadet to "carry on."
- There are certain times when saluting is not appropriate. At the following times salutes are not required:
 - a. When uncovered.
 - b. In the cafeteria during meals.
 - c. During drills, e.g. a fire drill.
 - d. When engaged in athletics or similar activity.
 - e. When part of a detail at work.
 - f. When in ranks (except on command).
- Although a salute may not be required under certain circumstances, an officer or staff member's presence must still be acknowledged and shown proper respect and courtesy. Again, good judgment should be exercised.
- Cadets-in-charge of formation shall salute for the formation. If there is not a cadet-in-charge present, the cadet on the right end of the front rank will salute for the formation.

SECTION 7: CADET PRIVILEGES

SCHOOL DRIVING

Driving to school and parking on school property is a privilege extended to the eligible cadet body by DMA. Any cadet who drives or parks a vehicle on school grounds shall register that vehicle with the school. Once registered, the driver will be given a parking sticker which must be displayed at all times while parked on campus.

Cadets should follow the rules for driving/parking cars on school grounds as follows:

1. Register all vehicles with the office. The tag must be displayed.
2. Park in cadet parking areas only.
3. Obey the speed limit.

4. Operate the vehicle in a safe manner.
5. Upon arrival to school, cadet drivers and riders shall go directly into the building.
6. Once on school grounds, cadets may not drive off the property without administrative approval.
7. Administrative approval is required for cadets to be in the parking lot areas when school is in session as they are unauthorized areas for cadets during the school day.
8. Cadets who drive or ride to school shall be on time. Excessive tardiness will subject to the tardiness policy and loss of privileges to drive on campus.
9. Only legally licensed drivers may drive/park on school grounds.

Cadets who disobey these rules may have their school driving/parking privileges suspended or revoked. Cadets who have unregistered vehicles, suspended or revoked driving privileges, or who park in unauthorized or other unassigned spaces may have the vehicle towed at owner expense.

HALL PASSES

In order to get the most benefit from classes, it is necessary that a cadet be in attendance. It is for this reason, that the number of hall passes available for cadet use is limited per classroom. Cadets who need to leave a class must request permission from the respective teacher who will provide them with a laminated hall pass. The use of these hall passes is a privilege, not a right. Teachers will set individual policies on their requirements for being allowed to leave the classroom. Cadets will sign out of class including the time they leave and when they return.

Cadets who must see the nurse on a regular basis for medication or treatment will be given a separate sheet by the nurse. This sheet will indicate the regular time that the cadet is supposed to report to the nurse's office. Cadets who are requested to go to the guidance office or the discipline dean will be issued separate passes from those offices. Cadets who are in the hall without a pass or not in the location of where the hall pass states are subject to disciplinary actions as indicated for skipping class.

LUNCHROOM GUIDELINES

No food is to be taken from the cafeteria or eaten in any other area of the school. The lunch period is to be spent entirely in the cafeteria. Cadets may sit anywhere. Cadets are free to talk quietly with those around them. Shouting and excessive movement from table to table is prohibited. DMA staff has been assigned to supervise the lunch-line behavior in the cafeteria. Cadets are expected to show them respect and cooperate with any requests that the supervising staff might make. Cadets are not permitted to break in the lunch line or allow others to do so. Cadets must not leave the cafeteria without permission and a signed pass (in advance) from one of the DMA staff members.

FOOD DELIVERY TO CAMPUS

All delivery services including but not limited to GrubHub, Uber Eats, etc. are prohibited on DMA school property. This policy is in effect 24/7 including during afterschool hours. Any food delivered to campus will be confiscated. This is a safety issue for the school campus.

RESTRICTED AREAS OF THE SCHOOL

Some areas of the school are not designated for cadet use. These include, but are not limited to:

- Faculty lounges
- Faculty bathrooms
- The area of the main office behind the counter
- The boiler room
- Custodial areas

Cadets found in these areas may receive a disciplinary referral for being in an unauthorized area. Cadets are also reminded that some areas normally designated for cadet use are off-limits unless adult supervision is available or specific permission is granted. This includes but is not limited to:

- the gymnasium
- empty classrooms
- the locker room
- various school offices

In addition, cadets are not permitted to be in the parking lot during the school day without administrative approval. All items needed for the day are to be removed from the car and brought into the school with the cadet.

SKATEBOARDS

Cadets are not permitted to ride skateboards on school property at any time. Cadets who bring skateboards to school must leave them in the office and pick them up at the end of the day.

SECTION 8: CADET LIFE

Naval Science Course Requirements

All Delaware Military Academy attendees will be enrolled in a Naval Science course and will be considered an NJROTC cadet. Entering cadets, regardless of school year classification (freshman, sophomore, etc.) will take Naval Science I unless they have transferred from a high school that has JROTC and have completed a JROTC course there. Normally cadets take courses in sequence, (i.e. Naval Science I, II, III, and IV.) Completion of Naval Science requirements by means other than participating in a classroom setting (i.e. "Independent Study") would only be considered on an individual and limited basis.

Patriotism And School (Unit) Spirit

One of the basic tenets of the NJROTC program is to engender a sense of patriotism in the cadet's everyday life and to exhibit patriotism through participation in events such as parades and ceremonies connected with the military and/or veteran's groups. Other community groups will undoubtedly approach the Academy for support in terms of color guards, cadet attendance in uniform, and like ventures.

A daily manifestation of this spirit will be the raising of the colors (the flag) on campus and reciting the Pledge of Allegiance in the classroom or attending to the playing of the National Anthem, when appropriate. Students who have reservations concerning the Pledge or Anthem are expected to stand and be respectful.

Although the staff would encourage cadets who choose to join the military after graduation to choose any service they desire, while at the Academy, we will be a Navy Junior ROTC. Besides Red, White, and Blue; the Navy colors of Blue and Gold will be prominent. School spirit and Navy-based themes will rally the cadets to feel proud of their school and their NJROTC unit. Healthy competition and friendly rivalry with other service-based units will be commonplace with the consideration that we are ultimately all on the same team. Good sportsmanship and mutual respect are the number one priority when dealing with any other JROTC or military unit, or any other high school or student group.

National Honor Society (NHS)

Membership in the National Honor Society is one of the highest honors that can be awarded to a high school student. The NHS has worked hard to bring the accomplishments of outstanding students to the attention of

parents, teachers, peers, and community. Chapters in more than 20,000 high schools across the nation strive to give practical meaning to the society's goals of scholarship, leadership, citizenship, and character.

Cadets are eligible for consideration for induction into the National Honor Society as sophomores and juniors with a 3.75 cumulative grade point average or higher. Cadets who meet the GPA requirement are invited to apply for membership. This does not guarantee admission. Cadets who wish to be considered should follow a college bound curriculum; cadets that take courses not of this caliber will not be eligible for selection into the NHS. It is also imperative that cadets establish a pattern of volunteering for community service, assume leadership opportunities, and demonstrate outstanding character. A rubric will be used to determine final selection and all decisions are final.

NJROTC Special Groups

- Color Guard
- Drill Teams
- Rifle Marksmanship Team
- Honor Guard(s)
- Leadership Academy

Extra-Curricular Activities

The Delaware Military Academy is a Delaware Charter Public High School and as such can participate in any activities that are offered by the Delaware Public Schools. The Delaware Military Academy will support cadet clubs and interest groups as the interest level becomes apparent and a staff member/sponsoring adult offers to supervise such a group. Clubs and groups might include yearbook, newspaper, drama, language, and similar interests found in other high schools.

Athletic Programs

DMA Athletics is a member of Delaware Interscholastic Athletic Association (DIAA) and the Diamond State Athletic Conference (DSAC). The Athletic Director is Jeremy Jeanne and he can be reached at jeremy.jeanne@dma.k12.de.us. All athletic information, including schedules, updates, rosters, coaches, etc., can be found at www.seahawkssports.com.

Eligibility

In order for a cadet to be eligible to participate in any DMA athletic or extra-curricular programming, they must meet the minimum requirements and have earned a 2.0 or higher GPA during the previous grading period. For detailed eligibility and waiver information, the entire policy is available [here](#).

Book Bags / Gym Bags / Lockers

All cadets may have a book bag to carry their books. Gym bags will be authorized to carry gym clothing, sports clothes, etc and will be stored away. It must be clean and in good repair. No writing, drawing or graffiti is permitted on the cadet's book bag or gym bag with the exception of the owner's name. Lockers are available for cadets who would like to utilize one. Cadets are responsible for providing a lock and reporting the locker number they are using to their Naval Science Instructor.

Field Trips (Navy Sponsored)

Each year there are Navy sponsored field trips to Naval Bases, Naval Air Stations and other military bases. Military uniforms will be worn on all field trips. Only the Commandant can authorize a uniform change. Cadets are eligible to participate according to the following criteria:

- Classroom performance

- No discipline problems
- Class (i.e. year in school)
- Rank/rate
- Good attendance
- Timely submission of paperwork

Cadet Visits to the School Nurse

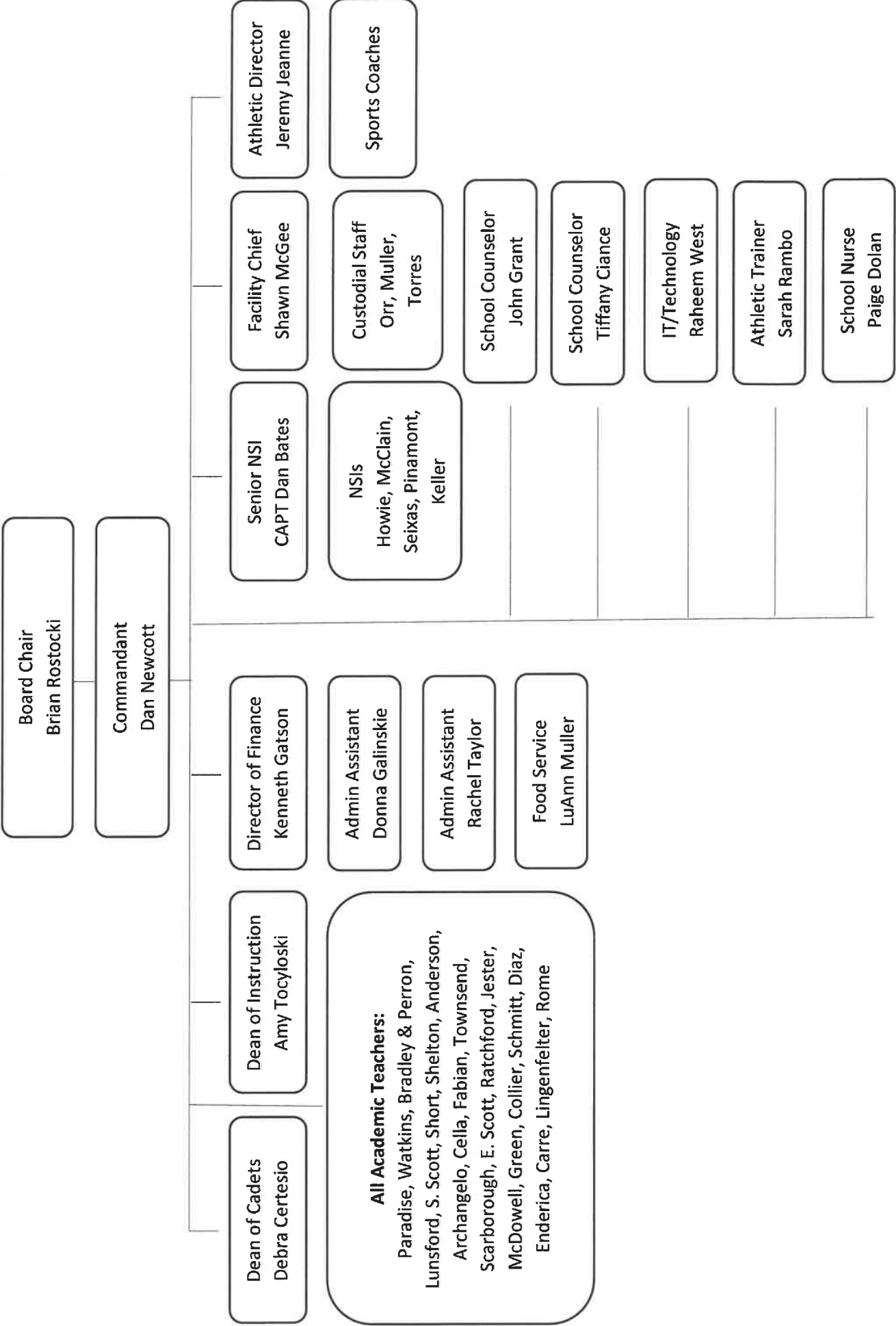
Cadets are not to contact parents/guardians when they fall ill during the school day. Cadets should report to the nurse who will triage the cadet and contact the parent, if appropriate. Cadets who do not adhere to this policy will be subject to disciplinary action. Cadets going to the nurse's office during class time must have a hall pass from their teachers. Cadets should not go to the nurse's office during passing time and then request a pass to class unless it is an emergency. The nurse maintains a daily sign-in log. The time recorded will be monitored. Hall passes will be given to cadets who have been in the nurse's office, and who are late for class due to emergency treatment rendered.

RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

**EXHIBIT D
STAFF HANDBOOK &
CHAIN OF COMMAND**

DMA Chain of Command
2024-2025 School Year



Delaware Military Academy

2024-2025 Staff Handbook



Dan Newcott
Head of School

Debra Certesio
Dean of Cadets

Amy Tocyloski
Dean of Instruction

CAPT Dan Bates
Senior Naval Science Instructor

112 Middleboro Road
Wilmington, Delaware 19804
Phone: 302-998-0745
Fax: 302-998-3521

STAFF DIRECTORY

ADMINISTRATIVE STAFF

Dan Newcott, Head of School
Debra Certesio, Dean of Cadets
CAPT Dan Bates, SNSI
Amy Tocyloski, Dean of Instruction
Jeremy Jeanne, Athletic Director
Kenneth Gatson, C.F.O.

John Grant, School Counselor
Paige Dolan, R.N., Nurse
Donna Galinskie, Admin. Assistant
Rachel Taylor, Admin. Assistant
Raheem West, IT/Data Specialist

TEACHING STAFF

English Department

Jason Paradise
Brittany Watkins
Colleen Bradley
Erica Perron

Mathematics Department

Rose Archangelo
Valerie Limmina
Brett Townsend
Anne Fabian

Social Sciences Department

Erin Scott
Alyssa Ratchford
Michael Scarborough
Lauren Jester
Madison McDowell

Business Department

Leverett Collier
Scott Green

World Language Department

OPEN
Monica Diaz
Maria Enderica

Driver's Education

Robert Lingenfelter

Science Department

Brandy Short
Stephanie Scott
Amanda Anderson
Ryan Shelton
John Lunsford

Physical Education and Health

Matt Carre

Music Department

John Grant
J.R. Schmitt

Special Education

Brianna Rome

Naval Science Department

CPT William Pinamont
MSGT Kevin Howie
SCPO William McClain
SCPO Ray Seixas
CPO Nathan Keller

Maintenance Department

Shawn McGee (Maintenance Chief)
Matt Orr
Luke Muller
Alex Torres

Our Story

The Delaware Military Academy was founded in 2003 by a retired Army Colonel and a retired Navy Master Chief. The school was designed to develop young men and women to be strong citizens, confident leaders, and excellent students. The first cadet class graduated in June of 2006. Since then, eighteen more classes have graduated from the Delaware Military Academy totaling 2,372 alumni. These nineteen classes have earned in excess of one hundred eighty-three million dollars in scholarship monies and 86% have gone on to a post-secondary program of study. In addition, the Academy has sent 50 graduates to United States Service Academies and 82 graduates have attended college on ROTC scholarships. In 2013, the Academy had four alumni graduate in the same class from the United States Naval Academy – a first in Naval Academy history. We continue to strive to provide the best education for all our cadets. You are all a part of making that happen!

Mission Statement

The mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline. In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities.

Philosophy

Delaware Military Academy's academic, extra-curricular, and leadership programs intertwine to create a well-rounded learning experience for cadets. Through the development of honor, discipline, and integrity, cadets will cultivate strength of character, individual excellence, and responsible leadership. Upon graduation, cadets will possess the skills and characteristics needed to lead lives of academic, personal, and professional achievement.

Belief Statements

1. The role of the Delaware Military Academy is to educate the entire cadet, paying particular attention to academic, social, and emotional needs.
 2. An education at the Delaware Military Academy fosters citizenship, leadership, self-discipline, and independent thought.
 3. Military training teaches cadets a sense of responsibility, integrity, and morality.
 4. Responsible citizens have a sense of honor and respect for themselves and for others.
 5. Hard work, dedication, and motivation are essential for learning.
 6. Cadets, parents, and teachers share accountability and responsibility for the cadet's education.
 7. A safe and enjoyable learning environment promotes positive interaction between cadets and teachers.
-

8. Cadets graduate from DMA ready to accept an adult role in society.
9. Service builds strong character, unity, and a sense of responsibility for others.

Profile of Our Graduates

Graduates of Delaware Military exhibit the following skills and characteristics:

Scholarship

- Ability to express oneself clearly in oral and written form
- Ability to think for oneself
- Proficient in all academic content areas
- Proficient in the use of technology
- Prepared to enter a post-secondary program of study

Leadership

- Ability to give and receive respect
- Ability to set goals, motivate others, and lead by example
- Ability to see a mission through to completion
- Maturity in thought and expression
- Commitment to excellence
- Command presence
- Integrity
- Physical and mental wellness

Citizenship

- Patriotism
- Cultural, political, and environmental awareness
- Respect for rules and regulations in the community
- Regard for honesty in self and others
- Compassion and empathy for others
- Sense of duty to serve the community

DMA COURSE OFFERINGS

English/Language Arts

Introduction to Literature
World Literature
American Literature
British Literature
Exploring Murder, Mystery and Mayhem NEW!
Lyricists and Linguists (poetry) NEW!
Creative Writing NEW!
Dual Enrollment ENG101
Dual Enrollment ENG102

Mathematics

Algebra I
Geometry
Algebra II
Pre-Calculus
Honors Calculus
Contemporary Mathematics
Honors Statistics
AP Calculus AB
AP Calculus BC

Performing Arts

Marching Band
Concert Choir
Musical Theater NEW!
Music In the Movies
Piano Fundamentals I or II

Military Science

Naval Science I
Naval Science II
Naval Science III
Naval Science IV
Leadership Academy

Business CTE Program

Business Information Tech
Global Business Economics
Entrepreneurship
Dual Enrollment BBM201

Social Studies

Civics & Geography
U.S. History I
U.S. History II
World History
Real World Economics
Intro to Psychology NEW!
Dual Enrollment HIS112
Dual Enrollment HIS210
Dual Enrollment CRJ101
AP Microeconomics
AP Macroeconomics

Science

Integrated Science 9
Biology
Chemistry
Physics
Engineering Design NEW!
Human Anatomy & Physiology
Honors Anatomy I
Honors Anatomy II
AP Biology
AP Physics
Optimistic Mindset
Animal Science

10th Gr. ½ Credit Electives

Forensics
Food Science
Marine Science

World Languages

Spanish I
Spanish II

Spanish III
Honors Spanish IV

Health, Gym & Study Skills

Physical Education

GENERAL STAFF INFORMATION

Teacher/Staff Lunches

Teachers may use the “Faculty Mess” (kitchen area) on the first floor of Talley Hall or Fusco Hall to eat meals. Teachers are expected to clean up after themselves and wash any dishes they use. The maintenance staff is not responsible for washing dishes left in the sink.

Building Key Card Access

All staff are issued a key card which will allow them access to the buildings during specific time periods. The staff member is responsible for their key card. If the key card is lost, you are required to report it immediately to an administrator so access can be shut off. The staff member is responsible for the replacement cost of the key card.

Morning Announcements

The Announcement Form must be used for any announcements. The form is available in the staff Schoology page (Materials – Start of the Year Materials). Announcements for each day must be sent to Rachel Taylor the day before so they can be approved prior to being announced.

PTA Membership

The DMA PTA meets every third Thursday at 1830 in the Mess Deck. As the PTA is very supportive of school activities, it is recommended that all staff members join the PTA. If you would like to request financial help for your classroom from the PTA, fill out the request form and submit it to the PTA President by the 2nd week of the month for review at the PTA Board Meeting. If you are planning to ask for any assistance from the PTA, you should be a member of the organization and plan on attending the PTA meeting where your request will be presented. A membership form is located on the staff Schoology page.

Mail & Copier Use

Assigned mailboxes, a shredder, and a copier are located in the Ward Room in Talley Hall. Teachers must empty their mailbox and check their email a minimum of three times a day (morning, lunch, and end of day). The outgoing mailbox is located at the front desk in Talley Hall. Each teacher will be assigned a code to be utilized with the copier. There is a copier located in each of the three buildings and cadets are not allowed to utilize the copier at any time.

Technology Issues & Training

If you are having any technical problems or issues, please contact Raheem West. His office is located on the second floor of Talley Hall across from supply.

Parking Spaces

All staff are assigned a parking space. Mr. Lingenfelter oversees staff and cadet parking. Mr. Lingenfelter can be found in his office in the back of the Naval Science office in McDonald Hall.

Public Relations

All school staff share a responsibility for public relations. Staff must be mindful of the fact that everything they do and say reflects on the public's perception of the school. Formal public relations activities, such as contacts with the media, advertising, and newsletters, will be coordinated by and through the Head of School. All external publications are to be submitted to the Head of School for review before being released to the public.

Classroom Security

Classrooms should be locked and doors closed during all classes to ensure cadet safety. Cadets are never to be left alone in a classroom or office space without supervision. You are legally responsible for cadets during your class time.

Housekeeping Responsibilities

All teachers are expected to maintain the cleanliness of their classrooms daily. In the event of a large spill, please contact the custodial staff for an immediate cleanup.

PROFESSIONAL RESPONSIBILITIES

Meeting Days & Mandatory Events

Tuesday afternoons should be kept open for after school meetings ~ detailed information about the meetings and the agenda will be posted on the DMA Outlook Staff Calendar. There are other special dates/events where attendance is mandatory in the evenings or an occasional weekend. These dates are a part of your salaried time and offset the hours in the summer and early release days during the school year.

The 2024-2025 **MANDATORY** dates are:

8/28	Parent back to school night (all grades – 5:00 pm to 7:30 pm)
10/10	Fall Semester Parent Conferences (4:00–7:00 pm)
10/26	DMA Open House (8:00am to 12:00pm)
3/6	Spring Semester Parent Conferences (4:00–7:00 pm)
5/3	New Cadet Orientation for the class of 2028 (11:45am)
6/5	Class of 2025 Graduation (5:00 pm)

Staff members are required to be in Thursday uniform for all of these events.

All teaching staff, including NSIs, are welcome to chaperone the prom OR homecoming each year. In addition, staff are encouraged to chaperone sporting events or dances, as needed, throughout the school year. Buy back dates will be available to offset your donated time to these events.

Teacher Time

Teachers must arrive prior to 0710. You should be in your first block classroom and prepared to meet cadets prior to 0715. Teacher departure time is no earlier than 1505. If teaching staff needs to leave earlier than 1505 they must clear it with their supervisor.

Staff – Leaving Campus during the Day

In the event of an emergency during the day, we need to be able to account for who is and is not in the building. Staff must sign out on our digital sign out sheet (located in Google docs) <https://docs.google.com/spreadsheets/d/1W5OD3PxVa3f0PT7kBQQJQuhBsBHiSfsWVcFJYyXXCdY/edit?usp=sharing> if leaving the campus. Upon their return, all staff must sign back in on the same line in the Google Sheet.

Staff Dress Code

All employees are expected to adhere to a code of professional dress appropriate to a professional office or educational workplace. The dress code will apply to all teachers, counselors, front office staff, administrators and other DMA professional staff. It is to be applied for all days that students are present, as well as school-wide functions for current and potential students. Staff should dress and groom in a manner which shows cleanliness, ensures safety, demonstrates respect for others and is not likely to distract students or disrupt the educational process.

Monday, Tuesday, Wednesday

Acceptable Attire:

- Clothes that maintain a professional and appropriate appearance
- Clothes that are neat, clean and in good repair
- For men: trousers/khakis and a button-down dress shirt and tie with comfortable shoes
- For women: dress or trousers/skirt and a business casual blouse or shirt, comfortable shoes

Rules of Staff Dress Code:

- No denim of any color (jeans, jackets, etc.)
- Skirts and slits in skirts/dresses must be appropriate length
- Shirts, blouses, and dresses must have an appropriate neckline
- No spaghetti straps and no shoulder cut-outs, unless covered by a jacket or a sweater (appropriate sleeveless tops are acceptable)
- No athletic wear (unless as a Physical Education teacher)
- No leggings, yoga or stretch pants at any time when students and/or parents are in the building
- Mid-drifts must be covered
- No leisure sandals, flip-flops, or crocs
- Any form of dress deemed to be too tight, too short or too revealing will require modification
- The school administration's discretion on questionable clothing will be final

Exceptions:

- Field trips, as appropriate
- School spirit or dress down days
- Staff may wear smock or lab coats at their own discretion when Science, Art, or other projects are being completed as part of the curriculum
- Physical education teachers may wear appropriate shorts, an athletic shirt, sweat suits, and sneakers
- Staff may wear casual attire, as appropriate, for in-service days
- Medical exemptions are permitted through written permission from the Commandant

Thursdays (Morning Parade) & all special / mandatory events:

ALL Staff – the DMA Staff Dress Uniform

- Navy blue blazer with LOGO (see main office for LOGO embroidery)
- Khaki pants (men)/pants or skirts (women) – no capri pants when in Thursday uniform
- White dress shirt and gold or blue tie (men)
- White shirt (women)
- Black, navy, nude or brown shoes (men and women)

On Fridays, staff may wear button-down polo with trousers/pants or skirts or your normal DMA dress code. The last Friday of every month staff is encouraged to wear DMA spirit wear, but may also wear standard DMA staff dress code attire.

All Delaware Military Academy staff members are in Thursday uniform on the first day of each semester and during all important school functions.

Any staff member with questions about what constitutes appropriate professional dress or appropriate general appearance should contact administration.

Planning Blocks

Each teacher will have one planning block per day. This time is for grading papers, planning for future lessons, parent conferences, and any other professional responsibilities.

Teachers are also expected to cover classes when another teaching staff member is absent and an outside substitute cannot be secured. This is done on a rotating basis and usually is half of the period. Teachers, who have opted to give up their plan to teach additional courses, will only be given coverage during extreme situations (i.e., multiple teachers out on a single day).

Confidentiality

Federal law (FERPA) requires that all records and/or conversations related to a cadet's program, performance, or any other information about a cadet cannot be shared with anyone other than an involved professional person, parent, guardian, or legal representative. Parental consent is required before information, except for directory information, is shared with any other agency, organization, or person.

Change of Classes

Teachers are required to stand outside their rooms to monitor the “passageways” (hallways) during the change of classes and at the beginning and end of the school day. Teachers should position themselves so they can monitor the hallway as well as what is going on in the classroom.

CERTIFICATION/EVALUATIONS/LEAVE POLICIES

Teacher Certification Documents

Teaching staff must maintain **DEEDS** records regarding professional status (professional development hours). The DMA coordinator does not get notified when you input clock hours in DEEDS. It is important that when you load hours in DEEDS that you notify the Dean of Cadets and provide the required documentation. All teachers are required to be certified in their content area to teach at DMA. The Dean of Cadets is the contact person for issues regarding certification. Your license and certification are YOUR RESPONSIBILITY.

Teacher Observation, Evaluation

The purpose of teacher evaluation is twofold: first it is a way of documenting a teacher's proficiency in his/her profession through observation and discussion; second it provides a means whereby all teachers in the Delaware Military Academy can receive feedback necessary to realize goals for continued improvement.

Teacher observations and evaluations are intended to achieve and maintain quality teaching in the classrooms and continued growth as an educator. These will include formal classroom observations by the DMA Administrative Instructional Leadership, or other administrative appointees. In addition, informal observations may be conducted by peer teachers, mentors, department chairs, and lead teachers/team leaders. Formal observations will be conducted in accordance with the Delaware Department of Education's Delaware Teacher Growth and Support System (<http://education.delaware.gov/educators/dtgss>) or Delaware Department of Education's Delaware Performance Appraisal System for Administrators and Specialists <https://www.doe.k12.de.us/Page/3742> .

Written documentation will be produced as the result of lesson observations and interviews with the teacher; other information will be collected formally and informally during the school year. A final summary will be prepared at the completion of the school year.

The following are the major expectations for standards of performance:

- Demonstration of knowledge of content and curriculum
- Provision of appropriate learning experiences
- Demonstration of appropriate planning and preparation
- Appropriate management of instruction and student behavior
- Demonstration of human relations and communication skills
- Appropriate monitoring of student and program outcomes
- Use of appropriate and available resources
- Fulfillment of professional responsibilities
- Goal setting and attainment

DMA Leave Policy (updated July 2024)

10 Month Employees

- Sick (Unplanned) Hours – 3 or more consecutive days require a note from a healthcare provider (physician, nurse practitioner, or physician assistant)
- Personal (Planned) Hours – Any planned absences for more than two consecutive days is subject to approval by the Commandant (5 allocated each year)

12 Month Employees

- Sick (Unplanned) Hours – 3 or more consecutive days require a note from a healthcare provider (physician, nurse practitioner, or physician assistant)
- Personal (Planned) Days – Any planned absences for more than two consecutive days is subject to approval by the Commandant

All planned time off will be processed through the Data Service Center. To request a substitute for the day, please make sure that your request is entered into DSC by 8 pm the day before.

In the event of an emergency during the school day that requires you to leave, please contact Debra Certesio (302-983-4898) or the main office and coverage will be set up immediately. **Do not leave your room unattended.**

To report an unplanned absence, send a text message (or call) Debra Certesio, prior to 0630 at 302.983.4898. Once you have reported the absence, you must complete the request in the Data Service Center system.

DMA follows the State of Delaware regulations on staff leave including but not limited to:

Compassionate/Bereavement Leave:

In the case of a death in the immediate family of the employee, there shall be no reduction of salary of said employee for an absence not to exceed 5 working days. Members of the immediate family shall be defined as the employee's spouse or domestic partner; parent, stepparent or child of the employee, spouse or domestic partner; employee's grandparent or grandchild; employee's sibling; spouse of employee's child; any relative who resides in the same household; or any minor child for whom the employee has assumed and carried out parental responsibilities. This absence shall be in addition to other leaves granted the employee.

In case of the death of a near relative, there shall be no deduction in the salary of the employee for absence on the day of the funeral. A near relative shall be defined as: first cousin, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, grandparent-in-law, or any other friend living in the employee's household.

An employee requesting bereavement leave must supply supporting documentation, if requested, and update their absence request to be reflective of the relationship to the

employee. Please provide proper documentation to the Commandant and report missed time in DSC in an appropriate time frame.

Jury Duty Leave:

DMA encourages employees to fulfill their civic responsibility by appearing for jury duty when called. During this leave, employees will receive their regular salary. Any employee on jury duty is expected to report to work any day he/she is excused from jury duty.

If you are summoned for jury duty, please inform the Dean of Cadets and the Head of School specifying the dates that you will be out. Please provide documentation of jury duty from the court to the Dean of Cadets and report missed time in DSC in an appropriate time frame.

Military Leave:

If employees are called into active military service or enlist in the uniformed services, they will be eligible to receive an unpaid military leave of absence consistent with applicable law, including members of the National Guard of Delaware or any other state or reserve component of the Armed Forces. Such employees will be eligible for unpaid leave during the period in which the employee is engaged in active duty. Employees who have accrued unused sick, vacation or personal days may choose to substitute that time for unpaid leave taken under this policy. To be eligible for military leave, employees must also provide DMA with advance notice of service obligations unless they are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable to provide such notice. Provided the absence does not exceed applicable statutory limitations, employees will retain reemployment rights benefits in accordance with applicable federal and state laws. Employees should ask the Head of School for further information about eligibility for Military Leave.

If employees are required to attend yearly Reserves or National Guard duty, the request for temporary military leave of absence may not exceed the number of days allowed by law (including travel). They should give management as much advance notice of their need for military leave as possible so that DMA can maintain proper coverage while employees are away.

Separation From DMA Employment

Upon voluntary and involuntary separation from State of Delaware employment, accrued sick and personal time allotments will be handled according to state policy. In addition, any DMA employee voluntarily separating from DMA must do so in writing addressed to both the CFO and Commandant at DMA. All Naval Science Instructors must also send notification to the Senior Naval Science Instructor. DMA reserves the right to hold a teacher until a proper replacement can be found. This time period cannot exceed 30 days.

CLASSROOM MANAGEMENT/PLANNING/SCHEDULES

Substitute Lesson Plans

All instructional staff members are expected to provide lesson plans (loaded in Schoology) when they are out for a planned absence. Please leave the following information for the class substitute:

- An asynchronous lesson must be loaded to each Schoology class - cadets should be able to complete the lesson while the substitute monitors the class. It is best to over plan so there is more work than should be able to be completed in 82 minutes
- A printed description of the plans that includes any instructions for the class. Please include what cadets should be doing if they complete the assignment for the day.
- Printed seating charts for each class
- Location of all cleaning supplies
- Printed attendance lists (to be sent to the main office)

In the event of a long-term planned leave, staff members are required to leave plans for the entirety of the time they will be out. These can be digital or hard copy. All efforts will be made to hire a long-term substitute that is fully certified to teach the material.

Emergency Lesson Plans Guidelines

Three days of emergency lesson plans must be available in each Schoology class at all times during the year. If any of the emergency plans are used, replacement plans are due within five days after your return.

- In each Schoology class, you must include an UNPUBLISHED folder (under Materials) called Emergency Lesson Plans. The folder will include the following subfolders:
 - Day One – full asynchronous lessons for one full block including an attendance question – please over plan
 - Day Two - full asynchronous lessons for one full block including an attendance question – please over plan
 - Day Three - full asynchronous lessons for one full block including an attendance question – please over plan
 - Absence Information – this folder contains seating charts, class rosters, information on where cleaning supplies are located, and any other information that a substitute should have access to in your room
- If needed, the Dean of Cadets or Dean of Instruction will access your class and publish your emergency plans for the day.
- A copy of these plans should be provided (printed) to your supervisor by September 30th of each school year.

Virtual School Days

The DMA school calendar has three (3) planned virtual school days this year as well as any days that are called as part of an emergency closing. The following guidelines should be considered when planning for a virtual day.

1. Every teacher is expected to provide work for the virtual day NO LATER than 0800 in the morning on a virtual day
2. The required work MUST include a warmup activity that will be required to be considered “in attendance” that day. This must be identifiable by cadet name and be date and time stamped.
3. A minimum of 60 minutes of work should be assigned and it should be aligned to the standards and relevant to where you are in your current unit.

Class Blocks

When the class bell rings at 0720, cadets will be in their first block classes. All teachers are required to close and lock their doors when the bell rings. Any cadet who arrives after the 0720 bell, must report to the main office to sign in late. They will return with a hall pass.

There are **four** full blocks as well **one** 45 minute “mini block” each day. Teachers have one planning block per day. A portion of your planning time may be used to cover for a teacher who is absent. An email will be sent out in the morning, or as soon as we are notified, with a list of teachers who are assigned coverage. There are **2 lunch blocks**. Each lunch block is 25 minutes long and is supervised by assigned staff. Cadets will be assigned a lunch block based on their mini block class.

Bell Schedule

Start of the School Day

Cadets will report to first block at the start of each day. All classroom doors are to be closed and locked at 0720. Any cadet arriving to first block after the bell without a pass must be sent to the main office to sign in. Cadets must utilize the time between 0710 and 0720 to make any trips to the nurse, ROTC, etc. as classes will begin at 0720. Cadets must be called to attention before announcements are made and will stand at “Parade Rest” (legs apart and hands behind their backs) until they are dismissed from that position by the teacher.

Schedule

The daily schedule will rotate on a M/W/F and T/Th rotation.

Mon/Wed/Fri Rotation: 1, 2, 3, 4, 5

Tues/Thurs Rotation: 5, 4, 3, 2, 1

Monday, Wednesday and Friday Schedule

Block	Times	Minutes
1	0720-0848	88
2	0852-1014	82
3	1018-1128	76 (includes lunch)
4	1132-1254	82

5	1258-1420	82
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Lunches: 1st lunch 1022 to 1047 // 2nd lunch 1103 to 1128

Tuesday Schedule

Block	Times	Minutes
5	0720-0848	88
4	0852-1014	82
3	1018-1128	76 (includes lunch)
2	1132-1254	82
1	1258-1420	82

Lunches: 1st lunch 1022 to 1047 // 2nd lunch 1103 to 1128

Thursday Schedule

Block	Times	Minutes
5	0720 – 0906	108*
4	0910-1026	82
3	1030-1140	70 (includes lunch)
2	1144-1300	82
1	1304-1420	82

* Includes time for morning parade

Lunches: 1st lunch 1034 - 1059 // 2nd lunch 1115-1140

On Thursday mornings, morning parade will be held in the parking lot between McDonald and Talley Hall, weather permitting. A Thursday schedule has been developed to ensure all blocks have equal instructional class time following morning parade. The entire Regiment will be called from the office for morning parade. Teachers must accompany their cadets to morning parade. All teachers and staff must attend and are to line up to the side of the flagpole while cadets report to the Regiment. In the event that the parade is cancelled, we will revert to a regular bell schedule.

Dismissal of bus cadets will begin at 1420; walkers, cadets being picked up, and athletes are dismissed after buses depart. Cadets on sports teams must remain in the classroom until walkers are dismissed, unless they have an early dismissal due to a sporting event. Teachers are expected to check www.seahawkssports.com to view rosters and ensure athletes remain in your classroom until walkers are dismissed.

Daily Attendance

Your attendance records are a legal document and must be maintained in an accurate and timely manner. The teacher or the substitute is responsible for the accuracy of the cadet attendance records for each class period. **The legal implications for accuracy in this area cannot be overemphasized.** If you are out, you are responsible for providing a roster of cadets

and the teacher covering will send it to the main office at the start of each block so attendance can be entered into the Infinite Campus SIS system.

Teachers are responsible for attendance in Infinite Campus SIS for all blocks each day. There is no separate homeroom block so first block attendance is the official record for our September 30th count. Daily attendance must be entered into Infinite Campus SIS prior to 0725. As a reminder, any cadet that reports to first block after the first bell (0720) is considered "late." No cadet should be admitted into **first block** after the first bell, unless they have a pass from the office staff.

Teachers must take muster in Infinite Campus SIS during the **first five minutes of each block**. If a cadet enters your room late, please take note of the time and whether it is excused (with a pass) or unexcused (no pass). All adjustments must be made by the teacher as soon as possible and no later than the end of that period. After first block, do not refuse entrance to a cadet based on whether or not they have a pass or send them back to get a pass. This is lost instructional time and not in the best interest of the cadet.

Classroom Discipline

All teachers must set the tone for appropriate behavior and respect on day one in your classroom. Your classroom environment should encourage learning for all cadets and be based on mutual respect. If cadet behavior is disruptive to a positive learning environment, the cadet can receive a write-up. The write up form should contain facts only regarding the situation and not subjective information about the cadet. Discipline decisions will be based solely on the facts of the write up. Any time a staff member writes up a cadet, he/she must ***speak*** with the parent, BEFORE turning in the write up form, unless otherwise directed by the disciplinarian. All behavior write-up forms should be processed by the teacher through the data service center application within 24 hours.

Serious Behavior Infractions

Serious infractions (drugs, alcohol, fights, bullying, all forms of harassment) will be handled in accordance with the Delaware Military Academy Code of Conduct. If a teacher is notified by a cadet or parent of a serious infraction, the teacher must notify the SNSI and Commandant immediately and should follow up with a written description via email. If the SNSI or Commandant is not immediately available, the teacher must find the Dean of Cadets or Dean of Instruction.

MISCELLANEOUS STAFF INFORMATION

Handling of the Collection of Monies

All funds/money (cash and checks) will be placed in an envelope with the staff member name, the name of the organization or activity, and amount collected on the outside of the envelope. The envelope will be given to Donna Galinskie, Administrative Assistant, or Ken Gatson, CFO, on a daily basis. **NO FUNDS ARE TO BE STORED IN A CLASSROOM OVERNIGHT.**

Use of Audio/Video Materials in the classroom:

The policy for showing a movie **in part or whole** in the classroom

- (1) If the movie is rated PG-13, you must obtain written permission from the parent or guardian of each cadet. The permission slip must include the title of the movie, date(s) it will be viewed, and the rating of the movie.
- (2) If the movie is rated R, you must have the movie approved by your supervisor **BEFORE** you may send home a permission slip. Parent or guardian permission is required before showing the approved movie and must include the title of the movie, date(s) it will be viewed, the rating of the movie, and the educational reason for showing the movie.
- (3) Staff must follow all copyright laws when utilizing published materials in your classroom.

Reporting Criminal Violations (House Bill 85)

According to House Bill 85, administrators and teachers are required to report certain cadet criminal violations. Failure to do so will result in fines of up to \$250 for the first offense and \$500 for subsequent offenses.

Reporting Child Abuse

According to Title 16 of the Delaware Code, school employees are required to report suspected child abuse or neglect. Failure to knowingly do so can result in a fine not to exceed \$10,000. All staff members are required to complete the mandatory training through PDMS at the beginning of each school year. This training must be completed by September 30th. Any report made of suspected child abuse or neglect should also immediately be reported to the Commandant.

Book Inventory

Teachers are required to maintain records of textbooks. Each book should have a unique number which is recorded when the book is assigned to a cadet. A cadet must sign the record when they take possession of the book and again when the book is returned. A copy of the sign out sheet for books must be given to the main office. The final book list (showing returned books) must be turned in at the end of the school year. Books that are not returned are handled as an unmet obligation and final grades will not be released until the unmet obligation is met. It is imperative that this information is accurately recorded. At the end of each semester teachers are required to notify parents of any unmet obligations.

Open Flames

DMA prohibits the use of anything with an open flame except in a controlled science lab environment.

Military Courtesies

Cadets are trained during the summer orientation before their freshman year begins and are continuously trained during the year in their Naval Science classes and academic classes about how to behave in accordance with the Delaware Military Academy Code of Conduct and Honor Code. Reinforcement of these courtesies is expected by all staff members/teachers.

Beginning of Class

When the bell rings for a class to begin, a cadet (chosen by you or you can do this yourself) gives the command, "attention on deck." You will then call muster (attendance) for your class. Once you call a cadet's name, he/she goes to "parade rest" until muster is complete. Once muster is complete, the teacher will tell the cadets that "you may be seated" or you can simply say, "seats."

Cadets Entering the Room after the Class is in Session

After the class begins cadets must first knock on the door and must say, "**permission to come on board Ma'am or Sir**" and you respond by saying, "yes, you may come in" before the cadet may enter the room.

Cadets Addressing Staff Members

Cadets should address all staff members always using Sir and Ma'am.

Staff Addressing Cadets

Staff will address cadets using their last name always preceded by "Cadet".

Visitors in your classroom

When ANY adult enters your classroom, a cadet must call "**attention on deck!**" **immediately**. "Attention on deck" does NOT need to be called during a test, quiz, or science lab in progress.

Hall Passes

Each teacher will be provided with two laminated hall passes if requested. Teachers may also use their own hall passes. When a cadet leaves your room to use the head, they must have this classroom pass with them. Each teacher will maintain a sign-out sheet in their classroom to record when each cadet leaves and reenters the classroom. This list should go with the teacher in the event of a fire drill or emergency requiring evacuation. No more than one cadet per class should be at the head at any given time. Cadets should utilize the scuttlebutt (water fountain) between classes except for gym class or PT in Naval Science. Hall traffic should be kept to a minimum to maximize instructional time. If a cadet needs to leave your classroom for any other reason, they must have a signed hall pass.

Chaperones/Visitors

Chaperones and/or Volunteers must be 18 years old. They are to serve as a positive role model and must dress appropriately, refrain from the use of tobacco, alcohol and inappropriate language. Chaperones and Volunteers are not permitted to bring siblings in the classroom or on a field trip. DMA retains the right to refuse the individual the right to volunteer/chaperone.

Chaperones and/or Volunteers must present their Driver's license for processing through RAPTOR.

End of Year Procedures

On the last scheduled staff day of the school year, all staff members are required to complete the "End of Year Checkout Form." This form details all professional responsibilities that must be completed before leaving for the summer. Each item on the list must be signed off by the respective staff member and completed forms must be turned into the Dean of Cadets.

Staff members are not required to turn in keys or laptops at the conclusion of the school year unless they do not have a contract for the following year. Teachers who are not returning for the next school year are required to turn in all keys, building access cards, and their school issued laptop before departing on the last day.

Communication Systems

All staff members must have access to the DMA Staff Schoology page where any important documents including IEP and 504 plans will be maintained. A master staff calendar is shared through the Outlook mail system. In addition, staff should be on the text BAND system to ensure they are getting announcements in a timely manner. BAND is used for staff communication in the event of emergencies or closings.

School Closings

School closing information will be posted on the DMA website and through the BAND app. We are **NOT** the **Red Clay School District** and do not always follow their closing schedule. The Commandant makes the decision to close DMA. In the event of a weather-related cancellation, teachers will be required to load asynchronous lessons to Schoology in accordance with the virtual school day policy (see below)

Professional Development Days

All staff professional days are in-person at the school or at an approved professional development event.

Staff Grading Days

Grading days may be done from home, if desired. The school building will be open on grading days.

Tobacco Policy

In an effort to adhere to Delaware Code (11 DE Reg. 1463) and to improve the health of students and school personnel, Delaware Military Academy has adopted the following policy regarding the use or distribution of tobacco.

Possession or use of tobacco and tobacco related products is not permitted in the school buildings, on school grounds, in leased or owned vehicles, even when they are not used for student purposes, and at all school affiliated functions.

In addition to the staff and students of Delaware Military Academy this policy applies to:

- All buildings, property or vehicle leased, owned or operated by DMA.
- School bus operators under contract shall be considered staff for the purpose of this policy.
- Any private building or other property including automobiles or other vehicles used for DMA activities when students and staff are present.
- Any non-educational groups utilizing and renting school buildings or other educational assets. Any individual or a volunteer who supervises students off school grounds.

This policy will be communicated to the students, school staff, parents, guardians or Relative Caregivers, families, visitors and the community at large by:

- Posted on the DMA Website
- Published in the weekly bulletin (once a year)
- Published in the Student Code of Conduct
- Published in the DMA Staff Handbook
- Listed as a condition of service to all volunteers, visitors, renters, and other contracted employees.

Individuals interested in seeking assistance in overcoming the physical and social issues associated with nicotine addiction are encouraged to contact the Delaware Quitline by visiting <http://dhss.delaware.gov/dph/dpc/quitline.html> or calling 1-866-409-1858. Delaware Military Academy will not be used to advertise any tobacco product

COMMUNICATION

Teachers are required to communicate with cadets and parents on a regular basis. This would include general communication via Schoology, interim reports, and the Infinite Campus system. All grades must be entered into Infinite Campus SIS within **7 calendar days** of collecting the assignment unless it is a large project or essays. In this case, teachers are required to post on their Schoology page a date for the grade to be posted. It is important that you are providing feedback to parents about their cadet's grades as early as possible so they can act as a partner in the educational process.

Teachers must return parent phone calls and emails within **2 business days**. Please avoid getting into extended email exchanges with parents. If a problem cannot be resolved efficiently over email, call the parent directly or schedule a parent conference. All disciplinary issues should be communicated via phone. Teachers are also required to communicate with parents directly when cadets are in potential or actual academic trouble, such as grades of a D or F, missing projects, high point assignments, exams, and/or tests or if there is a 2-grade level drop after interim progress reports have been issued. In addition, parents must be notified if a cadet is being dropped from an Honors level (or higher) course due to poor grades.

Parent communication is a regular part of your responsibilities as a professional. It is not enough to send a message to a cadet in Schoology, you must contact the parent (or make multiple attempts and document them) when a cadet is struggling. You are required to maintain a contact log to record all parent contact and you may be asked to present it at any time.

PROGRAM ICONS

Teachers will utilize multiple programs through the state ClassLink system. Below is a description of these programs as well as the icon for you to reference. Depending on your role at DMA, this may not include all available programs in your ClassLink dashboard.



This is our email system. This can also be added to your smart phone if you desire (not required).



This is the official system of record for DMA – All grades are recorded in this system and available for parents to see.



This is our Learning Management System (LMS) – you will be able to communicate with cadets and assign and collect digital assignments through this system. This is NOT the system of record for DMA and parents do not have access to this system.



Go Guardian allows you to monitor and control activity on the cadet Chromebooks. You can set up scenes to “lock down” or set specific controls on the Chromebook.



This is the state system to view your credentials and to maintain those records.



The Data Service Center houses our Teacher Evaluation System (DTGSS) and will soon include our discipline, PD and a few other systems that you will be utilizing.



NearPod is an interactive teacher presentation system that will allow you to collect formative data quickly and easily.



This is the state professional development system – you will do all your mandatory state trainings in this system.



This is the state accountability testing system for science and social studies.



DMA pays for all teachers to have access to Simple K12 to meet their individual PD needs. This is a self-paced online repository of PD courses.



This system allows you to access state systems and to be able to unlock your own account. Cyber security training is done through this app.



This system links you to the Employee Self Service System which includes the ability to view pay stubs, benefits and time reporting.



This is a game-based learning platform that DMA makes accessible to teachers.



This is an interactive, online assessment tool for teachers that DMA makes accessible to teachers.



This program will check cadet essays and other writing assignments for plagiarism, grammar and includes an AI detection tool to ensure cadets are turning in original work



This will allow cadets to access the UD library system for research purposes.



This is a K-12 learning platform with access to on-demand professional development, classroom activities and over 200,000 different classroom resources



Khan Academy offers practice exercises, instructional videos and test preparation for all grade levels and content areas



The DCSN is an online resource for charter school teachers in Delaware. It is a social media platform to share ideas, find resources and collaborate with other charter teachers in Delaware.

GRADING POLICIES

Grades

Grades should be a reasonable representation of what cadets have learned. The following policy has been established to ensure that a fair, comprehensive system is utilized consistently to assess all cadets. A minimum of three (3) graded formative assignments shall be entered in the grade book prior to each summative assessment to ensure that adequate feedback has been provided to cadets and instructional adjustments were made by the teacher prior to assessment. A minimum of three summative assessments are required per marking period.

College Preparatory Courses

- 40% - Formative: Cadet work shall be evaluated to provide feedback to the cadet and teacher regarding progress toward standards. This may include but is not limited to homework, class work, quizzes, lab participation, and writing assignments.
- 60% - Summative: Assessments used to measure the degree to which a standard has been attained. This may include but is not limited to tests, essays, projects, rubric scored presentations, and lab reports.

Honors & Advanced Placement Courses

- 30% - Formative: Cadet work shall be evaluated to provide feedback to the cadet and teacher regarding progress toward standards. This may include but is not limited to homework, class work, quizzes, lab participation, and writing assignments.
- 70% - Summative: Assessments used to measure the degree to which a standard has been attained. This may include but is not limited to tests, essays, projects, rubric scored presentations, and lab reports.

Dual Enrollment Courses

- Dual Enrollment Courses taught at DMA will adhere to the grade breakdown established by the partner college (Wilmington University, DTCC, etc.). A cadet's DMA grade may be different than the grade earned at the partner institution if the teacher is supplementing instruction in the DMA classroom.

Gradebook Setup

With the exception of a dual enrollment course, each gradebook must be setup with the same **THREE** categories:

1. Formative – either 30% or 40% based on the level of the course*
 2. Summative – either 70% or 30% based on the level of the course*
 3. Exam – only used in courses that have a mid-term or final exam
- * This will update in the 2025-2026 school year for college level courses

Interim and Report Card comments

A minimum of one comment for each interim report and each report card is required per cadet

Extra Credit Policy

Extra credit will be at the discretion of the classroom teacher and available to all cadets in your class. This extra credit should be aligned with the unit or content currently being covered and reflect additional effort on the part of the cadet

Invalid extra credit opportunities

- Extra credit **cannot** involve money. Paying for items or donating items to the Academy is not acceptable extra credit.
- Attendance at events is not acceptable for extra credit.

Determination of Final Grades (End of Semester/Year)

The Delaware Military Academy runs a block schedule. Blocks 1, 2, 4 and 5 are semester courses.

- All cadets will get the grade they earned based on a mathematical calculation. With the block schedule, many of our courses will only have two marking period grades, a midterm, and a final. For a semester class, each marking period will be worth 40% and the midterm and final will be 10% each.
- A final marking period grade lower than a 50% will be rounded up to a 50% ONE TIME. If a cadet earns less than a 50% for two MP in a semester class, the second one will not round up to a 50%. If the course meets all year, a maximum of two marking period grades (or 40% total) will be rounded up to a 50%. NO MIDTERMS OR FINALS WILL BE ROUNDED.
- DMA reports actual number grades on all report cards, transcripts, and interim reports.
- There will be final exam exemptions for courses at all grade levels except for those courses that are contracted outside of DMA (DTCC, UD, NAF Business classes, online health). A cadet will be exempted from a final exam if he or she has earned an A for all marking periods in the course (2 for semester classes and 4 for year-long courses) as well as the midterm. The cutoff date to determine exemptions for this year will be:
 - 1st Semester – January 14, 2025
 - 2nd Semester – Seniors – May 20, 2025// 9-11 grade – June 4, 2025
- Incomplete marking period grades for the first three marking periods must be completed within 2 weeks following the end of the marking period. If a cadet fails to complete the missing work within the two-week period, she/he will receive an F or zero for the incomplete work and the marking period grade will be computed accordingly. Medical and/or documented family crises will be the only basis for giving incomplete grades during the fourth marking period.

Classroom Late Work Policy – NEW

- No late homework or classwork

- Large projects, essays or labs – can be turned in up to three school days later for a maximum grade of 70% - after three school days, they will become a zero
- No test corrections unless they are a part of a 504/IEP plan

It is the cadet's responsibility to get any make-up or missed work based on this policy. Parent contact is required when a cadet's grade drops two or more letter grades or if they are failing your course.

Grading Scale

90 – 100%	A
80 – 89%	B
70 – 79%	C
66 – 69%	D
Below 66%	F

Classroom Academic Dishonesty Policy

If a cadet is caught cheating on a **formative** assignment graded for content in your classroom:

First Offense	<ul style="list-style-type: none"> • Zero on the assignment • Conference between teacher and student
Second Offense	<ul style="list-style-type: none"> • Zero on the assignment • Parent contact by teacher and disciplinarian
Third Offense	<ul style="list-style-type: none"> • Zero on the assignment • Parent contact by teacher and disciplinarian • Submit write up detailing the three offenses (this will be used for documentation and tracking)

If a cadet is caught cheating on a **summative** assignment graded for content in your classroom:
(Dual Enrollment/AP courses are subject to the policies of the institution assigning credit)

First Offense	<ul style="list-style-type: none"> • Administrative Conference with the cadet • Parent Contact from administration • 50% on the assignment • Submit referral (this will be used of documentation and tracking)
Second Offense	<ul style="list-style-type: none"> • Conference between teacher and student • Parent Contact by teacher and disciplinarian • Notify the School Counselor for additional character counseling • 0% on the assignment • Submit write up (this will be used of documentation and tracking) • Disciplinary consequences from disciplinarian
Third Offense	<ul style="list-style-type: none"> • Conference with the student • Parent contact by the disciplinarian

	<ul style="list-style-type: none">• 0% on the assignment• Submit write up (this will be used of documentation and tracking)• Teacher feedback will be collected for disciplinary review board
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CADET POLICIES

Accidents

If someone is injured, the nurse should be contacted first. All accidents are to be reported to the main office as well. Another person should accompany an injured or sick student if he/she is sent to the nurse. The nurse will contact parents and complete an accident report.

Cell Phone/Personal Electronics Policy

Per the US Navy, the use of an earpiece, blue tooth technology, headsets or hands-free device while in uniform, indoors or outdoors, is prohibited unless specifically authorized for the execution of official duties.

Teen Dating Violence and Sexual Assault Policy

Sexual assault means any unwanted sexual behavior committed by a perpetrator who is a stranger to the victim or by a perpetrator who is known by the victim or related to the victim by blood, marriage, or civil union. Behaviors include but are not limited to: sexual harassment as defined in section 763 of Title 11; sexual contact as defined in section 761 of Title 11; sexual intercourse as defined in section 761 of Title 11; sexual penetration as defined in section 761 of Title 11; and child sexual abuse as defined in section 901 of Title 10.

Teen dating violence means assaultive, threatening, or controlling behavior, including stalking as defined in section 1312 of Title 11, that 1 person uses against another person in order to gain or maintain power or control in a current or past relationship. The behavior can occur in both heterosexual and same sex relationships, and in serious or casual relationships.

Guidelines on mandatory reporting and confidentiality:

School Counselors, Mental Health Professionals, and Medical Professionals are bound by their professional licensure and code of ethics and as such they are required to maintain confidentiality. However, certain information can be released in particular circumstances such as; law enforcement investigations, mandatory reporting (such as child abuse) and in the case of certain judicial and administrative proceedings. Students may give informed consent to release their information. Mental health and medical professionals are required to maintain confidentiality except in the following situations: a student communicates an explicit and imminent threat to kill or seriously injure a clearly identified victim or victims (including themselves), or any suspicion of child abuse, or in a case where the student presents with serious burns, respiratory tract burns, non-accidental poisoning, stab wounds, bullet wounds, gunshot wounds, powder burns, or an injury caused by the discharge of a gun, pistol, or other firearm.

Certain school crimes, threats of harm to self or others, child abuse, and sexual violence of a minor and/or any sexual violence that could have occurred in the school environment require mandatory reports to either law enforcement and/or DFS.

Other school employees, Including Teachers, and Administrators are not bound by confidentiality. However, once a school employee knows or reasonably should know of possible sexual violence of a minor and/or any sexual violence that could have occurred in the school

environment, the school employee must take immediate and appropriate action to explore the incident and keep the student victim safe.

Protocol for responding to incidents of teen dating violence that do not require a mandatory report to DFS or law enforcement:

- Any school employee who learns that a student may be the victim of teen dating violence shall take the following steps:
 - Separate the victim from the alleged perpetrator. Do not, under any circumstances, meet with the victim and alleged perpetrator together.
 - Refer to the school code of conduct based on the behavior.
 - Refer the victim to the school counselor for services and safety planning.
- Any counselor in the school who learns from another school employee that a student may be the victim of teen dating violence not requiring a mandatory report shall take the following steps:
 - Inform the victim of school and community resources as needed, including their right to access advocacy and counseling services, file charges or seek legal protection.
 - Monitor the victim's safety as needed. Assist the victim with safety planning during the school day and after-school activities.

Protocol for reporting incidents of teen dating violence when a mandatory report is required:

- The School Administrator or Designee shall take the following steps:
 - Speak with the alleged victim and alleged perpetrator separately.
 - Report incidents that fall under the mandatory reporting obligations (as outlined above in Section IV.C.) to the appropriate police jurisdiction. DFS must also be notified if sexual violence occurs in the teen dating relationship.
 - Speak with bystanders who may have been present or involved.
 - Administer disciplinary consequences to the alleged perpetrator per the school code of conduct.

Protocol for responding to sexual violence when a mandatory report is required:

- Separate the victim from the alleged perpetrator. Do not, under any circumstances, meet with the victim and alleged perpetrator together.
- Re-open incidents that fall under the mandatory reporting obligations (as outlined above in Section IV.B.) to the appropriate police jurisdiction and DFS when appropriate and notify the school resource officer if applicable.
- Refer to the school code of conduct based on the behavior but consider additional responses, such as providing outside resources to the victim.
- Speak with bystanders who may have been present or involved.
- Inform the victim of his/her right to file a Protection from Abuse petition and/or school-based complaint of sexual harassment, dating violence, or sexual violence with any counselor or administrator.
- Develop a safety plan with the victim and monitor the victim's safety.
- Contact the parents of the victim to inform them that an incident of dating violence or sexual violence has occurred.

Protocol for the documentation of incidents:

- The School Administration shall maintain teen dating and sexual violence complaints in a file separate from academic records.
 - The documentation of teen dating and sexual violence shall include:
- Obtain minimal facts about the incident(s): who assaulted the victim, what is the nature of the incident, when the incident occurred, where the incident occurred, known witnesses or other victims.
- Victim and alleged perpetrator information, including class schedules, group and club memberships, and school activities.
- Disciplinary and accommodation recommendations, including changes to class schedules.
 - Response actions taken, including safety planning, referrals for services and counseling, and disciplinary actions taken.
- Incident updates, including response to disciplinary actions, alleged perpetrator compliance, utilization of referrals for services, reviews of safety plans, and status reports from victims.

Procedures for working with victims:

- School administrators shall conference with the victim.
- Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear of intimidation.
- Inform the victim and parent/guardian of school and community resources as needed.
- Encourage the victim to seek medical attention. The victim will not be responsible for out of pocket costs of obtaining a sexual assault exam.
- Encourage the victim to report further incidents.
- Inform the victim of his or her right to request an in-school Stay-Away Agreement. If the victim declines, this should be documented.
- Monitor the victim's safety as needed and assist the victim with safety planning.
- Document the meeting and any actions taken.

Protocol for working with alleged perpetrators:

- Administrators shall make every effort to protect the due process rights of the alleged perpetrator.
- If approved by the investigating law enforcement agency, school administrators may use the following when working with the alleged perpetrator:
- Conference with the alleged perpetrator and parent/guardian.
- The alleged perpetrator should be told that any statements made may be part of any future disciplinary, delinquency, PFA, civil, or criminal proceedings.
 - Emphasize expectations for positive behavior.
 - Implement disciplinary and other actions and consequences that will be taken to prevent further incidents.
 - Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed.

- Inform the alleged perpetrator that retaliation or threats of retaliation in any form designed to intimidate the victim, witness, or those investigating an incident shall not be tolerated.
- Increase supervision of the alleged perpetrator as needed.
- Document the meeting and any action plans or consequences

Drug Free Workplace Policy

*Delaware Military Academy has a vital interest in the safety and the well-being of its employees, as well as the general public. DMA intends to promote a safe and secure environment, free of use or abuse of alcohol or controlled substances. For this reason, **employees are strictly prohibited from using, possessing, transferring, selling, distributing, dispensing, or manufacturing illegal drugs or alcohol in the workplace, and also from abusing prescription drugs, over-the-counter medications, or other controlled substances.** This policy also prohibits employees from using, possessing, transferring, selling, distributing, dispensing, or manufacturing illegal drugs or alcohol on any DMA property or at any DMA-sponsored events. All employees must not be impaired by or under the influence of alcohol or controlled substances during any part of the day during which the employee is at work, or performing any work or services for the School.*

While the use of marijuana has been legalized in Delaware for certain medicinal uses, it remains an illegal drug under federal law and its use can directly impact the safety and security for our employees, students, vendors and visitors. Therefore, marijuana use, distribution, and/or being under the influence of marijuana in the workplace is prohibited by DMA. Specifically, employees are not permitted to use marijuana, including medical marijuana, in the workplace or on DMA property. If any employee believes that he/she may need an accommodation for off-duty use of legally prescribed medicinal marijuana, the employee must immediately notify the Head of School so that DMA can determine what reasonable accommodations may be available which will not cause an undue hardship on DMA.

Any employee who violates this policy in any manner may be subject to immediate discipline, up to and including termination of employment.

NOTICE OF ADA (504) COMPLIANCE

Pursuant to the Americans with Disabilities Act (ADA) Amendments Act of 2008 (ADAAA), Titles I and II of the ADA of 1990, and Sections 503 and 504 of the Rehabilitation Act of 1973, and our own organization's Mission and Vision Statements, Delaware Military Academy has a commitment to making its services accessible to all segments of our community.

Request for Accommodation Process

The Americans with Disabilities Act (ADA) requires employers to provide reasonable accommodations to employees with disabilities. Under the ADA, "reasonable accommodations" are "modifications of adjustments to the work environment, or to the manner or circumstances under which the position is held or desired is customarily performed, that enable an individual with a disability who is qualified to perform the essential functions of that position." An employer need not provide the accommodation requested if it would cause the employer "undue hardship" or "significant difficulty or expense." Any employee has the right to request a reasonable accommodation. The process for this request is as follows:

- A. Submit your written request to the HR Coordinator (Ken Gatson) and Head of School (Dan Newcott) - your request should include your full name, the name of your healthcare provider, identification of your specific problematic job tasks, and your ideas for reasonable accommodations.
- B. Once received, the HR Coordinator, within 3 business days of the receipt of the request, will initiate the interactive process in which the employee, their health care provider, and the employer will share information about the nature of the disability and the limitations that may affect the employee's ability to perform essential job duties. This interactive process will include a good-faith effort by DMA and the employee to discuss the limitations or performance issues the employee's disability may pose. The purpose of this discussion is to determine what (if any) accommodations may be needed. Following the initiation of the interactive process, the employee should be prepared to provide appropriate documentation from a health care provider regarding the nature of any impairments(s), severity, duration, activities limited by the impairments(s), and the extent to which the impairments(s) limits the employee's ability to perform the job's essential duties and functions. In the event DMA needs to consult with the employee's health care provider directly, the employee will need to sign a written medical release form. Following the completion of the interactive process, which will not unduly be delayed or prolonged, a determination will be made following the ADA guidelines as to whether the employee has a disability that is qualified under the ADA. If yes, the employee will be notified within 3 days of this determination that they qualify and that reasonable accommodations will be implemented.
- C. The duration of time for the enactment of accommodations will vary based on the nature and extent of the accommodations required but will be completed expediently without undue delay.

Lactation Accommodation

DMA shall provide reasonable unpaid break times or permit an employee to use otherwise paid break or meal time to express breast milk for her nursing child each time that the employee has reasonable need to express breast milk for up to three years following childbirth. Generally, each break shall be no less than twenty to thirty minutes. Employees can also elect to take shorter breaks for this purpose.

Once DMA becomes aware that an employee is seeking an accommodation under this policy, DMA will designate a room or other location (other than a restroom or toilet stall) which shall be made available for use by such employee to express breast milk. This lactation space will be a place that is: (i) in close proximity to the employee's work area; (ii) well lit; (iii) shielded from view; and (iv) free from intrusion from other persons in the workplace or the public. The lactation space will include (at a minimum) a chair, a working surface, nearby access to clean running water and an electrical outlet. DMA will provide a space in compliance with these standards unless doing so causes an undue hardship as recognized by applicable law. In that instance, DMA will make reasonable efforts to provide a space (other than a restroom or toilet stall), that is in close proximity to the employee's work area where the employee can express breast milk in privacy.

If the sole purpose or function of the lactation space is not dedicated for use by employees to express breast milk, the location shall be made available to employees for this purpose when needed, and shall not be used for any other purpose or function while in use by such employee. DMA will also allow employees to access available refrigeration for the purposes of storing the expressed milk. DMA will notify employees as soon as practicable when the lactation space has been designated for use by employees to express breast milk.

Notice Of Non-Discrimination

The Delaware Military Academy does not discriminate on the basis of sex in its educational programs or activities as required by Title IX. Any questions, or to file a formal complaint, should be directed to the Title IX Coordinator:

Kenneth Gatson

kenneth.gatson@dma.k12.de.us, (302) 998-0745

The Delaware Military Academy does not discriminate on the basis of race, color, and national origin in its educational programs or activities as required by Title VI. Any questions, or to file a formal complaint, should be directed to the Title VI Coordinator:

Jeremy Jeanne, Athletic Director

Jeremy.jeanne@dma.k12.de.us, (302) 998-0745

The Delaware Military Academy does not discriminate on the basis of race, color, or national origin in the education programs or activities it operates and that is required by Title VI not to discriminate in such a manner. Any questions, or to file a formal complaint, should be directed to the Title VII Coordinator:

Amy Tocyloski, Dean of Instruction/Special Education & 504 Coordinator

Amy.tocylowski@dma.k12.de.us, (302) 998-0745

Human Resource Complaints

If a staff member has an HR-related complaint, the following process will be used:

- The staff member should submit the complaint in writing. The complaint can be submitted to any of the following people:
 - the HR coordinator
 - the Commandant
 - the Chair of the Board of Directors
- Within 3 business days of receipt of the complaint, the person receiving the complaint will meet with the staff member to gather information and begin the investigatory process, which will be an interactive process with the complainant, any other person(s) involved in the complaint, and any relevant parties that support the investigatory process
- Within 3 days upon completion of the investigation, the staff member will receive the results of the investigation, as appropriate
- If the staff member is not satisfied with the outcome of the investigation, the Commandant and/or Chair of the Board of Directors will serve as the point of escalation for further action

DMA Policy for Appropriate Adult Conduct with Students

Objective: Delaware Military Academy staff members have an obligation to promote the health, safety, and wellbeing of students by establishing and maintaining role-appropriate communicative, physical, emotional, and social boundaries in their interactions and relationships with students. Maintaining appropriate boundaries promotes (1) structure, safety, security, and predictability in an educational environment; (2) consistency in students' understanding of staff members' roles and responsibilities; and (3) appropriate objectivity in each staff member's performance of his/her District- authorized role(s).

Legislative Requirement: This policy shall be adopted by the District as required by the changes to the Delaware State Code noted here in 83 Del.Laws C.408, Section 1.

Policy Scope: The Districts expectation is that a staff member's interactions with students will be grounded in the staff member's District-authorized role and remain consistent with the scope of the staff member's assigned duties and responsibilities. The District recognizes that the vast majority of staff members maintain appropriate relationships and boundaries in their own interactions with students. However, one purpose for identifying rules, guidelines, and standards in written policy is to assist such staff in identifying potentially inappropriate conduct by others that should be reported for further investigation or supervisory follow-up. It is not practical to establish an exhaustive list of rules that expressly define appropriate and inappropriate conduct in all situations. Staff-student relationships may become inappropriate depending on, for example, the frequency, timing, or location of any meetings, activities, or communications between the staff member and a student, and/or due to the specific nature,

purpose, or subject matter of any meetings, activities, communications, or other conduct. The consent or purported consent of the student and/or his/her parent or guardian does not alone determine whether a staff member has maintained appropriate boundaries.

Examples of inappropriate conduct: The following are examples of conduct that constitute an inappropriate staff-student relationship and/or a failure to maintain appropriate staff-student boundaries:

1. No staff member may engage in a relationship, interaction, or communication with a student that is sexual or romantic in nature. This includes, but is not limited to: dating, making sexual or romantic advances toward a student, accepting or encouraging any sexual or romantic advance initiated by a student, having sexual contact with a student, or communicating with a student using sexual innuendo or in a sexually-explicit or sexually-suggestive manner. Such communications may be either verbal, written and/or electronic and the location of origination of such communication is not relevant to their matter, the nexus to the learning environment rests with the staff members employment status with the District.
2. No staff member may engage in grooming behaviors with any student. In this context, grooming is defined as any conduct or communication that fosters, exploits, or is intended to gauge a student's vulnerability or willingness to engage in inappropriate behavior. Grooming may involve a course of repeated or escalating conduct that normalizes inappropriate conduct from a student's perspective or otherwise desensitizes a student to inappropriate behaviors. Grooming often involves but is not limited exclusively to sexual contexts. Examples of conduct that can constitute grooming include:
 - a. Singling out a student for inordinate and inappropriate special attention, which may include exchanging special gifts, arranging to meet or communicate at inappropriate times or locations or without a sufficient school-related purpose, or making sexually-suggestive or otherwise inappropriate comments about the student's body or appearance.
 - b. Engaging in expressly or implicitly sexualized communication, including exchanging information about a student's or an adult's sexual experiences or communicating other sexual content or sexual subject matter.
 - c. Stating or agreeing that any inappropriate conduct or communications between the staff member and a student will be secrets or confidences that should not be shared or disclosed to others.
 - d. Using threats, bribery, fear, intimidation, harassment, embarrassment, or guilt to encourage secrecy in the relationship or to facilitate the start or continuation of inappropriate conduct or an inappropriate relationship.
3. No staff member may engage in any activity, conduct, or communication that constitutes, encourages, or invites either unlawful conduct or conduct that would unreasonably endanger the safety or well-being of any person. Such activity may be either verbal, written or communicated electronically.

The following expectations are necessarily context-sensitive and require staff members to reasonably exercise judgment and discretion in particular circumstances in order to maintain appropriate boundaries with students:

1. Staff shall not engage with students in inappropriately peer-like social relationships via activities or communications that reasonably may compromise the staff member's ability to perform his/her District role, including his/her ability to serve as an effective and objective adult authority figure.

2. Staff shall not foster, encourage, or maintain relationships with students in which there is an inappropriate level of communicative, interpersonal, or emotional intimacy that reasonably may compromise the staff member's ability to perform his/her District role, including his/her ability to serve as an effective and objective adult authority figure, even though there may be no sexual or romantic aspect to the relationship.

In-Person or Physical student interactions: Staff shall appropriately limit their physical contact with students. For example, staff are expected to avoid physical contact with students that, taken in context, a reasonable person would be likely to perceive as suggestive of romantic/sexual interest or involvement, or as inappropriately familiar or intimate and without a legitimate purpose.

- 1. One-on-one meetings with students**

There will be times when adults are alone with students to discuss legitimate educational issues, including discipline or academic performance, for example. When possible, adults should meet one-on-one with students in a public space, such as libraries, open classrooms, or in places observable by others, such as offices or classrooms with windows and unlocked, ajar doors. When supporting students with sensitive issues, as is common for staff such as counselors and social workers, it is appropriate to provide a private setting. To maintain transparency, it is also good practice to let others know when and where meetings with a student will occur.

- 2. Physical contact with students**

Adults should not initiate any physical contact without a legitimate educational purpose including offering public greetings, positive acknowledgments, or responding to a crisis. There are times when adults have a legitimate educational purpose to initiate physical contact with a student, and noninvasive contact, such as "high fives" or fist bumps to acknowledge a job well done are fine. In other instances, adults may be required to assist an injured student or a student with special needs who requires physical assistance. Likewise, adults may need to touch a student's arms or hands to redirect them in an activity. Coaches, music teachers, and other instructors may have a need for physical contact as a method of instruction. Adults need to be aware of what kinds of physical contact with which a student is and is not comfortable and limit physical contact to only that which is necessary for a legitimate purpose. In addition, any conduct which may meet the definition of a "restraint" must be reported as required in [Delaware Regulation 610 Limitations on Use of Seclusion and Restraint](#).

Mandatory Reporting Requirements: As noted in Delaware Code, Title 16, Chapter 9 Reports and Investigations of Abuse and Neglect as well as Title 14, Chapt 41 § 4112. Reporting school crimes. Staff members, just as any reasonable person within the State of Delaware, are mandatory reporters with the responsibility to report any witnessed or reported allegations of misconduct to their Administrator as well as Law Enforcement AND the Department of Family Services Hotline.

All District staff are required to promptly report any known or reasonably suspected violation of this policy to their Administrator and/or the District's Title IX Coordinator. The obligation to report based on reasonable suspicion applies to incidents and circumstances that are known by the staff member and that a reasonable person in the staff member's role would identify as a probable violation of this policy. The District will not impose consequences against a staff member who reasonably and in good faith determines that a specific situation does not rise to the level of reportable conduct. Staff members are further encouraged to contact their District Title IX Coordinator any time that they have questions or concerns about the scope and possible application of this policy or any rules or guidelines adopted under this policy.

The District encourages all other persons, including students, parents, or other community members, to also submit any reports, complaints, or concerns regarding possible violations of this policy to District Title IX Coordinator.

The District will not retaliate against or, to the extent within the District's reasonable control, tolerate any harassment or retaliation by others against a person for making a good-faith report or for cooperating in any investigation commenced under this policy.

Appropriate Means of Communication: Unless otherwise expressly permitted by Board Policy or this Rule, District staff may only engage in electronic communication with students using a District-provided or otherwise District-approved means of electronic communication (e.g., a District-approved social media account, a District-provided online learning platform, or a District-provided email account). The District will establish and maintain a list of District-approved means of electronic communications. The expectation that staff members will use a District-approved means of electronic communication shall not be interpreted or applied in a manner that would restrict common and practical activities in school-related settings that, by their nature, already have a high degree of accessibility/visibility, such as using a microphone or sound system to communicate to a group.

Approved Communication Methods:

- BAND communication system
- Messages through the school Learning Management System (LMS)
- Messages through the school Student Information System (SIS)
- Work-assigned email address (@dma.k12.de.us)

District staff are prohibited from communicating electronically with students using a personal (i.e., non-District) email, text messaging, or social media account unless (1) exigent

circumstances are present that suggest that there is an imminent threat to the health, safety, or property of any person and the staff member promptly communicates their reliance on this exception to the school principal or to another appropriate administrator; or (2) District Title IX Coordinator has granted written approval for such communication for a limited purpose. For purposes of this paragraph, prohibited communication includes using a staff member's personal account to "friend" or "follow" a student's social media account(s) or to accept a similar request from a student.

If a District staff member receives an unsolicited electronic communication from a student that was sent to a personal account, the staff member should not reply to the student using the personal account unless authorized to do so by an appropriate administrator or supervisor or unless exigent circumstances are present that suggest that there is an imminent threat to the health, safety, or property of any person.

If a District staff member receives any electronic communication from a student that a reasonable person would perceive as crossing appropriate staff- student boundaries or as being otherwise inappropriate, or if the staff member has relied on the exception for exigent circumstances to communicate with a student using a personal account, the staff member shall report the contact to the school principal or to another appropriate administrator as soon as possible. If necessary, an administrator will advise the staff member on the means and content of an appropriate response or follow-up, which may include:

1. A parent contact;
2. A statement that the student's communication to the staff member was inappropriate or addressed matters that are outside the boundaries of the staff member's responsibilities;
3. A statement that the student is expected to refrain from initiating similar communications in the future;
4. Identification of appropriate means and content of communication that the student should use to contact the staff member moving forward.

District staff may not initiate a communication with any student using a form of electronic communication that does not enable the staff member to retain a record of the communication (e.g., Snapchat) unless: (1) the particular form or means of electronic communication has been provided or approved by the District (e.g., certain online learning platforms); (2) the staff member is communicating with a student via voice call at an appropriate time and when doing so is reasonably expected or necessary in the normal course of the performance of the staff member's District role and responsibilities; or (3) exigent circumstances are present that suggest that there is an imminent threat to the health, safety, or property of any person and the staff member promptly communicates their reliance on this exception to the school principal or to another appropriate administrator.

Except as authorized by the District, District staff may not delete or destroy any record of an electronic communication with a student that was sent or received in connection with the staff member's District-authorized role. If any such electronic communication with a student

occurs outside of a District- provided system, application, or account, the staff member should, to the extent feasible and consistent with student record confidentiality, forward a complete electronic copy of the relevant record to a District-controlled system, application, or account. If forwarding a copy of any such record is not feasible, then, prior to deleting any such record, the staff member is expected to seek additional direction from District Title IX Coordinator regarding retention of the record.

Human Resources Requirements:

1. Release of information regarding substantiated violations of this Policy to future potential employers.

As part of this policy, all new and existing employees, as defined herein, shall be aware that any substantiated reports of misconduct will be reported as part of any subsequent reference check conducted after the conclusion of the District investigation. This reporting requirement shall occur regardless of whether a criminal case has been pursued or adjudicated within the criminal justice and court system. The release of this information does not depend upon the current status of employment within the District and/or how the nature of the conclusion of the employees employment with the District. This reporting will only be based upon a substantiated violation of the policies and procedures enumerated above.

2. Screening process for potential new hires.

As required by Code, the Human Resources Department shall implement such screening processes necessary to seek information from previous employers in regards to potential incidents of adult sexual misconduct.

Definitions:

1. District Staff: As used in this policy, "District staff" (or "staff" or "staff member") includes all full-time, part-time, and substitute District employees, including as examples teachers, pupil services staff, student health/medical staff, administrators, supervisors, support staff, activity directors, coaches, and athletic trainers. For purposes of this policy, "District staff" also includes District-authorized student teachers; District-authorized interns and practicum or fieldwork students; and District-authorized adult volunteers who are serving in a role that would otherwise be filled by a District employee (e.g., a volunteer coach) or that involves significant responsibility for the independent supervision of one or more students. "District staff" under this policy also includes independent contractors and employees of contracted service providers when such persons have a role that involves a regular presence on school grounds or regular, direct interaction with District students.

a. It is a requirement of this Policy that any of the individuals which meet the requirements noted in the above definition MUST be notified of their responsibilities to comply with the scope of this Policy in writing at the time of employment or the beginning of their service within the school community.

2. **Students:** As used in this policy, the term “District students” (or “student” or “students”) includes all pupils currently enrolled in any District school, including part-time students and students who are age 18 or older, and also includes any individual of school-age who is participating in any District-sponsored class, program, or activity that is offered for children and other school-age youth. The age of the student and the staff member or not relevant to the administration of this Policy as the focus is on the Staff Members role in relation to the Student at the time of the alleged Policy Violation.

PARENTAL LEAVE POLICY

PURPOSE

DMA recognizes the importance of maintaining a healthy workforce and providing economic stability for employees during initial caring for and bonding with children. This statement sets forth the Delaware Military Academy's policy and procedures for the use of Parental Leave in accordance with Chapter 29, Sections 5120 and 5253 of the Delaware Code.

STATEMENT OF POLICY

This Policy entitles Eligible Employees to the following benefits:

- An Eligible Employee may take up to twelve (12) calendar weeks of Parental Leave during the twelve-month Covered Period following the date of a Qualified Birth or Adoption and is guaranteed that his or her benefits will not be altered or terminated and that he or she will not be fired as a result of taking Parental Leave;
- In the event that any full-time employee has a pregnancy complication that warrants a prolonged or extended hospitalization of the mother or the infant, the mother shall be entitled to unpaid leave for at least six (6) calendar weeks;
- Without regard to length of employment, a full-time or part-time employee may use accumulated sick leave upon a Qualified Birth or Adoption; and
- DMA shall not alter or terminate the benefits or employment of any full-time employee as a result of taking Parental Leave.

DEFINITIONS

- Covered Child is the child born or adopted in a Qualified Birth or Adoption, provided the child adopted shall not be more than six (6) years of age.
- Covered Period is the 365-day period following the date of the Qualified Birth or Adoption.
- Eligible Employee is any full-time employee who has been employed full-time by DMA for at least twelve (12) continuous months as of the date of the Qualified Birth or Adoption.
- Family and Medical Leave Act (FMLA) Leave is federally mandated leave that entitles eligible employees to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave.
- Parental Leave is up to twelve (12) calendar weeks of paid leave for the purposes of caring for or bonding with a newborn or caring for or bonding with a Covered Child during the Covered Period. Parental Leave may be taken in full or as intermittently as Intermittent Leave.

- Qualified Birth or Adoption (QBA) is the date of birth of the employee's child or the date of the adoption of the employee's child, provided the adopted child is no more than six (6) years of age.
- Short-Term Disability (STD) is a benefit that entitles employees enrolled in the Disability Insurance Program with partial income replacement for up to 182 calendar days should the employee become disabled due to a covered accident, sickness or pregnancy.

OVERLAP WITH OTHER LEAVE

- Parental Leave runs concurrently with FMLA leave and STD leave.
- Parental Leave may be used to cover the STD elimination period for a Qualified Birth or Adoption or to supplement the STD benefit in an amount not to exceed 100% of the employee's creditable compensation following a Qualified Birth or Adoption. "Creditable compensation" is the base rate of compensation received by the employee on the last day of employment before the Qualified Birth or Adoption.
- An employee who is not qualified for FMLA or who has exhausted his or her FMLA leave is not disqualified from the benefits of this Policy.
- An employee who becomes eligible for FMLA while on Parental Leave must apply for FMLA and, if eligible, use all available FMLA leave.
- Sick leave and annual leave may not be taken if Parental Leave is available.

PROCEDURES

To apply for Parental Leave, an Eligible Employee shall:

- Submit the request in writing to his or her supervisor, the Chief Financial Officer, or the Commandant at least thirty (30) days in advance of the QBA. When thirty (30) days' notice is not possible, the employee must make the request as soon as practicable.
- Complete the Parental Leave Request Form, the FMLA Forms, and initiate the STD claims process, as applicable.
- Notify the employee's supervisor and the CFO verbally or in writing upon the birth or adoption of a child. This obligation is for both parents if both are covered employees under this policy.
- Provide legal documentation of birth or adoption of a child within thirty (30) days of the birth or adoption or as soon as it becomes available to employee's human resources representative. The name of a legal parent must appear on the birth certificate, a legal document establishing paternity, or a legal document establishing adoption. Situations where a legal document cannot be provided at the time of birth or adoption, or within the required timeframe or a reasonable time thereafter, will be considered on a case-by-case basis. Examples of legal documents that will be considered are: a report of birth, a birth

certificate, an adoption order. The legal documents provided shall show the date of birth or date of adoption, age of child at the time of adoption, and the name of the parent(s).

- Provide further notification to the employee's agency human resources representative of any changes to his/her approved schedule or intended return to work date.

DMA shall:

- Communicate available leave options with the employee within seven (7) business days of receiving notice or a request for Parental Leave.
- Provide the requesting employee acknowledgement of the Parental Leave request and initial approval, if applicable, within seven (7) business days of receipt.
- Keep the employee's supervisor apprised of any revisions in a Parental Leave request.
- Failure to comply with procedures listed in this section may result in delay or denial of Parental Leave.

OTHER

- In the event two (2) Eligible Employees are eligible for Parental Leave for the same Qualified Birth or Adoption, both Eligible Employees will be entitled to the full amount of available Parental Leave.
- Multiple births or adoptions or the birth or adoption of multiples does not extend the length of Parental Leave.
- Parental Leave has no cash value upon the separation of the employee. It may not be accrued, banked, or donated.
- Misuse or attempted misuse of Parental Leave, including use of time off granted under this Policy for reasons other than Parental Leave, will subject the employee to corrective action, up to and including termination.

Family Medical Leave

The Family and Medical Leave Act (“FMLA”) provides certain employees with unpaid job-protected leave.

The National Defense Authorization Act (“NDAA”), is an amendment to the FMLA that provides additional job-protected leave rights to eligible employees who provide care for covered service members with a serious illness or injury (“Military Caregiver Leave”), and to eligible employees who must attend to certain qualifying exigencies arising out of the fact that a covered military member is on active duty or has been notified of an impending call or order to active duty in support of a contingency operation (“Qualifying Exigency Leave”).

Employees’ Rights Regarding Family Medical and Military Leave

Leave Time

The FMLA provides eligible employees with up to 12 workweeks of unpaid leave in any 12-month period.

The NDAA provides eligible employees with up to 12 workweeks of unpaid leave for Qualifying Exigency Leave in any 12-month period. The NDAA provides eligible employees with up to 26 workweeks of unpaid leave to care for the service member. Military Caregiver leave is available only during a single 12-month period.

Intermittent and Reduced-Schedule Leave

FMLA leave may be taken “intermittently” or on a “reduced leave schedule” under certain circumstances.

“Intermittent” leave is FMLA taken in separate blocks of time for a single qualifying reason.

A “reduced leave schedule” is a leave schedule that reduces the employee’s usual number of hours worked per workweek or per workday, usually involving a reduction that changes the employee’s status from full- to part-time.

These types of FMLA leave may be taken for periods of one hour or more.

Intermittent and Reduced-Schedule FMLA leave may be taken because of the employee’s own serious health condition, because the employee needs to care for a covered family member, or to care for a covered service member, but only if there is a medical need for leave that can be best accommodated through an intermittent or reduced leave schedule.

Qualifying Exigency leave may be taken on an intermittent or reduced-schedule basis, as well.

Job Restoration

Upon return from FMLA leave, an employee will be restored to his or her original job, or to an “equivalent” job, which means virtually identical to the original job in terms of pay, benefits and other employment terms and conditions.

Maintenance of Health Benefits

Any applicable health insurance coverage will be maintained for an employee on FMLA leave on the same terms as if the employee continued to work.

The employee’s normal share of health-insurance premiums must still be paid by the employee during FMLA leave. DMA’s obligation to maintain health benefits under the FMLA stops if and when:

- an employee informs the employer of an intent not to return to work at the end of the leave period; or
- if the employee fails to return to work when the FMLA leave entitlement is exhausted; or
- if the employee’s premium payment is more than 30 days late and DMA has given the employee written notice at least 15 days in advance advising that coverage will cease if payment is not received.

Anti-Retaliation and Other Protections

An employee who exercises his or her rights under the FMLA will not be subject to adverse employment action as a result. The FMLA prohibits an employer from interfering with, restraining, or denying the exercise of any FMLA-related rights. It also prohibits an employer from terminating or otherwise discriminating against any person for opposing or complaining about an act that would be unlawful under the FMLA and from terminating or otherwise discriminating against any employee or prospective employee for having exercised or attempted to exercise FMLA rights.

Important Definitions

- An “Eligible Employee” is an employee with at least one (1) year of consecutive employment with DMA who has worked at least 1,250 hours in the 12 months prior to the start of the FMLA leave. An employee who satisfies these requirements will be eligible for FMLA leave provided the employee has not already exhausted the maximum amount of leave allotted.
- A “serious health condition” is defined under the FMLA as an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health-care provider.
- “Inpatient care” means an overnight stay in a hospital, hospice, or residential medical-care facility, or any subsequent treatment in connection with such overnight stays.

- “Continuing treatment” by a health-care provider includes any one of the following:
- A period of incapacity of more than three consecutive days and any subsequent treatment or period of incapacity relating to the same condition when (a) the employee receives treatment two or more times within the first 30 days from the first day of incapacity; or (b) treatment by a health-care provider that results in a regimen of continuing treatment under the provider’s care.
- A period of incapacity due to pregnancy or for prenatal care.
- A period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one that (a) requires periodic visits for treatment by a health-care provider; (b) continues over an extended period of time; and (c) may cause episodic, rather than continuous, periods of incapacity.
- A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective and the employee or family member is under the continuing supervision of a health-care provider for the condition. Examples include Alzheimer’s, a severe stroke, or terminal stages of a disease.
- Any period of absence to receive multiple treatments (including any period of recovery relating to the treatment), from a health-care provider for (a) restorative surgery after an accident or other injury; or (b) a condition that would likely result in a period of incapacity of more than three consecutive days in the absence of medical intervention, such as chemotherapy or radiation treatments for cancer, physical therapy for severe arthritis, or dialysis for kidney disease.

Procedure: Employee Notice or Request

Timing of Notice of the Need for Leave

An employee must provide at least 30 days advance notice before FMLA leave is to begin if the need for leave is foreseeable based on:

- an expected birth;
- placement for adoption or foster care;
- planned medical treatment for a serious health condition of the employee or covered family member; or
- the planned medical treatment for a serious injury or illness of a covered service member.
- If 30 days’ notice is not practicable, for example, in the event of a medical emergency, notice must be given as soon as practicable. Generally, it should

be practicable to provide notice of the need for leave either the same day or the next business day. An employee who does not provide at least 30 days' notice must explain the reasons why 30 days' notice was not practicable and submit such explanation with the notice of the need for leave.

- Notice must be given just once for each qualified reason.
- The employee must advise the CFO as soon as practicable if the dates of scheduled leave change or are extended, or were initially unknown.
- An employee who may have a need for FMLA leave should notify the CFO as soon as possible to ensure sufficient coverage during the absence.

Content of Notice

The employee must provide notice of the need for leave and the anticipated timing and expected duration of the leave, if known. What specific information must be provided will vary, depending on the situation but must be sufficient to make the employer aware that the reason for leave is covered by the FMLA.

- This may include information that a condition renders the employee unable to perform the functions of the job; that the employee is pregnant; that the employee has been hospitalized.
- It also may include information about whether the serious health condition of the employee or the employee's covered family member makes leave necessary.
- If the leave is due to a qualifying exigency, this information may include that a covered military member is on active duty or call-to-active-duty status, and that the requested leave is for one of the identified reasons.
- If the leave is for a family member, this information may include that the condition renders the family member unable to perform daily activities, or that the family member is a covered service member with a serious injury or illness.
- When an employee seeks leave due to an FMLA-qualifying reason for which he has previously received FMLA leave, the employee must specifically reference the qualifying reason for the leave or must specify that the leave is FMLA-qualifying. Calling in "sick" without providing more information will not be sufficient notice to trigger FMLA rights.
- An employee who requests FMLA leave may be required to furnish additional information for the purposes of determining whether the leave does qualify for a designation of FMLA. Failure to respond to DMA's questions designed to determine whether an absence qualifies for the protections of the FMLA

Form of Notice

- Requests for leave must be made in writing and must identify the reasons for the requested leave, the anticipated duration of the leave, and the anticipated start of the leave.
- The written request must be provided to Human Resources. Failure to comply with these requirements may result in the FMLA-qualifying leave being denied or delayed. If the employee's failure to respond prevents DMA from determining whether the leave is FMLA-qualifying, FMLA leave may be denied.

Scheduling Planned Medical Treatment

When planning medical treatment, the employee must consult with Human Resources and/or his or her supervisor and make a reasonable effort to schedule the treatment so as not to disrupt DMA's operations. Employees are expected to consult with their supervisors and/or HR prior to the scheduling of treatment in order to work out a treatment schedule that best suits the needs of DMA and the employee.

Procedure: Employer Notices

Notice of Eligibility

Upon receipt of an employee's notice of the need for FMLA leave, DMA will provide notice of the employee's eligibility for such leave. This "eligibility" notice will be made within 5 business days after receiving the employee's request. If the employee is not eligible for FMLA leave, the notice will give at least one reason for such ineligibility. Eligibility notice may be oral or written.

If the employee has a subsequent need for FMLA leave during the 12-month period, another Eligibility notice will not be provided unless the employee's eligibility status has changed. In that case, the employee will be notified within 5 business days of the change in status.

If the employee is required to provide a medical certification or, for military family leave, certification of a qualifying exigency, a copy of the form and notice that certification is required, will be provided with the Eligibility notice.

Notice of Designation

A request for leave will be designated as FMLA-qualifying or not FMLA-qualifying within 5 business days from the date we receive sufficient information to make this determination. Designation notice is provided for each FMLA-qualifying reason. If the request is designated as FMLA qualifying, the notice will contain:

- the number of hours, days, or weeks that will be designated as FMLA leave;
- information about a fitness-for-duty certification if required;
- a list of essential job duties if a medical certification will be required;

If the request is not designated as FMLA qualifying, the notice will include the reason for such determination.

Substitution of Paid Leave

DMA requires accrued paid leave (PTO), to be used to cover some or all of the FMLA leave taken when available. Accrued PTO, if any, will run concurrently with FMLA-designated time off.

Medical Certifications

DMA will require that the need for leave for a serious health condition of the employee or the employee's immediate family member be supported by a certification issued by the treating health-care provider. The certification must be signed and completed by the health-care provider who is treating you for the serious medical condition at issue or, in the case of leave taken for your family member, the family member's treating health-care provider.

Content of the Certification

When required, a medical certification must be complete and provide enough information for DMA to determine whether a serious health condition exists. A certification that is vague, ambiguous, or non-responsive will not satisfy this obligation. Similarly, a certification is not complete if any of the entries are left blank.

You will be advised in writing if the certification is incomplete or insufficient. You will also be informed of what additional information is needed and provided 7 calendar days to cure the deficiencies. If deficiencies are not cured or if the certification is not provided at all, FMLA leave will be denied.

Timing of Submission of a Certification

The completed form must be returned to Human Resources at time the notice of the need for leave is given or within 5 business days of the request. If the need for leave is unforeseen, the certification must be returned within 5 business days after the leave begins. If, after the leave begins, there is reason to question the appropriateness of the leave or its duration, we may request certification at that time. In that case, you must submit the completed certification within 15 calendar days of the request.

Consequences of Failure to Comply

It is the employee's responsibility to either furnish a complete and sufficient certification or to furnish the health-care provider with any necessary authorization to release a complete or sufficient certification directly to DMA's designated agent. Failure to do so will result in the denial of FMLA leave and may result in other discipline, up to and including termination.

Qualifying Exigency Leave

This first type of military family leave allows an eligible employee to take up to 12 workweeks of unpaid leave and is designed to assist families with non-medical needs. This type of leave is provided because of any qualifying exigency arising out of the fact that the covered service member is (a) on active duty; or (b) has been notified of an impending call or order to active duty.

Eligibility

In addition to the normal eligibility requirements of the FMLA, an employee seeking Qualifying Exigency leave also must be the spouse, parent, or child of a covered service member. Under this type of leave, only members of the National Guard and Reserves can be considered a covered service member.

Qualifying Reasons for Leave

There are 8 types of qualifying exigencies, including:

- short-notice deployment (seven or less calendar days);
- military events and related activities in advance of and during deployment;
- child-care and school activities (e.g., to arrange for childcare on an urgent, immediate-need basis);
- financial and legal arrangements (e.g., to prepare and execute powers of attorney or to prepare a will or living trust);
- non-medical counseling (for the employee, the service member, or a child);
- rest and recuperation (up to five days);
- post-deployment activities (to attend ceremonies and briefings for up to 90 days or to address issues relating to the service member's death; and
- additional activities agreed to by the employee and DMA.

Certification and Verification

An employee seeking Qualifying Exigency Leave may be required to provide a copy of the service member's orders or other military documentation, showing the call to active duty and the expected dates of active-duty service. This data may be verified with the Department of Defense.

The employee also may be required to certify the reason for leave, which may be a statement or description, signed by the employee, of appropriate facts. It should include the approximate dates and purpose of the absence and, if for reduced or intermittent leave, an estimate of the frequency and duration of the qualifying exigency.

Military-Caregiver Leave

Eligibility

As with Qualifying Exigency leave, an employee seeking Military-Caregiver leave must meet the normal eligibility requirements of the FMLA and also must be the spouse, parent, child, or next of kin of a covered service member.

For this type of leave, the definition of “covered service member” is not limited to members of the National Guard and Reserves but includes the regular Armed Forces, as well. To be covered, the service member must:

- have incurred a serious injury or illness in the line of duty on active duty that renders the member medically unfit to perform the duties of his or her military office, grade, rank or rating; and (b) who is undergoing medical treatment, recuperation, or therapy; or
- be in military outpatient status, or
- be on the temporary disability retired list.

Certification and Verification

An employee who seeks to take military-caregiver leave may be required to obtain a certification from the service member’s authorized health-care provider. The employee may be required to provide information sufficient to determine whether the injury or illness qualifies for leave, as well as the expected duration and frequency of the need for the employee to take leave. And, as with traditional FMLA leave, the employee may be required to provide information to show that the employee is eligible for this leave, such as a statement of the family relationship, and the service members’ military status.

LINKS TO FORMS

Parental Leave Request form: <https://dhr.delaware.gov/policies/documents/parental-leave-request-form.pdf>

FMLA forms: <https://dhr.delaware.gov/forms/index.shtml>

SHORT-TERM DISABILITY INSURANCE (STD)

DMA follows the short-term disability insurance program implemented by the State of Delaware. Employees who will need to be absent for a period of time greater than 30 calendar days shall contact the DMA Chief Financial Officer ("CFO"), Kenneth Gatson to discuss procedures. These individuals shall apply for short-term disability before the end of the 30 calendar days.

- **Elimination Period**

The first 30 calendar days of an absence are the elimination period for short-term disability. During the elimination period, an employee must contact the short-term disability insurance carrier, The Hartford, to make a claim and have verifying medical information forwarded by a physician.

- **Pay During Days 1 to 30**

During days 1 to 30 of the elimination period, an employee shall be paid if he/she has sick or vacation leave available. An employee without sick or vacation leave shall be placed on an unpaid Leave of Absence.

- **Approval from Short-Term Disability Insurance Carrier**

On days 31 to 182 of an absence (or until an employee returns to work), the short-term disability insurance carrier, The Hartford, shall forward an approval form to the CFO to process the short-term disability pay, generally 75% of the employee's base salary.

- **Use of Sick and/or Vacation Leave**

If an employee has sick and/or vacation leave available, he/she may elect to use 25% of such leave during the period of disability to bring his/her salary to 100%.

RIGHT TO KNOW ACT

All staff of the Delaware Military Academy should read and become familiar with the following general Right-to-Know training topics:

1. Explanation of the Right-to-Know Act

The act is intended to provide employees with access to **information regarding hazardous chemicals** to which they may be exposed in the workplace.

2. M.S.D.S.

One source of information is the Material Safety Data Sheet. An **M.S.D.S.** contains the name and address of the manufacturer, the chemical name, list of ingredients, physical and chemical properties, hazard information, information on safe handling and storage, and emergency procedures.

3. Labels

A second source of information is reading warning labels. Labels may contain:

- identity of chemical
- signal words – “caution” or “danger”
- hazard statement – “extremely flammable”
- precautions – “avoid breathing”
- instruction in case of exposure
- antidotes
- fire, spill, leak instructions
- notes to physician
- handling and storage instructions

4. General safety and health practices

- Be informed, read labels; ask questions before you use materials that may be hazardous.
- Practice safe work habits, obey safety rules and never take shortcuts when handling or using hazardous materials.
- Use personal protective equipment when required.
- Know emergency procedures, learn first-aid procedures and how to use first-aid equipment as they relate to your area.

Contact source for information regarding hazardous materials and the Delaware Military Academy Compliance Plan

Delaware Military Academy Contact: Dr. Stephanie Scott, Chemistry Teacher
Right-to-Know Information Office,
Delaware Division of Public Health
1-800-554-INFO

DMA SEXUAL HARASSMENT PREVENTION POLICY

The Delaware Military Academy prohibits sexual harassment of or by any cadet or staff member. This regulation applies to conduct on the school bus, during school, and all school sponsored activities. All individuals have a right to be educated and work in an environment free from sexual harassment.

Definition of Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. The conduct has the purpose or effect of having a negative impact on the cadet's or employee's academic or work performance, or of creating an intimidating, hostile or offensive educational environment for a cadet or employee
2. Submission to or rejection of the conduct by the cadet or employee is used as the basis for any decision affecting the cadet or employee regarding academic status or progress, benefits and services, honors, programs or activities available at or through the school and workplace.

Examples of conduct which may constitute sexual harassment and would therefore be prohibited include:

1. **Unwelcome** leering, staring, sexual flirtations or propositions.
2. **Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading** descriptions.
3. **Unwelcome** graphic verbal comments about an individual's body, or overly personal conversation.
4. **Unwelcome** sexual jokes, stories, drawings, pictures or gestures.
5. **Unwelcome** spreading of sexual rumors.
6. **Unwelcome** teasing or sexual remarks about cadet enrolled in a predominantly single-sex class.
7. **Unwelcome** touching of an individual's body or clothes in a sexual way.
8. Conditioning academic and/or cadet activity privileges on submission to unwanted sexual conduct from cadets or staff.
9. Cornering or blocking of a sexual nature of normal movements.
10. Displaying sexually suggestive objects in the educational or workplace environment.

Nature of Sexual Harassment

Sexual harassment may occur:

- Cadet to cadet
- Staff to cadet
- Cadet to staff
- Staff to staff
- Male to male
- Female to female
- Male to female
- Female to male

Discipline/Consequences

Any cadet who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in sexual harassment of cadets or staff may be subject to disciplinary action up to and including dismissal.

Reporting Procedure/Investigation

- The Delaware Military Academy encourages and expects cadets and employees to report incidents of sexual harassment immediately.
- Cadets should report any sexual harassment to any teacher or administrator. Employees should report sexual harassment to the Title IX Coordinator, the Commandant or any member of the Board of Directors. Reports made directly to the Board of Directors are subject to the Board's investigation process.
- A signed, written statement outlining the claim of sexual harassment must be submitted.
- Any staff member who has received a signed, written report from a cadet regarding sexual harassment must forward that report immediately to the Title IX Coordinator.
- The Title IX Coordinator will promptly investigate the complaint in a way that respects the privacy of all parties concerned to the extent permitted by law and to the extent practical and appropriate under the circumstances.
- The Title IX Coordinator will forward the results of the investigation to the Title IX decision maker (Commandant).
- The Title IX decision maker will communicate findings, as appropriate, to all involved parties.

FIELD TRIP POLICY

Guidelines for Planning Field Trips

Field trips should be planned as far in advance as possible. Field trip applications must be submitted through the Data Service Center for approval at least one month prior to the trip. If a last-minute field trip opportunity arises, later applications will be considered on a case-by-case basis. Decisions on all field trip requests will be made based on the educational benefit to the cadets, any planned coverage for the proposed trip and the logistics related to cost and transportation.

Those who are planning field trips that will have a school-wide impact should notify the entire staff as soon as possible after the field trip has been approved. Permission slips and information regarding the field trip should go home to parents as least two weeks prior to the trip.

A complete list of all cadets attending the field trip must be given to the nurse and the Dean of Cadets at least **one week** prior to the trip. This will allow enough time for the medical file to be created and teachers to be notified. The medical file must accompany the teacher on the field trip.

It is the staff member's responsibility to make arrangements for those cadets who will not be participating in the trip. These arrangements need to be communicated to the Dean of Cadets one week in advance of the trip. Coverage will be arranged for any staff members attending the trip, if needed. This must be noted on the field trip request form.

Policy Statement

Educational field trips are an extension of the classroom and a valuable supplement to the total school program. Field trips must grow out of the school program. All field trips must have careful pre-planning and appropriate follow-up activities.

Field Trip Guidelines

There are two kinds of field trips that fall under the educational experience. The first are educational field trips that are an extension of the classroom and grow directly out of the school program. Second, are motivational field trips that serve as a reward for positive social and academic behavior. Educational field trips should be closely related to the curriculum and schools should strive to reach a balance of trips among all classes and cadets. Educational field trips should not be treated as a reward but as a part of the instructional program for all cadets. Non-instructional motivational field trips should be limited. Field trips should promote, not interfere with, the fulfillment of instructional goals for individual cadets, classes, or the academy as a whole.

Guidelines for Educational Field Trips

1. Before any field trip, cadets must be given a thorough orientation. This should include:
 - a. Why the trip is being taken
 - b. How the trip fits into the curricula
 - c. What the cadet should expect to see
 - d. What the cadets are expected to know when they return
 - e. What the cadets will do with the information
 - f. How the cadets will be grouped
 - g. The behavior expected of the cadets
2. Provisions must be made for cadets who are unable to participate in a field trip. These provisions should be academically oriented in conjunction with the curriculum or program under study by the field trip.
3. The Dean of Cadets will monitor field trips as they relate to grade levels, educational value, frequency of field trips, and use of instructional time. The Dean of Cadets reserves the right to deny a field trip request.

Guidelines for Motivational Field Trips

1. Teachers must submit a proposal to the Dean of Cadets in a timely fashion for approval of a motivational field trip. This proposal must include:
 - a. Objectives for the trip,
 - b. Clearly measurable criteria for cadets' participation,
 - c. Provisions for any cadet not participating.
2. A child's inability to pay cannot be a reason for a child's non-participation in an academic field trip.
3. The Dean of Cadets will monitor requests for motivational field trips related to age-appropriateness, frequency of trips for a given class, specific needs of the cadets involved, and possible duplication or overlap with other teachers' plans.
4. Provisions should be made for cadets who do not participate in motivational field trips.
5. The Academy reserves the right to deny a field trip request.

The next page is the field trip permission slip which must be completed by the teacher and distributed to the cadets AFTER the field trip has been approved.



Delaware Military Academy Field Trip Permission Slip



Student Name (PLEASE PRINT)			Cadet Grade	
School / Sponsor Information:	Delaware Military Academy Sponsoring Group/Teacher: _____ 112 Middleboro Road Wilmington, DE 19804 (302) 998-0734 (FAX) 998- 3521			
Cadet Contact Information:	Street Address: _____ City: _____ State: _____ Zip: _____ Home Phone: _____ Cadet Cell: _____			
Cadet Uniform				
Destination:				
Date and Time of Event:	Depart: Date: Time:	Return: Date: Time:		
Method of Transportation:				
Lodging: (if applicable)				
List any allergies or possible illnesses that require medicine or treatment during the event	Allergies:			
	Type of Medicine Carried:			
	Currently Treated For:			
	Family Physician: Phone:			
Student Fees: (if applicable)				
Parent/Guardian Contact Information	Street Address: _____ City: _____ State: _____ Zip: _____ Home Phone: _____ Cell Phone: _____ Emergency Contact (Name and Phone #): _____			
I understand that the Delaware Military Academy and the State of Delaware assumes no responsibility beyond normal chaperoning and advisory activities. I further understand that Cadet _____ will strictly adhere to all rules of conduct and dress prescribed by the Delaware Military Academy. I give permission for my cadet to photographed for promotional purposes.				
Signature (Parent/Guardian) and Date				

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RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

EXHIBIT E CURRICULUM GUIDE

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, HOUSING/HOMELESS STATUS OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

2024-2025 Curriculum Guide Delaware Military Academy

The Delaware Military Academy, in partnership with cadets and parents, is working to develop our young men and women to be outstanding scholars, leaders and citizens. We call these the “three ships in our fleet.” We are a college preparatory program, but we recognize that not all our graduates will choose to attend a post-secondary school. Our academic program is intended to ensure that every graduate is prepared, and qualified, to enter a 4-year post-secondary program of study.

There are very few general courses offered at DMA and all cadets are expected to participate in the college preparatory, honors, AP or dual enrollment programs. Our teachers have high standards in the classroom and cadets are expected to work at a high level each day, so they are prepared for the rigors of college, the armed services, an apprenticeship or the workforce.

Cadets are strongly encouraged to complete at least two-honors level courses while at the Academy. Teachers will maintain high academic expectations in the classroom. After school tutoring is available (see the school calendar for details) for cadets who need more time or assistance to meet course requirements. We are continually reviewing and updating our course offerings to reflect the most recent requirements established by private and public universities and colleges for admission.

DMA’s Post-Secondary Statistics (as of the Class of 2023):

- We have graduated 2,242 cadets
- Our graduates have earned a combined 169,988,000 in scholarship monies
- 86% of our graduates go on to a 2-year or 4-year college program
- 10% enlist in the military after graduation
- 4% go directly into the work force

DMA’s Mission

The Mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline. In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities.

DMA’s Philosophy

- The role of the Delaware Military Academy is to educate the entire cadet, paying particular attention to academic, social and emotional needs.
- An education at the Delaware Military Academy fosters citizenship, leadership and self-discipline.

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- Military training gives cadets a sense of responsibility, integrity and morality.
- Responsible citizens have a sense of honor and respect for themselves and for others.
- Hard work, dedication and motivation are essential for learning.
- Cadets, parents and teachers share accountability and responsibility for the cadets' education.
- A safe and enjoyable learning environment promotes positive interaction between cadets and teachers.
- Cadets graduate from the Delaware Military Academy ready to accept an adult role in society.
- Community service builds strong character, unity and a sense of responsibility for others.
- A Delaware Military Academy graduate exhibits creative, critical and independent thinking skills.

Profile of Our Graduates:

Scholarship

- Ability to express oneself effectively in oral and written form
- Ability to think independently
- Proficient in all academic content areas
- Proficient in the use of technology
- Prepared to enter a post-secondary program of study

Leadership

- Ability to give and receive respect
- Ability to set goals, motivate others, and lead by example
- Ability to see a mission through to completion
- Maturity in thought and expression
- Commitment to excellence
- Command presence
- Integrity
- Physical and mental wellness

Citizenship

- Patriotism
- Cultural, political and environmental awareness
- Respect for rules and regulations in the community
- Regard for honesty in self and others
- Compassion and empathy for others
- Sense of duty to serve the community

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DMA Minimum Graduation Requirements

DMA Graduation Requirements are more rigorous than the Delaware Department of Education Requirements but encompass all DOE requirements –

English	4 credits	Electives	3.5 credits
Social Studies	4 credits	Health & Physical Ed.	1.5 credits
Mathematics	4 credits	CTE Pathways	3 credits
Science	4 credits		
World Language	3 credits	A minimum of 3 credits in Naval Science is Required to graduate from DMA	

Upon meeting the Delaware Military Academy standards for graduation and completing the minimum State Standards for a high school diploma a cadet will be eligible for graduation. DMA reserves the right to require additional credits in a specific discipline in response to changes in State Regulations and admission policies for colleges & universities.

State of Delaware Law Graduation Requirements

Source: <https://regulations.delaware.gov/AdminCode/title14/500/505.shtml>

5.0 Credit Requirements for State of Delaware Diploma - Beginning with the Graduation Class of 2019 (Freshman Class of 2015-2016)

5.1 Beginning with the graduating class of 2019, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty-four (24) credits to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in Physical Education, one-half (1/2) credit in Health Education, three (3) credits in a Career Pathway, and three and one-half (3 ½) credits in elective courses.

5.1.1 The student shall earn credit upon completion of Mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses. The student shall complete an Algebra II or Integrated Mathematics III course as one of the Mathematics credits.

5.1.2 Scientific investigations related to the State Science Standards shall be included in all three (3) Science course requirements. The student shall complete a Biology course as one (1) of the Science credits.

5.1.3 The student shall complete a U. S. History course as one (1) of the Social Studies credits.

5.1.4 During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year. Further provided, a student

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participating in a dual enrollment course or dual credit course, as defined in 14 DE Admin. Code 506 Policies for Dual Enrollment and Awarding Dual Credit, shall be considered to be meeting the majority of credits, as long as a credit in Mathematics is earned during the senior year.

5.1.4.1 Senior year credits shall include regular High School course offerings, the options available in Section 8.0, or a combination of both.

5.2 World Language:

5.2.1 Students may fulfill the two (2) credit World Language requirement by either:

5.2.1.1 Earning a minimum of two (2) World Language credits in the same language; or

5.2.1.2 Demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.

DMA Grading Scale:

A	90 – 100	D	66 – 69
B	80 – 89	F	Below 66
C	70 – 79		

Quality Points (by type of class)

	CP	Honors	AP/Dual Enrollment
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1	1
F	0	0	0

DMA Report Cards will be issued within five business days after the close of the marking period. Academic Progress Reports will be sent home or made available to view on HAC between the fourth and fifth week of each marking period. All report cards and interim progress reports reflect the number grade, not a letter grade. This ensures that colleges have a clear picture of a cadet's performance and can accurately compare them against peers with different grading scales. A copy of our school profile is provided to each college or post-secondary program as well.

NOTE: No Course-Adds or Course-Drops will be permitted without a conversation with the Dean of Instruction and parent/guardian. The Dean of Instruction will determine if a cadet may be excused from a specific graduation requirement due to a documented learning issue. Additionally, conferences or review boards may be held to address such events as medical problems or a documented family crisis. In this situation, due dates for required work may be extended to allow the student to make up work within an agreed time limit.

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Granting Credit

Granting course credit requires two things: 1. The cadet earns a passing final grade of 66% or higher in the course; 2. The cadet meets the attendance requirements for that instructional course. Cadets who are failing a course will remain in that course for the remainder of the instructional timeline. Practice in mastery of important skills will help them prepare to succeed when they retake the course. All recovery credit will be completed outside of the school day, at the expense of the cadet and the family. The recovery credit does not replace the original grade; both the original failing grade and the new recovery credit grade will be added in the calculation of the cumulative GPA.

Cadets must pass all of their classes which require 4 credits to graduate to be promoted to the next academic year. DMA does not offer on-site summer courses to earn credit for a course failed during the academic year. It is the cadet's obligation and responsibility to enroll in a "make-up" course to earn credit(s) for any courses "failed" during the academic year.

Credit Recovery may be accomplished by attending summer school at the cadet's district of residence, taking a course through a credit recovery online or correspondence program or any other program that has been approved of the Dean of Cadets or Dean of Instruction. A certified letter is sent at the end of the school year to any cadet who has failed a course. Seniors who fail a first semester course will get a letter in February as well. This letter includes directions for registering for and completing recovery coursework. If a senior needs a credit recovery course to graduate, those credits must be completed by June 1st. All underclassmen recovery credit coursework must be completed no later than **August 10th**.

ACADEMIC LEVEL OF COURSES

Honors Level Courses

Cadets are eligible for honors courses beginning in ninth grade. Ninth grade cadets will be considered for honors level courses based on Red Clay end of course math assessment results and/or DMA placement testing. The following 9th grade honors courses will be available for qualified cadets:

- Honors Introduction to Literature
- Honors Civics and Geography
- Honors Biology
- Honors Geometry or Algebra 2 (depending on 8th grade math course)

Cadets may apply to enter the honors program after 9th grade for any core content area where they have achieved a final grade of 90% or higher in the previous CP level course. Once a cadet has entered the honors track, they must maintain an 80% or higher in the honors course to remain in the honors track unless otherwise specified in the course prerequisites.

Advanced Placement Level Courses

Entrance requirements for AP level courses are defined by the Delaware Military Academy and exceptions can be handled on a case-by-case basis.

AP Calculus AB – A final grade of 90% or higher in Honors Pre-calculus or Honors Calculus

AP Calculus BC – successful completion of AP Calculus AB

AP Biology – successful completion of an honors Biology course with an 85% or higher – seating will be based on your honors Biology grades **ONLY** and will be limited to the top 25 cadets who request the course.

AP Physics – successful completion of Honors Chemistry with an 85% or higher AND must have a minimum SAT mathematics score of 500 AND a minimum ERW (English, Reading and Writing) score of 500 by the end of junior year.

AP Computer Science A – Cadets are identified by the State for this online AP course based on PSAT10 test results. *This is a 100% online course offered outside of the school day.*

AP Microeconomics – This course is open to 10th, 11th and 12th grade cadets who wish to challenge themselves in a college level course. Priority will be given to rising 10th grade cadets who have successfully completed their HONORS civics course with an 90% or

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higher or earned a 95% or higher in CP Civics. 11th and 12th graders who have earned a 90% or higher in any history/social studies honors course are also eligible.

AP Macroeconomics – successful completion of an Honors Level social studies course with a final grade of 90% or higher. Cadets may qualify by earning a 80% or higher in AP Microeconomics.

****Every cadet enrolled in an Advanced Placement course is required to take the College Board assessment at the end of the school year. The test registration fees are the responsibility of the cadet and financial assistance is available for cadets who qualify for free or reduced lunch.*

Dual Enrollment Courses (DTCC & WILMU)

The cooperating college program sets the admission requirements for all dual enrollment courses and they cannot be negotiated. Cadets **may not** move from the College Prep (CP) level to Dual Enrollment unless specifically noted – cadets must successfully complete an honors level course (in the appropriate content area) with a 90% or higher to be eligible for dual enrollment. ***See the course descriptions below for specific details about prerequisites for each dual enrollment course.*** The following dual enrollment courses are offered at DMA for potential college credit:

Composition I (ENG101) - This college course is designed to teach the concepts of critical thinking and reading skills in the context of written response and essay writing. This course introduces and reinforces the skills necessary to complete academic essays and to respond to diverse texts in meaningful ways.

Pre-requisite: Cadets must have a cumulative weighted GPA of at least a 3.0

Composition II (ENG102) - This college course is designed to prepare cadets with the writing, research and speaking skills needed for college and beyond. Academic writing and reasoning are mastered for implementation in all college and career disciplines, and to foster lifelong learning.

Prerequisite: Successful completion of ENG 101 with an 80% or higher

US History: Post Civil War (HIS112) - This course surveys United States history through 1877 to present and covers political, social, cultural, and economic factors that shaped life in the United States.

Pre-requisite: Cadets must have a cumulative weighted GPA of at least a 3.0.

World History II (HIS210) - This course surveys world history from the sixteenth century to the present. Topics include political, social, economic, and cultural developments that shape the patterns of life on the African, American, Asian, and European landmasses.

Pre-requisite: Cadets must have a cumulative weighted GPA of at least a 3.0

Introduction to Criminal Justice (CRJ101) - This course provides an examination of the history and philosophy of the criminal justice system. The structure and function of law

enforcement and the judicial and correctional systems are compared and contrasted with an overview of law and order issues facing the federal, state, and local agencies. Public service careers in the criminal justice system are surveyed.

Pre-requisite: Cadets must have a cumulative weighted GPA of at least a 3.0 AND successful completion (90% or higher) of an honors level course.

Principles of Management (BBM201) - Effective managers are essential to any organization's success. Managers must pay attention to internal and external factors related to their organization. Managers need to develop specific competencies relating to the functions of management, which are planning, organizing, leading, and controlling. Competencies include communication skills, planning and administration, promoting teamwork, strategic initiatives, global awareness, and self-management.

Pre-requisite: Cadets must have a minimum cumulative weighted GPA of 2.75 or higher and successful completion (90% or higher in their last business course) or concurrent enrollment in Entrepreneurship.

Dual Enrollment Costs

DMA will cover the costs of textbooks for cadets enrolled in dual enrollment courses. If a cadet would like to have a textbook for future use, they should purchase their own copy. This would allow them to write in and highlight in the textbooks. This is entirely optional as a textbook will be provided for classroom/home use but must be returned at the completion of the course. Cadets will pay for dual enrollment courses based on the number of potential credits. All dual enrollment courses for the 2024-2025 school year have the potential for cadets to earn three (3) credit hours. The cost per credit hour, not course, will be \$70.00. Cadets will receive invoices from DMA following the conclusion of the drop/add period. Grant funds are available for cadets who qualify for free or reduced lunch. Credit will be earned based on cadet performance in the class, not a single test. Please see the Dean of Instruction if you think you qualify for a reduced fee for the course.

For comparison purposes, here is the cost (per credit hour) for the local colleges:

Dual Enrollment @ DMA	\$70.00 per credit hour
DTCC On-campus Enrollment	\$152.50 per credit hour
Wilmington University	\$399.00 per credit hour
University of Delaware	\$557.08 per credit hour

Delaware Technical & Community College Drop/Add policy

Cadets wanting to drop a course must have a conversation with DMA's Dean of Instruction, and provide written consent from their parent/guardian before a Dual Enrollment course will be dropped from their schedule. The Dean of Instruction will assist cadets with notifying DTCC of the decision. The following guidelines apply: Courses dropped during the first two weeks of the semester will not show on the student's transcript and no grade will be recorded. From the third week through the

tenth week of the semester, students may drop a course(s) and receive a "W" grade on their transcript. After the tenth week, courses may not be dropped. Student requests to drop a course(s) after the tenth week, with a grade of "W" for the course, will be considered only under extraordinary circumstances, which must be documented and approved by the DTCC Dean of Instruction or the Dean's designee. Students who do not officially drop a course(s) according to these guidelines, but stop attending the course will receive an Unofficial Withdrawal grade (U) for the course. An Unofficial Withdrawal grade is calculated in the cumulative index as 0 quality points.

DMA COURSE OFFERINGS

English/Language Arts

Introduction to Literature
World Literature
American Literature
British Literature
Exploring Murder, Mystery and Mayhem NEW!
Lyricists and Linguists (poetry) NEW!
Creative Writing NEW!
Dual Enrollment ENG101
Dual Enrollment ENG102

Mathematics

Algebra I
Geometry
Algebra II
Pre-Calculus
Honors Calculus
Contemporary Mathematics
Honors Statistics
AP Calculus AB
AP Calculus BC

Performing Arts

Marching Band
Concert Choir
Musical Theater NEW!
Music In the Movies
Piano Fundamentals I or II

Military Science

Naval Science I
Naval Science II
Naval Science III
Naval Science IV
Leadership Academy

Business CTE Program

Business Information Tech
Global Business Economics
Entrepreneurship
Dual Enrollment BBM201

Driver's Education

Driver's Education

Social Studies

Civics & Geography
U.S. History I
U.S. History II
World History
Real World Economics
Contemporary Political Issues
Military Leadership in the Media NEW!
Intro to Psychology NEW!
Constitution Quest NEW!
Dual Enrollment HIS112
Dual Enrollment HIS210
Dual Enrollment CRJ101
AP Microeconomics
AP Macroeconomics

Science

Integrated Science
Biology
Chemistry
Physics
Engineering Design NEW!
Human Anatomy & Physiology
Honors Anatomy I
Honors Anatomy II
AP Biology
AP Physics
Optimistic Mindset

10th Gr. ½ Credit Electives

Forensics
Food Science
Marine Science

World Languages

Spanish I
Spanish II
Spanish III
Honors Spanish IV

Health, Gym & Study Skills

Physical Education
Health (online only)
Freshman Seminar

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CURRICULUM AREA (Honors/AP in BOLD)	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
English (4 Credits Required)	English 9 OR Honors English 9	World Literature OR Honors World Lit	American Literature, OR Honors American Lit DTCC ENG101	British Literature, OR Honors British Lit DTCC ENG102
Math (4 Credits Required)	Algebra 1 OR Honors Geometry Honors Algebra 2	Geometry OR Honors Algebra 2 Honors Pre-Calculus	Algebra 2 OR Honors Pre-Calculus Honors Calculus AP Calculus AB	Pre-Calculus Contemporary Math OR Honors Statistics Honors Calculus AP Calculus AB AP Calculus BC
Science (4 Credits Required)	Integrated Science 9 OR Honors Biology	Biology OR Honors Chemistry	Chemistry OR Honors Physics AP Biology	Physics Engineering Design Anatomy & Physiology OR Honors Anatomy I Honors Anatomy II AP Physics
Social Studies (4 Credits Required)	Civics & Geography OR Honors Civics and Geography	US History I OR Honors US History I OR AP Microeconomics	US History II OR Honors US History II OR AP Macroeconomics DTCC HIS112	World History OR Honors World History OR DTCC HIS210

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CURRICULUM AREA	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
Spanish (World Languages)	Spanish 1	Spanish 2	Spanish 3	Honors Spanish 4 (optional elective)
CTE Pathway	N/A	Business Information Technology	Global Business Economics	Entrepreneurship BBM 201*
Naval Science	NS1	NS2	NS3	NS4
Elective Options	Physical Education Marching Band Concert Choir	Food Science, Forensics, <u>OR</u> Marine Science <hr/> Online Health Driver's Education <hr/> Marching Band Concert Choir AP Microeconomics	Murder, Mystery and Mayhem Lyricists and Linguists Creative Writing Piano Fundamentals Musical Theater Marching Band Concert Choir AP Microeconomics AP Macroeconomics Contemporary Political Issues (CPI) Real World Economics D/E Criminal Justice Intro to Psychology Optimistic Mindset AP Microeconomics AP Macroeconomics Military Leadership in the Media Constitution Quest Leadership Academy	Piano Fundamentals Music in The Movies Musical Theater Marching Band Concert Choir Creative Writing Contemporary Political Issues (CPI) Real World Economics D/E Criminal Justice Intro to Psychology Optimistic Mindset AP Microeconomics AP Macroeconomics Military Leadership in the Media Constitution Quest Leadership Academy
<i>The majority of 12th grade science/math options can also be taken as an elective</i>				

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ENGLISH/LANGUAGE ARTS

Introduction to Literature

Cadets learn to analyze literature and to understand the author's purpose and techniques. They develop their vocabulary skills in preparation for PSATs. In addition to improving reading and grammar skills, emphasis is placed on the writing process which includes prewriting techniques, organizing material, creating first drafts, editing, and publishing the corrected final version.

World Literature

This course is a survey of thematically-integrated English and multicultural literature. Cadets learn the relationship between the writing of a literary period and the historical and social forces that characterize that time. The course focuses on both non-fictional and fictional genres with the major literature units being Ibsen's *A Doll's House*, Shakespeare's *Julius Caesar*, Camus' *The Guest*, and Golding's *Lord of the Flies*. There are frequent and varied writing experiences exposing the cadets to different written genres, such as; comparative analysis, literary analysis, reflection papers, and argumentative writing. In composition, the cadets develop skills in writing effective thesis statements, learning how to incorporate evidence to support their arguments, using basic research techniques, evaluating the credibility of sources, and formatting in MLA. Cadets continue to increase their vocabulary skills in preparation for SATs.

American Literature

In this 11th-grade American Literature course, students will embark on a captivating journey through the realms of dystopian literature, exploring its themes, characters, and social commentary. This course will not only delve into the intricacies of dystopian novels, short stories, and poems but also juxtapose them with traditional American texts from pivotal time periods, including the American Revolution, the Romantic Era, and the Gothic tradition. Through critical analysis and comparative study, students will gain a deeper understanding of the evolution of American literature and its reflection of societal values, fears, and aspirations. Throughout the course, students will engage in rigorous literary analysis, critical thinking, and discussion-based activities aligned with Common Core State Standards for English Language Arts. They will develop skills in textual interpretation, evidence-based writing, and oral communication, culminating in assessments that require them to synthesize their understanding of both traditional and dystopian literature.

British Literature

British Literature is a survey course of British Literature and its cultural contexts. Cadets will develop a deeper understanding of British culture, from its earliest beginnings of the English civilization through the modern era, by examining works from a vast variety of British writers and time periods. Cadets will also make relevant, modern-day connections to the texts by relating the studied themes, motifs, and styles to contemporary works of all 21st century mediums. Cadets will also become well-versed in the research and writing process. They will gather extensive knowledge in all parts of the research and documentation process and will be required to submit a Senior Research Paper.

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Exploring Murder, Mystery, and Mayhem NEW!

This English elective course is designed to engage students in the captivating world of murder, mystery, and mayhem through literature, documentaries, podcasts, live theatre, and film. The course will explore various genres, including detective fiction, psychological thrillers, classic courtroom dramas, and studies on true crime, while developing critical thinking, analytical, writing, speaking, and research skills. Students will delve into the works of renowned authors, analyze plot structures, dissect character motivations, and explore the socio-cultural aspects of crime.

Lyricists and Linguists NEW!

This Elective course is open to 11th and 12th grade students to provide both a textual and real-life look at how the music and lyrics of the music of their favored and most influential artists of today have been impacted and shaped by the poetry and rhyming prose of the past. This journey will include the introduction of numerous noteworthy authors, important literary elements, and various ways to analyze thematic poetry. Throughout the course, cadets will learn to demonstrate proficiency through literary analysis of poetry and stanza structure, oral presentation of their own modern musical comparisons of how today's music compares to the prose of each thematic unit, and culminate in writing of their own themed poetry. Goals for the semester: Cadets will obtain essential college and career-ready skills in reading, writing, speaking, and listening. Cadets will meet or exceed the Common Core State Standards (CCSS) for English Language Arts. Cadets will learn, and improve upon, a variety of writing skills, reading comprehension skills, and grammar concepts.

Creative Writing NEW!

This elective course would focus on strengthening students' storytelling abilities and writing skills while using real life, personal experiences as the foundations for their stories. Students would be tasked with writing a series of short stories while learning to employ literary devices such as dialogue, imagery, and character development. Students would also study and model their writing after excerpts from nonfiction narrative texts like Truman Capote's *In Cold Blood*, Mark Bowden's *Black Hawk Down*, and John Krakauer's *Into the Wild*. Sharing their writing and collaborating with peers will be paramount in this class. Students will draft and revise several pieces throughout the year, then select their "best" piece to be included in an anthology of the class's work at the end of the year.

Composition I (ENG101)

In this course, students will develop the critical thinking, writing, and research skills necessary to compose academic essays and to respond to, summarize, and evaluate diverse texts. Students will develop rhetorical strategies. The student will apply the writing process to compose for a variety of purposes and audiences to generate ideas, draft, edit, and revise. Focus will be on locating, using, and accurately referencing various sources of information to develop evaluative skills.

Pre-requisite: Cadets must have a cumulative weighted GPA of at least a 3.0

Composition II (ENG102)

Students will explore techniques for conducting research across academic and occupational disciplines. Projects focus on academic research, reasoning, and communication.

Prerequisite: ENG101

MATHEMATICS

Algebra I

This is the first course in the mathematics program with a strong focus on Algebra I concepts. In this course, cadets will learn how to perform algebraic manipulation of variable expressions and equations, including the use of absolute value, exponents and radicals. Cadets will learn how to use multiple representations of linear, exponential and quadratic functions to model real life situations and will be able to convert between these representations. Concepts in geometry, statistics, and discrete math are integrated throughout the curriculum, emphasizing the connection between all strands of mathematics. Technology is used on a daily basis to support and improve mathematical understanding. Required for graduation in the State of Delaware.

Geometry

This course is designed to emphasize the study of the properties and applications of common geometric figures in two- and three-dimensions, with particular emphasis on triangles, quadrilaterals, and circles and their three-dimensional extensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. Required for graduation in the State of Delaware.

Prerequisite: Algebra I

Algebra II

Algebra II is a continuation of the skills learned in Algebra I. Algebra II also covers piecewise functions, quadratic functions, general polynomial functions, exponential/ logarithmic functions, rational functions, trigonometric functions, radical functions, and sequences and series. Problem solving skills are emphasized throughout, as is use of the graphing calculator to expand modeling techniques. Required for graduation in the State of Delaware.

Prerequisite: Algebra I and Geometry

Pre-Calculus

This course is offered to cadets who have successfully completed Algebra II. In pre-calculus, cadets will continue their study of functions and build on their algebra skills, and learn about trigonometry. This course is designed to lay the groundwork for Calculus and college math classes." There will be a focus on linear, polynomial, rational, exponential, logarithmic, and trigonometric functions, as well as an introduction to the concept of limits.

Prerequisite: Algebra I, Geometry and Algebra II

Honors Calculus

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A college preparatory course that will cover the three main concepts of calculus: limits, derivatives, and integrals. The class will expose each student to the techniques of computation and applications to the real world. Upon completion, students will be well prepared for Business Calculus at the college level.

Prerequisite: Pre-calculus

Contemporary Mathematics

Contemporary mathematics includes relevant and practical applications in mathematics as it is commonly employed in today's work force. Students will develop critical thinking and problem solving strategies while incorporating the use of technologies, such as calculators and computers. A wide range of mathematical disciplines are covered, including the distribution of data as an array of plotting concepts and techniques, including histograms, number line plots, box plots, stem-and-leaf plots and scatter plots. Students will learn tracking techniques for time and trends, including measures of center, such as mean, median and mode, and variation, such as percentiles, interquartile ranges, and absolute deviation. The course includes concepts relating to exponential functions, such as compound growth and decay, and three-dimensional shapes, such as spatial visualization, perimeter, area, volume and the Pythagorean Theorem.

Honors Statistics

This course is offered to cadets who have successfully completed Algebra II. Upon successful completion of this course, students will be familiar with basic rules of probability and will be able to use them in modeling uncertainty in obtaining and recording data. They will be able to utilize graphical and numerical summaries of data in understanding data generating processes. They will understand the logic of statistical inference and will be able to apply common inferential procedures. Students will be exposed to the computational aspects of statistics as well.

Prerequisite: Algebra I, Geometry and Algebra II

AP Calculus AB

This course is available to junior or senior cadets who have successfully completed pre-calculus. In AP Calculus AB, cadets will continue to apply the behaviors of linear, polynomial, rational, exponential, logarithmic, parametric, and trigonometric functions to calculus-based problems. This course is designed for the higher level thinker, and is taught with the same rigor as a college level course. Cadets will learn the concepts of limits, derivatives, and integrals. All cadets enrolled in this course are expected to take the College Board's Advanced Placement Calculus AB examination in the spring.

Pre-requisite: A final grade of 90% or higher in Honors Pre-calculus or Honors Calculus

AP Calculus BC

Calculus BC is a college level course that continues to develop the cadet's understanding of Calculus from AB (functions, graphs, limits, derivatives, and integrals) with a focus on advanced techniques of integration, polar and parametric equations, series and sequences, and Taylor and Maclaurin Polynomials. All cadets are expected to take the AP Calculus BC exam at the conclusion of this course.

Pre-requisite: AP Calculus AB

SOCIAL STUDIES

Civics & Geography

The course familiarizes the cadets with the American political system. Considerable attention is paid to the three branches of government, how bills become laws, and the political processes involved. The cadets will learn about the US Constitution and important constitutional issues as civil rights, the freedoms guaranteed in the Bill of Rights, and the relevant Supreme Court decisions.

In the Geography portion of the course, the cadets develop an understanding of both the spatial and cultural relationships of the major world realms. The cadets learn how humans adapt to such factors as climate and physical topography. The cadets also develop a working mental map of the political and physical features of the world, and of specific nations. Significant attention will be devoted to current events, political developments and trends.

United States History I

This course is designed to provide cadets with the analytical skills and factual knowledge necessary to deal critically with the problems and concepts of U.S. History. The course has cadets practice research and writing skills through writing assignments and projects. They will analyze primary source documents and learn how to interpret different historical perspectives and learn the social, political and economic changes that have occurred throughout United States History. The course provides a balance between factual knowledge and critical analysis of the major concepts and trends that has defined this nation. It will concentrate on First Encounters (1500s) through the Civil War (1860s)

United States History II

This course is designed to provide cadets with the analytical skills and factual knowledge necessary to deal critically with the problems and concepts of U.S. History. The course has cadets practice research and writing skills through writing assignments and projects. They will analyze primary source documents and learn how to interpret different historical perspectives and learn the social, political and economic changes that have occurred throughout United States History. The course provides a balance between factual knowledge and critical analysis of the major concepts and trends that has defined this nation. It will concentrate on the Reconstruction(1860s) through the present day.

World History

The peoples of the world have had to deal with a number of significant changes to their world view over time: from the rise and fall of empires, from an age of exchange and encounter to the connecting of hemispheres, from isolation to globalization, and from religiously and spiritually oriented societies to a materially - and secularly - oriented one. This course covers major cultural, economic, political, religious, and social events through the past 1500 years of human history. It will provide cadets the opportunity to see how other cultures have developed and lived, connecting events throughout different world regions over time, as well as drawing connections between world events today and corresponding events of the past. This course highlights the nature of changes in

global frameworks and their causes and consequences, as well as comparisons among major societies globally.

Real World Economics

Real World Economics offers a hands-on learning experience with plenty of opportunity to prepare for life after graduation. We will explore topics, such as: behavioral economics and personal finance, past financial crises, and the economic impact of global population. Through exploring such topics, cadets will gain a better understanding of how the economy influences major aspects of everyday life.

Contemporary Political Issues

Contemporary Political Issues or C.P.I. is a course centered on the study of events in U.S. History from the end of World War II to Modern Times. Cadets will analyze the key events of this time period to gain an in depth understanding of how these events helped in the shaping of the political, social and economic ideology of our current society. Cadets will be exposed to a variety of resources through their study of one of the most significant time periods in American and World History. All course content is in alignment with the Delaware State Social Studies Standards in History, Economics, Geography, and Civics, along with the Common Core Standards of Reading Literacy in History.

Military Leadership in the Media NEW!

This course examines the American military heritage of the United States through an in-depth study of key battles/time periods that define the American military experience as has been seen through the cinema. Students will study four movies/mini-series that shaped American military history and are cornerstones of today's American military. Students will assess the key individuals, military policies, postures, organizations, strategies, campaigns, tactics, and battles cinematically in the movies/mini-series Gettysburg, Band of Brothers, Midway, and The Pacific.

US History: Post Civil War (HIS112)

This course surveys United States history through 1877 to present and covers political, social, cultural, and economic factors that shaped life in the United States.

Pre-requisite: Cadets must have a cumulative weighted GPA of at least a 3.0

World History II (HIS210)

This course surveys world history from the sixteenth century to the present. Topics include political, social, economic, and cultural developments that shape the patterns of life on the African, American, Asian, and European landmasses.

Pre-requisite: Cadets must have a cumulative weighted GPA of at least a 3.0

Intro to Psychology

This course serves as an introduction to the field of psychology, designed to provide high school students with a foundational understanding of key psychological concepts, theories, and research methods. Through a combination of lectures, discussions, readings, and interactive activities, students will explore the breadth and depth of psychological inquiry, gaining insights into the complexities of human behavior and mental processes. Students will engage in critical thinking exercises, group discussions, research projects, and presentations to deepen their understanding of psychological concepts and apply them to real-world scenarios. By the end of the course, students will develop a greater appreciation for the complexities of human behavior and the scientific inquiry that underlies the field of psychology, preparing them for further study at the college level.

Introduction to Criminal Justice (CRJ101)

This course provides an examination of the history and philosophy of the criminal justice system. The structure and function of law enforcement and the judicial and correctional systems are compared and contrasted with an overview of law and order issues facing the federal, state, and local agencies. Public service careers in the criminal justice system are surveyed.

Pre-requisite: Cadets must have a cumulative weighted GPA of at least a 3.0 AND successful completion (90% or higher) of an honors level course.

AP Microeconomics

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics is equivalent to a one-semester introductory college course in economics.

Pre-requisite: Priority will be given to rising 10th grade cadets who have successfully completed their honors civics course with an 90% or higher or earned a 95% or higher in CP Civics. 11th and 12th graders who have earned a 90% or higher in any history/social studies honors course are also eligible.

AP Macroeconomics

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

Pre-requisite: successful completion of an Honors Level social studies course with a final grade of 90% or higher. Cadets may qualify by earning a 80% or higher in AP Microeconomics.

Constitution Quest *NEW!*

This course provides high school students with a comprehensive exploration of the United States Constitution, the foundational document that shapes the structure and governance of the nation. Through a blend of historical analysis, critical interpretation, and interactive activities, students will delve into the principles, structures, and functions of the Constitution, gaining a deeper understanding of its significance in American society and its relevance to contemporary issues. Students will engage in a variety of activities, including discussions, debates, case studies, simulations, and research projects, to deepen their understanding of the Constitution and its implications for democratic governance. By the end of the course, students will develop critical thinking skills, a deeper appreciation for the principles of constitutional democracy, and the ability to apply constitutional concepts to analyze and address complex issues facing the nation.

SCIENCE

Integrated Science

This course consists of three curricular units designed by the Delaware Science Coalition, which all encompass Energy Across Systems. The units include Introduction to Physical Science, Introduction to Chemistry, and Introduction to Earth Systems. Cadets will be involved in a hands-on and inquiry based classroom activities throughout the three units.

Biology (REQUIRED)

Biology is a laboratory science course that covers the study of living things. Biology focuses on the study of life by examining the five fundamental concepts of Inquiry and Scientific Method, From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines. Students learn scientific writing skills and also examine current biological issues. The foundation of the class is based upon the Next Generation Science Standards. (A ninth-grade honors section is available for cadets who are enrolled in honors algebra I, geometry or algebra II as a 9th grader)

Chemistry (REQUIRED)

The course will focus on chemistry as a whole as it covers most aspects of inorganic, organic, nuclear, and biochemical studies while reviewing the chemical basics of scientific methods, gas laws, the atom, the periodic table, chemical bonding, reactions, analysis, and electrochemistry. The course will emphasize laboratory studies with individual and team research. Cadets must have sufficient writing ability to participate in projects to present scientific findings in publishable format.

Physics

Physics is offered at the CP and Honors level. All physics courses are algebra-based and provide an introduction to the major areas of Physics including mechanics, electromagnetism, sound and light. The Honors course is intended for cadets entering college in any technical area such as engineering, medical, the sciences or construction. The CP course is intended for cadets entering

college in a non-technical area and provides skills in problem solving and general understanding of physical phenomenon including cost of energy and renewable energy.

Engineering Design NEW!

Engineering Design is a 1-credit STEM science elective course introducing cadets to the basic principles of the engineering design process, design solutions and basic principles of engineering. Students explore the application of problem-solving and science and design principles to real-world design problems in a collaborative, team-oriented classroom balancing hands-on projects with technical application. Topics of study include design process, technical sketching and drawing, measurement and statistics, dimensions and tolerances, energy and power, materials and structures, control systems and various inquiry-based design projects. Design projects are open-ended and based on real-world problems designed to allow cadets to develop original solutions through their own unique approach.

Human Anatomy & Physiology

Human Anatomy and Physiology is a laboratory science course that consists of study of most of the major body systems that maintain homeostasis from anatomical and physiological perspectives. Students explore the body and its functions through an inquiry approach and dissections. This course is introductory, and is recommended for students interested in pursuing a medical career.

Prerequisite: Successful completion of a biology course.

Honors Anatomy I

Honors Anatomy I is a laboratory science course that investigates and studies the structure and function of the human body. Topics covered in this course include Introductory material, Histology and the Integumentary, Skeletal, Muscular and Nervous systems. In addition to case studies, interactive virtual activities, collaboration work and labs, students will engage in dissections of organs. One of the goals in this course is to prepare students with the skills necessary to be successful in future science classes in college and in the medical fields.

Honors Anatomy II

In Honors Anatomy and Physiology II, students continue to investigate and study the structure and function of the human body. Topics include the Cardiovascular, Digestive, Immune, Endocrine, Respiratory and Reproductive systems. Students will engage in larger-scale labs and dissections in addition to interactive notebooks and labs while strengthening their use of anatomical terminology. The course builds upon the knowledge learned in Honors Anatomy I and continues to prepare students for advanced science courses in college and in the medical fields.

AP Biology

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Cadets accepting the challenge of an Advanced Placement course will be required to actively participate in all lectures and laboratory activities that are conducted during the year. There is an extensive reading requirement associated with this course. Cadets aiming to take AP Biology must successfully complete the assigned summer

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coursework. All cadets enrolled in this course are expected to take the College Board's Advanced Placement Biology examination in the spring.

Prerequisites: Successful completion of a Biology course with an 85% or higher – seating will be based on your Biology grades ONLY and will be limited to the top 30 cadets who request the course

AP Physics 1

AP Physics 1 is equivalent to a first semester college course in Physics and covers four major areas of study: Linear Dynamics, Rotational Dynamics, Waves & Sound, and Circuit Electricity. Other areas of Physics are introduced for interest and exposure but are beyond the scope of the AP Exam. This course is algebra-based and is intended for students that have not had a prior Physics course or are pursuing careers outside of the pure sciences & engineering. The course designated AP Physics C is calculus-based and is an introductory course for students with prior Physics exposure and who are pursuing careers in the sciences and engineering. Currently AP Physics 1 is offered as a scheduled class. Independent study may be arranged for the additional content covered in AP Physics C. Both courses include lecture, demonstration, lab exploration and a significant homework commitment. All cadets enrolled in this course are expected to take the College Board's Advanced Placement Physics 1 examination in the spring.

Prerequisite: successful completion of Honors Chemistry with an 85% or higher AND must have a minimum SAT mathematics score of 500 AND a minimum ERW (English, Reading and Writing) score of 500 by the end of junior year.

Forensics (.5 credit 10th grade elective)

Forensic Science is the application of investigative science in the enforcement of laws within the criminal justice system. This course will serve as a comprehensive introduction to the study of forensic science through the integration of historical examples, case analysis, physical and biological sciences, investigative practices, forensic careers and ethics. Students will study the roles of police officers, medical examiners and forensic laboratory technicians during investigations. The course will focus primarily on the collection and analysis of evidence admissible in a court of law

Food Science (.5 credit 10th grade elective)

This course introduces the field of food science and technology with emphasis on the science behind food technology, the importance of food in providing proper nutrition, including their application to health and well-being of humans throughout the life cycle and the role of diet therapy in the prevention and treatment of disease.

Marine Science (.5 credit 10th grade elective)

Marine Science is a ½ credit mini-block course focusing on physical and biological aspects of the Earth's oceans and the interactions of humans and the marine environment. Students explore various marine science topics through hands-on inquiry-based activities and labs. Activities are designed to engage student understanding and appreciation of their role in fostering positive relationships with the Earth's oceans and marine ecosystems. Students will gain a deep understanding of how humans interact with and affect the health of our most precious marine

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resources. Topics of study include: History of Marine Sciences and Ocean Exploration, Theories of the Origins of Life, Energy of Life, Life in the Sea, The Nature of Water, Ocean Currents, Waves and Tides, Plate Tectonics and Bathymetry, Marine Ecosystems, Marine Resources and Pollution and the Health of the Oceans.

Optimistic Mindset

This course will teach you a set of scientifically-validated strategies for living a more satisfying life. Throughout the course, we'll explore what new results in psychological science teach us about how to be happier, how to feel less stressed, and how to flourish more. We'll then have a chance to put these scientific findings into practice by building the sorts of habits that will allow us to live a happier and more fulfilling life.

WORLD LANGUAGES

Spanish I

Spanish 1 is an introductory course that teaches cadets the fundamental skills necessary to complete the three year Spanish requirement at DMA. Cadets will be introduced to basic present tense grammatical structures and extensive vocabulary related to daily social and school interactions. Cadets will develop a basic level of communication skills. Cadets will be able to communicate in the target language using isolated words, formulaic speech, memorized chunks and contextual/rehearsed dialogs. Cadets will also understand and gain an appreciation for Spanish culture and the benefits of learning a second language.

Spanish II

In Spanish II, cadets continue to develop communication skills (listening, speaking, reading and writing) learning new vocabulary and grammar while reinforcing structures learned in Spanish 1. Emphasis is placed on building complex sentences and reading comprehension with a continuation of the present tense, developing pronoun use, appropriate use of idiomatic expressions and preterit tense conjugations. The class is conducted in Spanish to encourage our cadets to follow directions and interact in the target language. The course also continues to expose Cadets to Spanish language and culture through an overview of geography, celebrations and daily activities.

Prerequisite: Spanish I or Departmental Approval

Spanish III

In Spanish III, cadets continue to develop proficiency in the target language through learning new vocabulary and grammar while reinforcing structures learned in Spanish I and II. Emphasis is placed on reading comprehension and presentational writing with an introduction to the imperfect, future and subjunctive tenses. The class is conducted in Spanish to immerse our cadets in the target language. The course also continues to expose Cadets to Spanish language and culture through an overview of geography, celebrations and daily activities.

Prerequisite: Spanish II

Honors Spanish IV

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Spanish IV is an upper level elective course for college bound cadets. Cadets will be exposed to a variety of literary texts, internet articles and video recordings. Cadets demonstrate proficiency in the target language through learning new vocabulary and grammar while reinforcing structures learned in Spanish I, II and III. Emphasis is placed on written and oral communication with an introduction to subjunctive, conditional and compound verb tenses.

Prerequisite: Spanish III, with an 80% or higher.

PHYSICAL EDUCATION, HEALTH & STUDY SKILLS

Physical Education & Health (REQUIRED)

The overall goal of the Physical Education and Health program at DMA is to provide every cadet with a positive personal attitude, to place emphasis on the need for physical activity, and to stress how it correlates to an individual's total health. Cadets will obtain knowledge and skills necessary for the development of a healthy, physically-active lifestyle, and an understanding that physical activity can provide enjoyment, challenges, self-expression, and social interactions that will last a lifetime. Course content will follow the State of Delaware curriculum standards and guidelines. The Physical Education program will stress biomechanics, continued large and small motor skills learning, social psychology within athletics, self-management, as well as, strength and conditioning.

The Health class is offered as an online course through Educere, Inc (Founders Education). This course introduces cadets to aspects of physical, emotional, and personal health. Issues about Anatomy, Physiology and Family Life and Human Sexuality will also be discussed.

Freshman Seminar

The goal of the freshman seminar is to hone students' abilities to meet the academic rigor of the high school curriculum and equip them with the necessary skills to overcome challenges they will encounter both in high school and beyond. Through this seminar, students will develop essential strategies for success, foster effective study habits, and navigate the freshmen transition with confidence and resilience.

DRIVER'S EDUCATION

The State of Delaware, Department of Education approved Driver Education course is offered to all 10th graders (in order of birth date) at DMA. The curriculum is developed by the State and administered by a State Certified driving instructor. Students will receive thirty (30) hours of instruction in the classroom daily during one of two mid-day mini-blocks. Students will then receive seven (7) hours of instruction behind the wheel and seven (7) hours of active observation in the "in-car" training. Students will miss one (1) academic class during that marking period. The State awards one (1) academic credit hour for this course. Upon successfully completion of the course, the student along with a parent or guardian can exchange the completion certificate for a Delaware Graduated Driver License (GDL) at Department of Motor Vehicles (DMV). A written test or driving test is NOT required for the student to obtain their GDL license at DMV. In the event

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there are not enough seats for all 10th graders to complete the course during the school year, there is an option for completion during the summer following sophomore year at no cost to the cadet.

Prerequisites: Cadets must be a 10th grader and passing all but one subject at the start of the course. If they do not meet this requirement, they will not participate in Driver's Education during that term.

BUSINESS CTE PROGRAM OF STUDY

Business Information Technology (BIT)

Business Information Technology (BIT) provides students with an understanding of the role of ethics across professions and provides an overview of information technology (IT) today. Students will consider contemporary IT issues such as security and privacy, the effects of IT on society and the individual, and technological inequality. A culminating project will enable students to demonstrate the knowledge and skills they have developed in consideration of a serious ethical issue that the IT industry faces today.

Global Business Economics (GBE)

Global Business Economics (GBE) introduces economics as it pertains to supply, demand, profit, costs, and markets with a differentiation between microeconomics and macroeconomics. This course focuses on the relationship of labor and business and provides a broad overview of the global economy. Cadets will explore the culture, economics, and the fundamentals of international trade, investments, and finance. Integrated culminating projects provide opportunities for students to analyze relevant financial information and assess specific countries for the potential risks and benefits of doing business globally.

Prerequisite: Business Information Technology (BIT)

Entrepreneurship

Entrepreneurship (ENT) introduces students to the concept of service as a critical component of a business and an understanding of the substantial role played by entrepreneurs in the national and global economy. Students will understand that the principles of great customer service have wide-ranging implications for all professional endeavors. In addition, students will learn the skills necessary to become entrepreneurs along with the attitudes, characteristics, and techniques that successful entrepreneurs possess. A culminating project provides the opportunity for students to research the market and develop a business plan. Entrepreneurship is the final course in the Business Information Management pathway. The intended purpose of the pathway is to provide cadets with critical career knowledge through a series of work-based learning activities that are conducted in school, as well as outside the classroom through a 120-hour paid summer internship for those who wish to obtain a nationally recognized certification at the conclusion of the pathway. Completion of the program is validated with a NAFTTrack Certification, NAF's student certification assessment system. AOBIM courses are designed to introduce students to a wide array of careers such as general and operations managers, purchasing managers, business operations specialists, and computer information systems managers as they prepare for the eventual entry into the workforce.

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Prerequisite: Business Information Technology (BIT) and Global Business Economics (GBE)

Principles of Management (BBM201) - Effective managers are essential to any organization's success. Managers must pay attention to internal and external factors related to their organization. Managers need to develop specific competencies relating to the functions of management, which are planning, organizing, leading, and controlling. Competencies include communication skills, planning and administration, promoting teamwork, strategic initiatives, global awareness, and self-management.

Pre-requisite: Cadets must have a minimum cumulative weighted GPA of 2.75 or higher and successful completion (90% or higher in their last business course) or concurrent enrollment in Entrepreneurship.

PERFORMING ARTS

Marching Band

Marching Band is a performance-based class that meets during the first semester. Performances, such as football games, competitions, and parades, will be observed as grades. Cadets also receive points for in-class and after school rehearsal time as well as through skill based learning assessments. All performances are announced a minimum of 3 weeks in advance and are mandatory unless otherwise noted. At the conclusion of the fall competitive season, focus shifts to improving reading and performance skills as well as preparation for spring parades and future programming. The band participates in festivals and other travel performance opportunities every year. A 2-week mandatory band camp is held the 2nd and 3rd week in August in order to prepare for the marching season.

Performances and rehearsals (including summer band camp) outside of class are REQUIRED for successful completion of this course.

Concert Choir

Concert Choir is a performance-based class that meets all year long, during mini-block. Performances, including two concerts, graduation, school ceremonies and visits to local nursing homes are observed as grades. Participation in these performances earn cadets Unit Service and/or Community Service Hours. If performances and activities are held during non-school hours, the dates are published at least three weeks in advance and cadets are expected to participate. Cadets earn points for in-class rehearsal time, performances and are assessed on music skills taught during class. No previous choir experience is required. Cadets who enroll in choir are eligible for yearly music department trips with the DMA Music Association. Participation in the winter & spring concerts held outside of school hours is REQUIRED for successful completion of this course. **Performances and rehearsals outside of class are REQUIRED for successful completion of this course.**

Introduction to Musical Theater NEW!

This course invites students backstage to learn all the secrets of musical theater. This course is designed to provide a comprehensive understanding of the art form, its history, and its impact on

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American culture. Throughout the course, students will have the opportunity to analyze and interpret iconic musicals by studying their themes, storytelling techniques, and the collaborative efforts of composers, lyricists, directors, and choreographers. They will gain insights into the creative process behind the scenes, exploring the integration of music, dance, and acting to create a cohesive and powerful theatrical experience.

From Broadway classics to contemporary masterpieces, we will explore the evolution of this vibrant art form, examining its cultural significance and artistic techniques. Through a combination of theoretical study, practical exercises, and hands-on experiences, students will delve into the rich tapestry of Musical Theater. Through vocal training, students will learn proper vocal techniques, breath control, and how to convey emotion through song. Additionally, students will engage in acting exercises, honing their ability to portray characters and deliver compelling performances on stage. They will also receive dance instruction, covering common musical theater choreography.

Prerequisites: none

Piano Fundamentals I and II

This course focuses on all aspects of playing the piano including how to read music, music theory, and proper piano technique. By the end of this course, each cadet will be able to look at a simple music score and be able to play it on the piano, as well as have the tools needed to be able to transfer learned musical knowledge to other instruments or experiences. Cadets are provided with their own keyboard and set of headphones (in-class use only) but are expected to supply (6) AA batteries to power the keyboard whenever needed. Cadets who successfully complete Piano Fundamentals I, are eligible for enrollment in Piano Fundamentals II. Piano II cadets are assigned individualized lessons and work independently at their own pace.

Music In the Movies

This course covers the role of music in the film industry beginning with early silent films and the introduction of the 'talkies' up through current releases. Topics such as instrumentation, film composers, special effects, music genres and musical deception are covered. During this course, cadets will work in a group to write, direct and produce their own short film, using music and special effects to complement the film. Grades are based on classwork, quizzes, tests, projects and participation.

NAVAL SCIENCE

All DMA cadets are members of the NJROTC Corp of Cadets and are required to actively participate in Naval Science program. Uniform and grooming standards are required any time you are wearing a DMA uniform.

Naval Science I

Naval Science 1 introduces cadets to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The course is also designed to engender a sound appreciation for the heritage and traditions of the United States of America with focus on the historical significance of sea power. An emphasis on the development, in each Cadet, of a sense of pride in his/her community, school, unit, associates, and self is a predominant theme throughout the course. These elements are developed from a fundamental level. Participation in numerous extra-curricular activities and field trips sponsored by the NJROTC, is highly encouraged.

Naval Science II

Naval Science II builds on the general introduction provided in Naval Science1 and further develops the traits of citizenship and leadership in cadets. It will introduce cadets to the technical areas of naval science study and will engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States. Participation in numerous field trips, though not required, is highly encouraged.

Prerequisite course: Naval Science I

Naval Science III

Naval Science III further develops the trait of leadership in cadets and introduces cadets to the vital importance of military justice and international law. Advance instruction in areas of astronomy, meteorology, and navigation skills will compliment instruction in sea power, national security, and naval history. Hands on leadership skills will be developed through cadet involvement in teaching new cadet drill, motivating them in proper uniform care, and managing unit activities. Participation and leadership in extra-curricular activities sponsored by the NJROTC unit, though not required, will be very highly encouraged.

Prerequisite course: Naval Science II

Naval Science IV

Naval Science IV culminates the Naval Science Leadership experience. The course work includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Cadets are taught the techniques to create motivation, to develop goals and activities for a work group, and the proper ways to set a leadership example. The practicum part of the course focuses primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership in the NJROTC unit, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. This course is limited to those cadets who have completed the first three Naval Science courses.

Leadership Academy

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Leadership Academy is designed to give the learner an introduction to topics in self-awareness, communication, ethical decision-making, strengths-based team building, and Naval Leadership. Additionally, the curriculum is closely linked to the Navy Core Values of Honor, Courage, and Commitment. Naval Science Instructors will continuously challenge the cadets to align their personal values to the Navy Core Values while growing and developing cadets into the best possible military and non-military leaders post high school.

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RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

EXHIBIT F IDEA LEA REPORT

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DEPARTMENT OF EDUCATION

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Mark A. Holodick, Ed.D.
Secretary of Education
(302) 735-4000
(302) 739-4654 - fax

May 28, 2024

Sharon Kurfuerst
Interim Head of School
Delaware Military Academy
112 Middleboro Road
Wilmington, DE 19804

RE: FFY 2022 LEA Determination Under the Individuals With Disabilities Education Act (IDEA)

Dear Ms. Kurfuerst:

Thank you for your ongoing dedication and commitment to educating students with disabilities. We encourage you to use the information in this report to celebrate growth and identify opportunities for continued improvement.

Under the IDEA, the Delaware Department of Education (Department) has a responsibility to review the data of local education agencies (LEAs) relating to targets identified in the State's Performance Plan (SPP) and to make annual determinations on LEA performance. The State must monitor the implementation of Part B, enforce Part B in accordance with the provisions at 34 CFR 300.604(a)(1), and (a)(3), (b)(2)(i) and (b)(2)(v), and (c)(2), and annually report on performance under Part B. The primary focus of the State's monitoring activities must be on:

- Improving educational results and functional outcomes for all children with disabilities; and
- Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

For FFY 2022, LEAs are receiving their annual determination based on a combination of the following compliance and results indicators:

- **Compliance:**
 - Indicator 4B Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices
 - Indicators 9 & 10 Disproportionate Representation Related to Identification
 - Indicator 11 Timely Initial Evaluations
 - Indicator 12 Early Childhood Transition from Part C to Part B
 - Indicator 13 Transition Planning in the IEP
 - Timely/Accurate Data
- **Results:**
 - Indicator 1 Graduate Rate
 - Indicator 2 Drop-Out Rate
 - Indicator 3A Participation Rate for Children with IEPs in the State Assessment
 - Indicator 3B Proficiency Rate for Children with IEPs against Grade Level Academic Achievement Standards

May 28, 2024

Delaware Military Academy

FFY 2022 LEA Determination Under the Individuals With Disabilities Education Act (IDEA)

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|----------------|---|
| ○ Indicator 3C | Proficiency Rate for Children with IEPs against Grade Level Modified and Alternate Academic Achievement Standards |
| ○ Indicator 4A | Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities |
| ○ Indicator 5 | Education Environments (Children 5-21) |
| ○ Indicator 6 | Preschool Environments (Children 3-5) |
| ○ Indicator 7 | Early Childhood Outcomes: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors |

Attached, please find an overview of the “IDEA General Supervision & Reporting Requirements” along with an explanation of how your LEA’s determination was calculated. The response table provides the Department’s analysis of the reported data, and identifies, by indicator, your LEA’s status in meeting its targets.

Based on a review of your LEA’s data, the Department has determined your LEA Meets Requirements in implementing the requirements of the IDEA. Your LEA is encouraged to continue to analyze current data and develop action steps to improve outcomes for students with disabilities in your LEA.

Your Exceptional Children Resources liaison, Lauren Irwin, will be in contact with you to review your LEA’s IDEA Annual Determination. In the interim, please do not hesitate to contact me by phone at (302) 735-4210, or by e-mail dale.matusevich@doe.k12.de.us

Sincerely,



Dale Matusevich

Director, Exceptional Children Resources

DM/JS
Attachment

cc: Mark A. Holodick, Ed.D., Secretary of Education
Monica Minor Gant, Ph.D., Associate Secretary, Academic Support
Michael Berardi, Board Chair
Amy Tocyloski, Dean of Instruction, Special Education
Leroy Travers, Education Associate, Charter School Office
Lauren Irwin, Education Associate, Exceptional Children Resources
Barbara Mazza, Education Associate, Exceptional Children Resources

IDEA General Supervision & Reporting Requirements

The Department's General Monitoring Duties Under the IDEA

By way of background, the IDEA requires the Department to monitor the implementation of Part B of the IDEA in the LEAs throughout the State, and to annually report to the public on the performance of the State and each LEA. The Department's monitoring activities must primarily focus on: (1) improving educational results and functional outcomes for all children with disabilities; and (2) ensuring that public agencies meet the program requirements of Part B, with a particular emphasis on the requirements most closely related to improving educational results for children with disabilities. The Department is responsible for monitoring LEAs using quantifiable indicators in certain priority areas, and for using qualitative indicators to allow an adequate measure of performance in each area. IDEA regulations outline the three priority areas as: (1) the provision of FAPE in the least restrictive environment; (2) the State's exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services; and (3) disproportionate representation of racial and ethnic groups in special education and related services, to the extent such representation is the result of inappropriate identification.

The State Performance Plan and Annual Performance Reports

The IDEA further requires the State to have a performance plan in place that evaluates the State's efforts to implement the requirements and purposes of Part B of the IDEA, and describes how the State will improve the implementation of Part B. As part of its State Performance Plan (SPP), the State must establish measurable and rigorous targets for various indicators under the three priority areas mentioned above. The SPP currently has seventeen indicators, and the State must report annually to the U.S. Department of Education on the performance of the State under the SPP.

In addition to its federal submission, the Department is responsible for reporting annually to the public on the performance of each LEA located in the State on the targets described in the SPP. On an annual basis, each LEA must use the targets established in the SPP, and the three priority areas mentioned above, to analyze and report on its local performance to the Department. In turn, the Department will review the LEA's performance and assign a determination level.

Based on the Department's analysis of data provided by each LEA, and information obtained through audits, monitoring visits, administrative complaints, due process proceedings, and any other publicly available information, the Department assigns one of the following determination levels: Meets the requirements and purposes of IDEA; Needs Assistance in implementing the requirements of IDEA; Needs Intervention in implementing the requirements of IDEA; or Needs Substantial Intervention in implementing the requirements of IDEA.

Federal and state regulations addressing the SPP, APR, and the LEA's reporting obligations can be found at 34 C.F.R. §§ 300.600-602, 646 and 14 DE Admin Code §§ 927.1.0 through 7.0, and §§ 40.0 through 46.0.

FFY 2022 LEA Annual Determinations

FFY 2022 determinations were made based on a combination of the following compliance and results indicators:

- **Compliance:**

- Indicator 4B Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices
- Indicators 9 & 10 Disproportionate Representation Related to Identification
- Indicator 11 Timely Initial Evaluations
- Indicator 12 Early Childhood Transition from Part C to Part B
- Indicator 13 Transition Planning in the IEP
- Timely/Accurate Data

- **Results:**

- Indicator 1 Graduate Rate
- Indicator 2 Drop-Out Rate
- Indicator 3A Participation Rate for Children with IEPs in the State Assessment
- Indicator 3B Proficiency Rate for Children with IEPs against Grade Level Academic Achievement Standards
- Indicator 3C Proficiency Rate for Children with IEPs against Grade Level Modified and Alternate Academic Achievement Standards
- Indicator 4A Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities
- Indicator 5 Education Environments (Children 5-21)
- Indicator 6 Preschool Environments (Children 3-5)
- Indicator 7 Early Childhood Outcomes: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors

Criteria								
Meets Requirements	=	≥ 80% (compliance and results combined)	and	LEA may be engaged in a Corrective Action Plan.	and/or	If monitored on-site, LEA is engaged in Prong 1 or Prong 2 corrective action.		
Needs Assistance	=	60% to 79% (compliance and results combined)	and/or	LEA is engaged in an Intervention Plan.	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 1 year)		
Needs Intervention	=	≤ 59% (compliance and results combined)	and/or	LEA is engaged in a Compliance Agreement.	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 2 years)	and/or	LEA is Needs Assistance for 2 consecutive years
Needs Substantial Intervention	=	LEA in Needs Intervention for 3 or more consecutive years						

Spring 2024 IDEA Annual Determination for FFY 2022

Delaware Military Academy

Compliance Indicators	Data From: (Time Period)	SPP Target 2022	State Data	LEA Data	LEA Score	Possible Points
Indicator 4B: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices.	2021-2022	0.00%	14.29%	Compliant	1	1
Indicator 9: Disproportionate Representation All Disabilities	2022-2023	0.00%	0.00%	Compliant	1	1
Indicator 10: Disproportionate Representation Specific Disabilities	2022-2023	0.00%	10.00%	Compliant	1	1
Indicator 11: Initial Evaluations Conducted Within Timeline	2022-2023	100.00%	97.39%	NA	NA	NA
Indicator 12: Early Childhood Transition from Part C to Part B	2022-2023	100.00%	97.03%	NA	NA	NA
Indicator 13: Secondary Transition	2022-2023	100.00%	97.64%	100.00%	2	2
Timely / Accurate Submission:				100.00%	2	2

Note: For Indicators 11, 12, 13:

If LEA data is 95% - 100%, LEA score = 2

If LEA data is 75% - 94.90%, LEA score = 1

If LEA data <75%, LEA Score = 0

Spring 2024 IDEA Annual Determination for FFY 2022

Delaware Military Academy

Results Indicators	Data From: (Time Period)	SPP Target 2022	State Data	LEA Data	LEA Score	Possible Points
Indicator 1: Graduation Rate	2021-2022	81.62%	80.31%	100.00%	1	1
Indicator 2: Drop Out Rate	2021-2022	7.97%	12.62%	0.00%	1	1
Indicator 3A: Participation Rate for Children with IEPs - ELA						
Grade 4	2022-2023	95.00%	97.03%	NA	NA	NA
Grade 8		95.00%	93.04%	NA	NA	NA
High School		95.00%	86.05%	100.00%	1	1
Indicator 3A: Participation Rate for Children with IEPs - MATH						
Grade 4	2022-2023	95.00%	97.02%	NA	NA	NA
Grade 8		95.00%	93.22%	NA	NA	NA
High School		95.00%	86.12%	100.00%	1	1
Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - ELA						
Grade 4	2022-2023	25.48%	12.19%	NA	NA	NA
Grade 8		20.93%	8.03%	NA	NA	NA
High School		21.07%	8.94%	0.00%	0	1
Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - MATH						
Grade 4	2022-2023	24.91%	13.74%	NA	NA	NA
Grade 8		16.69%	3.53%	NA	NA	NA
High School		16.15%	2.17%	0.00%	0	1
Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - ELA						
Grade 4	2022-2023	30.76%	37.82%	NA	NA	NA
Grade 8		44.48%	12.87%	NA	NA	NA
High School		43.76%	12.96%	NA	NA	NA
Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - MATH						
Grade 4	2022-2023	35.55%	10.00%	NA	NA	NA
Grade 8		27.38%	10.89%	NA	NA	NA
High School		20.17%	5.50%	NA	NA	NA
Indicator 4A: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities	2021-2022	32.00%	11.11%	Under Threshold	1	1
Indicator 5A: Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class 80% or More of the Day	2022-2023	66.54%	64.93%	94.74%	1	1
Indicator 5B: Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class Less Than 40% of the Day	2022-2023	14.09%	15.21%	0.00%	1	1
Indicator 5C: Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served In Separate Schools, Residential Facilities, and in Homebound/Hospital Placements	2022-2023	4.43%	4.72%	0.00%	1	1

Spring 2024 IDEA Annual Determination for FFY 2022

Delaware Military Academy

Results Indicators	Data From: (Time Period)	SPP Target 2022	State Data	LEA Data	LEA Score	Possible Points
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Indicator 6A: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program

Age 3	2022-2023	>=36.80%	35.07%	NA	NA	NA
Age 4		>=41.90%	38.61%	NA	NA	NA
Age 5		>=46.00%	41.11%	NA	NA	NA

Indicator 6B: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility

Age 3	2022-2023	<=40.00%	48.61%	NA	NA	NA
Age 4		<=40.00%	45.09%	NA	NA	NA
Age 5		<=38.00%	45.48%	NA	NA	NA

Indicator 6C: Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home

Age 3	2022-2023	<=1.80%	0.43%	NA	NA	NA
Age 4		<=0.80%	0.00%	NA	NA	NA
Age 5		<=0.60%	0.58%	NA	NA	NA

Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills

Percent Increase Rate of Growth	2022-2023	87.20%	80.19%	NA	NA	NA
Percent Within Age Expectation		49.32%	46.51%	NA	NA	NA

Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills

Percent Increase Rate of Growth	2022-2023	87.49%	88.34%	NA	NA	NA
Percent Within Age Expectation		47.12%	50.06%	NA	NA	NA

Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors

Percent Increase Rate of Growth	2022-2023	88.99%	85.33%	NA	NA	NA
Percent Within Age Expectation		59.95%	58.14%	NA	NA	NA

Determination Summary

LEA Compliance Indicators Points	5
Possible Compliance Indicator Points	5
LEA Timely/Accurate Data Points	2
Possible Timely/Accurate Data Points	2
LEA Results Indicator Points	8
Possible Results Indicator Points	10
LEA Total Points	15
Possible Total Points	17
Percentage:	88.24%

Annual Determination:

Meets Requirements

Note:

Delaware Military Academy

Graduation Rate

<u>Indicator 1</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Students Exited</u>	<u>Graduated with a Regular Diploma</u>	<u>LEA Data</u> <u>% SWD Who Graduated</u>	<u>Met Target?</u>
	2021-2022	81.62%	80.31%	1	1	100.00%	Yes

Note:

Drop-Out Rate

<u>Indicator 2</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Students Exited</u>	<u>Drop-Outs</u>	<u>LEA Data</u> <u>% SWD who Dropped Out</u>	<u>Met Target?</u>
	2021-2022	7.97%	12.62%	1	0	0.00%	Yes

Note:

Participation Rate for Children with IEPs - ELA

<u>Indicator 3A</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Eligible</u>	<u>Number Tested</u>	<u>Percent Tested</u>	<u>Met Target?</u>
	2022-2023	95.00%	97.03%	4	ELA	NA	NA	NA	NA
	2022-2023	95.00%	93.04%	8	ELA	NA	NA	NA	NA
	2022-2023	95.00%	86.05%	HS	ELA	4	4	100.00%	Yes

Note: SY - 2022-2023 = FFY 2022

N/A = In the specified grade level, the LEA does not have students or does not have students eligible to take the assessment.

Participation Rate for Children with IEPs - MATH

<u>Indicator 3A</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Eligible</u>	<u>Number Tested</u>	<u>Percent Tested</u>	<u>Met Target?</u>
	2022-2023	95.00%	97.02%	4	MATH	NA	NA	NA	NA
	2022-2023	95.00%	93.22%	8	MATH	NA	NA	NA	NA
	2022-2023	95.00%	86.12%	HS	MATH	4	4	100.00%	Yes

Note: SY - 2022-2023 = FFY 2022

N/A = In the specified grade level, the LEA does not have students or does not have students eligible to take the assessment.

Proficiency Rate in Grade Level Academic Achievement Standards - ELA

<u>Indicator 3B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	<u>% of SWD Meeting Proficiency</u>	<u>Met Target?</u>
	2022-2023	25.48%	12.19%	4	ELA	NA	NA	NA	NA
	2022-2023	20.93%	8.03%	8	ELA	NA	NA	NA	NA
	2022-2023	21.07%	8.94%	HS	ELA	4	0	0.00%	No

Note: SY - 2022-2023 = FFY 2022

N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

Proficiency Rate in Grade Level Academic Achievement Standards - MATH

<u>Indicator 3B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	<u>% of SWD Meeting Proficiency</u>	<u>Met Target?</u>
	2022-2023	24.91%	13.74%	4	MATH	NA	NA	NA	NA
	2022-2023	16.69%	3.53%	8	MATH	NA	NA	NA	NA
	2022-2023	16.15%	2.17%	HS	MATH	4	0	0.00%	No

Note: SY - 2022-2023 = FFY 2022

N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

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Proficiency Rate in the Alternate Academic Achievement Standards - ELA

Indicator 3C	School Year	State Target	State Data	Grade	Subject	Number Tested	Number Meets	LEA Data	
								% of SWD Meeting Proficiency	Met Target?
	2022-2023	30.76%	37.82%	4	ELA	NA	NA	NA	NA
	2022-2023	44.48%	12.87%	8	ELA	NA	NA	NA	NA
	2022-2023	43.76%	12.96%	HS	ELA	NA	NA	NA	NA

Note: SY - 2022-2023 = FFY 2022

N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

Proficiency Rate in the Alternate Academic Achievement Standards - MATH

Indicator 3C	School Year	State Target	State Data	Grade	Subject	Number Tested	Number Meets	LEA Data	
								% of SWD Meeting Proficiency	Met Target?
	2022-2023	35.55%	10.00%	4	MATH	NA	NA	NA	NA
	2022-2023	27.38%	10.89%	8	MATH	NA	NA	NA	NA
	2022-2023	20.17%	5.50%	HS	MATH	NA	NA	NA	NA

Note: SY - 2022-2023 = FFY 2022

N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

Gap in Proficiency Rates (Grade Level Academic Achievement Standards) - ELA

Indicator 3D	School Year	State Target	State Data	Grade	Subject	LEA Data			Met Target?
						% of ALL Meeting Proficiency	% of SWD Meeting Proficiency	Proficiency GAP	
	2022-2023	28.70%	27.74%	4	ELA	NA	NA	NA	NA
	2022-2023	37.33%	33.29%	8	ELA	NA	NA	NA	NA
	2022-2023	34.51%	35.32%	HS	ELA	24.22%	0.00%	24.22%	Yes

Note: SY - 2022-2023 = FFY 2022

N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

Gap in Proficiency Rates (Grade Level Academic Achievement Standards) - MATH

Indicator 3D	School Year	State Target	State Data	Grade	Subject	LEA Data			Met Target?
						% of ALL Meeting Proficiency	% of SWD Meeting Proficiency	Proficiency GAP	
	2022-2023	30.19%	25.39%	4	MATH	NA	NA	NA	NA
	2022-2023	30.17%	20.82%	8	MATH	NA	NA	NA	NA
	2022-2023	21.83%	20.74%	HS	MATH	24.22%	0.00%	24.22%	No

Note: SY - 2022-2023 = FFY 2022

N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

Delaware Military Academy

Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities

Indicator 4A	School Year	State Target	State Data	SWD Enrollment	Non-SWD Enrollment	SWD Suspended > 10 Days	Non-SWD Suspended > 10 Days	LEA Data (Rate Ratio)	Met Target?
	2021-2022	32.00%	11.11%	15	0	0	0	0.00	Yes

Note:

Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices

Indicator 4B	School Year	State Target	State Data	Race	SWD Enrolled	SWD Suspended > 10 Days	Met Target?	LEA Data (Rate Ratio)	Compliant?
	2021-2022	0.00%	14.29%	Hispanic/Latino	1	0	Yes	0.00	Compliant
	2021-2022	0.00%	14.29%	Native American	0	NA	NA	NA	NA
	2021-2022	0.00%	14.29%	African American	2	0	Yes	0.00	Compliant
	2021-2022	0.00%	14.29%	White	12	0	Yes	0.00	Compliant
	2021-2022	0.00%	14.29%	Asian American	0	NA	NA	NA	NA
	2021-2022	0.00%	14.29%	Native Hawaiian/Pacific Islander	0	NA	NA	NA	NA
	2021-2022	0.00%	14.29%	Multi-Racial	0	NA	NA	NA	NA

Note:

Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class 80% or More of the Day

Indicator 5A	School Year	State Target	State Data	Number of SWD	Number of SWD In LRE A	LEA Data % in LRE A	Met Target?
	2022-2023	66.54%	64.93%	19	18	94.74%	Yes

Note:

Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class Less Than 40% of the Day

Indicator 5B	School Year	State Target	State Data	Number of SWD	Number of SWD In LRE B	LRE Data % in LRE B	Met Target?
	2022-2023	14.09%	15.21%	19	0	0.00%	Yes

Note:

Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served in Separate Schools, Residential Facilities, and in Homebound/Hospital Placements

Indicator 5C	School Year	State Target	State Data	Number of SWD	Number of SWD In LRE C	LRE Data % in LRE C	Met Target?
	2022-2023	4.43%	4.72%	19	0	0.00%	Yes

Note:

Preschool Environments: Percent of Children Aged 3 to 5 Attending a Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program

Indicator 6A	School Year	State Target	State Data	Age	Total Number of SWD	Total In 6A	Percent Receiving	Met Target
	2022-2023	>=36.80%	35.07%	3	NA	NA	NA	NA
		>=41.90%	38.61%	4	NA	NA	NA	NA
		>=46.00%	41.11%	5	NA	NA	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

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Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility

Indicator 6B	School Year	State Target	State Data	Age	Total Number of SWD	Total in 6B	Percent Receiving	Met Target
	2022-2023	<=40.00%	48.61%	3	NA	NA	NA	NA
		<=40.00%	45.09%	4	NA	NA	NA	NA
		<=38.00%	45.48%	5	NA	NA	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home

Indicator 6C	School Year	State Target	State Data	Age	Total Number of SWD	Total in 6C	Percent Receiving	Met Target
	2022-2023	<=1.80%	0.43%	3	NA	NA	NA	NA
		<=0.80%	0.00%	4	NA	NA	NA	NA
		<=0.60%	0.58%	5	NA	NA	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

Preschool Outcomes: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills

7A1: Positive Social/Emotional Skills : Percent Increased Rate of Growth								
Indicator 7A	School Year	Growth State Target	State Data	LEA Data	Met Target	State Data	LEA Data	Met Target
	2022-2023	87.20%	80.19%	NA	NA	46.51%	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

Preschool Outcomes: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills

7B1: Acquisition and Use of Knowledge and Skills: Percent Increased Rate of Growth								
Indicator 7B	School Year	Growth State Target	State Data	LEA Data	Met Target	State Data	LEA Data	Met Target
	2022-2023	87.49%	88.34%	NA	NA	50.06%	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

Preschool Outcomes: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors

7C1: Use of Appropriate Behaviors: Percent Increased Rate of Growth								
Indicator 7C	School Year	State Target	State Data	LEA Data	Met Target	State Data	LEA Data	Met Target
	2022-2023	88.99%	85.33%	NA	NA	58.14%	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

Delaware Military Academy

Percent of Parents with a Child Receiving Special Education Services Who Report That Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities

<u>Indicator 8</u>	<u>School Year</u> 2022-2023	<u>State Target</u> 91.00%	<u>State Data</u> 92.30%	<u>Total Number of Respondents</u> 1	<u>Number Agree</u> 0	<u>Number Disagree</u> 1	<u>LEA Data % Agree</u> 0.00%	<u>Met Target?</u> No*
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Note: *LEA had 5 or less surveys returned

Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services That is a Result of Inappropriate Identification

<u>Indicator 9</u>	<u>School Year</u> 2022-2023	<u>State Target</u> 0.00%	<u>State Data</u> 0.00%	<u>LEA Data Compliant</u> Yes	<u>Met Target?</u> Yes
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Note: State data reflects % of LEAs with Disproportionate Representation as a result of inappropriate identification.

Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories That is a Result of Inappropriate Identification

<u>Indicator 10</u>	<u>School Year</u> 2022-2023	<u>State Target</u> 0.00%	<u>State Data</u> 10.00%	<u>LEA Data Compliant</u> Yes	<u>Met Target?</u> Yes
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Note: State data reflects % of LEAs with Disproportionate Representation as a result of inappropriate identification.

Evaluations Conducted Within 45 School Days or 90 Calendar Days, Whichever is Less, of Receiving Parent Consent for Initial Evaluation

<u>Indicator 11</u>	<u>School Year</u> 2022-2023	<u>State Target</u> 100.00%	<u>State Data</u> 97.39%	<u>Total Number of Initial Evaluations</u> 0	<u>Number Within Timelines</u> NA	<u>Number Not Within Timelines</u> NA	<u>% LEA Data Within Timelines</u> NA	<u>Met Target?</u> NA
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Note: NA = No Initial evaluations were reported.

Early Childhood Transitions: Percent of Children Referred by Part C Prior to Age 3 Who Are Found Eligible for Part B, and Who Have an IEP Developed and Implemented by Their Third Birthday

<u>Indicator 12</u>	<u>School Year</u> 2022-2023	<u>State Target</u> 100.00%	<u>State Data</u> 97.03%	<u>Number of Children Found Eligible/IEP Implemented by Age 3</u> NA	<u>Number of Students Referred Minus Not Eligible and/or Parent Refusals</u> NA	<u>LEA Data % Who Received Services by Age 3</u> NA	<u>Met Target?</u> NA
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Note: NA = LEA did not have students transitioning from Part C to Part B.

Delaware Military Academy

Percent of Youth Age 14 or in the 8th grade with an IEP That Includes Coordinated, Measurable, Annual IEP Goals and Transition Services That Will Reasonably Enable the Student to Meet the Post-Secondary Goals

<u>Indicator 13</u>	<u>School Year</u> 2022-2023	<u>State Target</u> 100.00%	<u>State Data</u> 97.64%	<u>Total Number of IEPs Reviewed</u> 20	<u>Number of IEPs Meeting Standard</u> 20	<u>LEA Data % Meeting Standard</u> 100.00%	<u>Met Target?</u> Yes
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Note:

Post-School Outcomes-Percent of Youth Who Are No Longer in Secondary School, Had IEPs in Effect at the Time They Left School, and Were: Group A. Enrolled in Higher Education Within One Year of Leaving High School, Group B. Enrolled in Higher Education or Competitively Employed Within One Year of Leaving High School, or Group C. Enrolled in Higher Education or in Some Other Post-Secondary Education or Training Program; or Competitively Employed or in Some Other Employment Within One Year of Leaving

<u>Indicator 14</u>	<u>School Year</u> 2020-2021	<u>State Target</u> 48.14%	<u>State Data</u> 51.09%	<u>Total Number of Exiters</u> 3	<u>Total Number of Respondents</u> 3	<u>Group A Respondents</u> 2	<u>LEA Data % Group A</u> 66.67%	<u>Met Target?</u> Yes
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		<u>State Target</u> 68.82%	<u>State Data</u> 63.99%			<u>Group B Respondents</u> 3	<u>LEA Data % Group B</u> 100.00%	<u>Met Target?</u> Yes
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		<u>State Target</u> 100.00%	<u>State Data</u> 71.78%			<u>Group C Respondents</u> 3	<u>LEA Data % Group C</u> 100.00%	<u>Met Target?</u> Yes
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Note:



DEPARTMENT OF EDUCATION

Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
<http://education.delaware.gov>

Mark A. Holodick, Ed.D.
Secretary of Education
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FFY 2022/Spring 2024 IDEA LEA Annual Determination Business Rules

Indicator	Description	Business Rule	Note/s
1 (20 U.S.C. 1416 (a)(3)(A))	Percent of youth with IEPs graduating from high school with a regular diploma.	Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma Divided by the number of all youth with IEPs who left high school (ages 14-21) in the denominator.	NA = LEA had graduates but no special education graduates or LEA did not have any graduates.
2 (20 U.S.C. 1416 (a)(3)(A))	Percent of youth with IEPs dropping out of high school.	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out Divided by the number of all youth with IEPs who left high school (ages 14-21) in the denominator.	NA = LEA did not have students ages 14-21 who exited from high school.
3A (20 U.S.C. 1416 (a)(3)(A))	Participation and performance of children with IEPs on Statewide assessments: <ul style="list-style-type: none">Participation rate for children with IEPs.	Number of children with IEPs participating in an assessment Divided by the total number of children with IEPs enrolled during the testing window. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. <i>Note: The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.</i>	NA for "Met Target" = LEA does not have students in the specified grade level or the LEA does not have students in the specified grade level eligible to take the assessment.
3B (20 U.S.C. 1416 (a)(3)(A))	Participation and performance of children with IEPs on Statewide assessments: <ul style="list-style-type: none">Proficiency rate for children with IEPs against grade level academic achievement standards.	Number of children with IEPs scoring at or above proficient against grade level academic achievement standards Divided by the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment. Calculate separately for math and reading. Account for ALL children with IEPs, in grades 4, 8, and high school. <i>Note: Include children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.</i>	NA for "Met Target" = LEA does not have students in the specified grade level or the LEA does not have students in the specified grade level eligible to take the assessment. 0.00% for % of SWD Meeting Proficiency = The LEA had students in the specified grade who were tested. 0 met proficiency

Indicator	Description	Business Rule	Note/s
<p>3C</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p>	<p>Participation and performance of children with IEPs on Statewide assessments:</p> <ul style="list-style-type: none"> Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. 	<p>Number of children with IEPs scoring at or above proficient against alternate academic achievement standards</p> <p>Divided by</p> <p>the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school.</p> <p><i>Note: The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.</i></p>	<p>NA for "Met Target" = All LEAs for FFY 2020.</p> <p>0.00% for % of SWD Meeting Proficiency = The LEA had students in the specified grade who were tested. 0 met proficiency.</p>
<p>3D</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p>	<p>Participation and performance of children with IEPs on statewide assessments:</p> <p>Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards.</p>	<p>Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards</p> <p>Subtracted from</p> <p>the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school.</p> <p><i>Note: The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.</i></p>	<p>NA = LEA does not have students in the specified grade level or the LEA does not have students in the specified grade level eligible to take the assessment.</p>
<p>4A</p> <p>(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p>	<p>Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.</p>	<p>State Determination:</p> <p>Number of LEAs that met the state established "N" size</p> <p>Divided by</p> <p>The number of LEAs that met the state established "N" size and exceeded the state bar (rate-ratio).</p> <p>LEA Determination:</p> <p>Number of SWD Suspended or Expelled > than 10 days</p> <p>Divided by</p> <p>Number of General Ed Students Suspended or Expelled > than 10 days</p> <ul style="list-style-type: none"> An LEA meets target if they exceed the rate ratio but had too few students in the cell. An LEA meets the target because they did not exceed rate ratio. An LEA does not meet the target if they exceed state established "N" size and the state bar (rate ratio). <p><i>Note: For SY 2021-2022: N Size = 15/Rate Ratio = 2.0</i></p> <p><i>State Determined Ratio for data reported is a rate ratio of 2.0 for 3 consecutive years or has a cell size of 5 and a rate ratio of 5.0</i></p>	

Indicator	Description	Business Rule	Note/s
<p>4B</p> <p>(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p>	<p>Percent of districts that have:</p> <ul style="list-style-type: none"> (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. 	<p>State Determination:</p> <p>Number of LEAs that met the state established "N" size Divided by The number of LEAs that met the state established "N" size and exceeded the state bar (rate-ratio).</p> <p>LEA Determination:</p> <p>Number of (race/ethnicity) SWD Suspended or Expelled > than 10 days Divided by Number of (race/ethnicity) SWD Suspended or Expelled > than 10 days Divided by General Ed Students Suspended > than 10 days Divided by General Ed Students in LEA</p> <ul style="list-style-type: none"> An LEA meets the target if they exceed the rate ratio but had too few students in the cell. An LEA meets the target if they exceed the rate ratio but are in compliance. An LEA meets the target if they do not exceed rate ratio. An LEA does not meet the target if they exceed the state established "N" size and the state bar (rate ratio) and was found to be noncompliant. <p><i>Note: For SY 2021-2022: Cell Size = 10/Rate Ratio =2.0</i></p> <p><i>State Determined Ratio for data reported is a rate ratio of 2.0 for 3 consecutive years or has a cell size of 5 and a rate ratio of 5.0</i></p>	
<p>5</p> <p>(20 U.S.C. 1416(a)(3)(A))</p>	<p>Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served:</p> <p>A. Inside the regular class 80% or more of the day</p> <p>B. Inside the regular class less than 40% of the day</p> <p>C. In separate schools, residential facilities, or homebound/hospital placements.</p>	<p>A. Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served inside the regular class 80% or more of the day Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs times 100.</p> <p>B. Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served inside the regular class less than 40% of the day Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs]] times 100.</p> <p>C. Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served in separate schools, residential facilities, or homebound/hospital placements Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs times 100.</p>	

Indicator	Description	Business Rule	Note/s
6 (20 U.S.C. 1416(a)(3)(A))	Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program B. Separate special education class, separate school or residential facility. Receiving special education and related services in the home.	A. # of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) Divided by the total # of children ages 3, 4, and 5 with IEPs times 100. B. # of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility Divided by the total # of children ages 3, 4, and 5 with IEPs times 100. C. # of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home Divided by the total # of children ages 3, 4, and 5 with IEPs times 100.	NA - LEA did not have students ages 3-5.
7 (20 U.S.C. 1416 (a)(3)(A))	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Positive social-emotional skills (including social relationships); Acquisition and use of knowledge and skills (including early language/communication and early literacy) Use of appropriate behaviors to meet their needs.	Of those preschool children who entered or exited the preschool program below age expectations in the Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	NA - LEA did not have students ages 3-5 in a preschool program.
8 (20 U.S.C. 1416(a)(3)(A))	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities Divided by Total number of respondent parents of children with disabilities. Indicator data is documented out to two decimal points. Meets or does not meet target is based on the percentage out to two decimal points without rounding. If a respondent indicated unsure or N/A or if the item was left blank, that respondent was removed from the total number of respondents (denominator) and was not counted in LEA's Data % Agree.	NA – LEA did not receive any survey responses. Yes* = LEA met the target with 5 or less survey responses. No* = LEA did not meet the target and had 5 or less survey responses.

Indicator	Description	Business Rule	Note/s
9 (20 U.S.C. 1416(a)(3)(C))	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	<p>State Determination Number of LEAs with disproportionate representation of racial and ethnic groups in special education and related services Divided by representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification</p> <p>LEA Determination LEA Compliant:</p> <ul style="list-style-type: none"> LEA was not identified with Disproportionate Representation as a result of both conditions: <ul style="list-style-type: none"> LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet the minimum cell size of 15 in one or more racial and ethnic groups in special education and related services LEA was not identified with Disproportionate Representation as a result of one of the conditions: <ul style="list-style-type: none"> LEA did not meet or exceed the relative risk ratio of 2.0 or LEA did not meet the minimum cell size of 15 in one or more racial and ethnic groups in special education and related services LEA was identified with Disproportionate Representation as a result of both conditions, however Disproportionate Representation was not the result of inappropriate identification: <ul style="list-style-type: none"> LEA did meet or exceed the relative risk ratio of 2.0 LEA did meet the minimum cell size of 15 in one or more racial and ethnic groups in special education and related services <p>LEA Noncompliant:</p> <ul style="list-style-type: none"> LEA was identified with Disproportionate Representation as a result of both conditions and Disproportionate Representation was the result of inappropriate identification: <ul style="list-style-type: none"> LEA did meet or exceed the relative risk ratio of 2.0 LEA did meet the minimum cell size of 15 in one or more racial and ethnic groups in special education and related services. 	State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification.

Indicator	Description	Business Rule	Note/s
<p>10</p> <p>(20 U.S.C. 1416(a)(3)(C))</p>	<p>Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>	<p>State Determination Number of LEAs that meet the State-established cell size for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education disability categories that is the result of inappropriate identification Divided by Number of LEAs that meet with State-established cell size for one or more racial/ethnic groups times 100.</p> <p>LEA Determination LEA Compliant:</p> <ul style="list-style-type: none"> LEA was not identified with Disproportionate Representation as a result of both conditions: <ul style="list-style-type: none"> LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories. LEA was not identified with Disproportionate Representation as a result of one of the conditions: <ul style="list-style-type: none"> LEA did not meet or exceed the relative risk ratio of 2.0 or LEA did not meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories. LEA was identified with Disproportionate Representation as a result of both conditions, however Disproportionate Representation was not the result of inappropriate identification: <ul style="list-style-type: none"> LEA did meet or exceed the relative risk ratio of 2.0 LEA did meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories. <p>LEA Noncompliant:</p> <ul style="list-style-type: none"> LEA was identified with Disproportionate Representation as a result of both conditions and Disproportionate Representation was the result of inappropriate identification: <ul style="list-style-type: none"> LEA did meet or exceed the relative risk ratio of 2.0 LEA did meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories 	<p>State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification.</p>
<p>11</p> <p>(20 U.S.C. 1416(a)(3)(B))</p> <p>(14 DE Admin Code § 925.2.0)</p>	<p>Percent of children who were evaluated within 45 school days or 90 calendar days, whichever is less, of receiving parental consent for initial evaluation.</p>	<p>Number of children for whom parental consent to evaluate was received Divided by Number of children whose evaluations were completed within 45 school days or 90 calendar days, whichever is less</p> <p>Evaluation met the exception (a) criteria (the parent of the child repeatedly fails or refuses to produce the child for the evaluation). The initial evaluation was found to be in compliance.</p> <p>Evaluation met the exception (b) criteria (the child enrolls in a school of another public agency after the relevant timeframe has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. Exception (b) applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the</p>	<p>NA - no initial evaluations were reported.</p>

		parent and subsequent public agency agree to a specific time when the evaluation will be completed.) The initial evaluation was found to be in compliance.	
Indicator	Description	Business Rule	Note/s
12 (20 U.S.C. 1416(a)(3)(B))	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	<p>A. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination</p> <p>B. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday</p> <p>C. Number of those found eligible who have an IEP developed and implemented by their third birthdays</p> <p>D. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied</p> <p>E. Number of children who were referred to Part C and determined eligible for Part C less than 90 days before their third birthdays</p> <p>$[c/(a-b-d-e)] \times 100$</p>	NA - LEA did not have students transitioning from Part C to Part B.
13 (20 U.S.C. 1416(a)(3)(B))	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	<p>Number of youth in grade 8 or aged 14 (and above) with IEPs that contain each of the required components for secondary transition</p> <p>Divided by</p> <p>Number of youth with IEPs in grade 8 or aged 14 (and above)</p>	NA - LEA did not have students of transition age in grade 8 or ages 14 and above.

Indicator	Description	Business Rule	Note/s
14 (20 U.S.C. 1416(a)(3)(B))	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</p> <ul style="list-style-type: none"> Enrolled in higher education within one year of leaving high school. Enrolled in higher education or competitively employed within one year of leaving high school. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. 	<p>A. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school Divided by</p> <p>the number or respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school</p> <p>B. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school Divided by</p> <p>the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school</p> <p>C. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment Divided by</p> <p>the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school]] times 100.</p>	NA - LEA did not have students with IEPs exiting secondary education.
Timely/ Accurate Date	<p>Timely/accurate submission of the following data:</p> <ul style="list-style-type: none"> Child Count Data (2022-2023 SY) Exiting Data (2022-2023 SY) Discipline Data (2022-2023 SY) Maintenance of Effort (FY 2023) Excess Cost (FY 2023) CEIS/CCEIS (FY 2023) 	<p>Total points earned Divided by Total possible Point</p> <p>Scoring</p> <ul style="list-style-type: none"> 2 points = Percentage reflects at least 95% compliance 1 point = Percentage reflects at least 75% and less than 95% compliance 0 points = Percentage reflects less than 75% compliance 	

RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

EXHIBIT G AUDIT REPORT 2024-2025

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, HOUSING/HOMELESS STATUS OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.



DELAWARE MILITARY ACADEMY CHARTER SCHOOL
(A Component Unit of the State of Delaware)
WILMINGTON, DELAWARE

FINANCIAL STATEMENTS

JUNE 30, 2023

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
(A Component Unit of the State of Delaware)**

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**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
(A Component Unit of the State of Delaware)**

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INDEPENDENT AUDITOR'S REPORT

September 18, 2023

Board of Directors
Delaware Military Academy Charter School
Wilmington, Delaware

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Delaware Military Academy Charter School ("the School"), Wilmington, Delaware, a component unit of the State of Delaware, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Delaware Military Academy Charter School, Wilmington, Delaware, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Board of Directors
Delaware Military Academy Charter School

Responsibilities of Management for the Financial Statements

The School's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

Board of Directors
Delaware Military Academy Charter School

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit

Report on Summarized Comparative Information

We have previously audited the School's 2022 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities, each major fund, and the aggregate remaining fund information in our report dated September 27, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Required Supplemental Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 12, and the budgetary comparison schedule - general fund, schedule of the School's proportionate share of the net pension liability, schedule of School pension contributions, schedule of the School's proportionate share of the net OPEB liability, and schedule of School OPEB contributions on pages 43 through 47 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information

Board of Directors
Delaware Military Academy Charter School

directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 18, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Barbacane, Thornton & Company LLP
BARBACANE, THORNTON & COMPANY LLP

MANAGEMENT'S DISCUSSION AND ANALYSIS

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED
JUNE 30, 2023**

Our discussion and analysis of the financial performance of the Delaware Military Academy Charter School ("the School") provides an overview of the School's financial activities for the year ended June 30, 2023, which is the School's twentieth full year of operation. Please read it in conjunction with the independent auditor's report and the School's financial statements.

FINANCIAL HIGHLIGHTS

The School's net position increased by \$230,201, and general revenues accounted for \$7,787,087 or 92% of total revenues.

USING THE ANNUAL FINANCIAL REPORT

This annual financial report consists of a series of financial statements and notes to those statements. The statements are organized so that the reader can understand the School as a whole and then proceed to provide an increasingly detailed look at specific financial activities.

REPORTING THE SCHOOL AS A WHOLE

The Statement of Net Position and Statement of Activities

One of the most important questions asked about School finances is, "Is the School better or worse off as a result of the year's activities?" The statement of net position and the statement of activities report information about the School as a whole and about its activities in a manner that helps to answer this question. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting similar to the accounting used by private sector corporations. All of the current year's revenues and expenses are taken into consideration regardless of when cash is received or paid.

These two statements report the School's net deficit and changes in net deficit. The change in net deficit provides the reader with a tool to assist in determining whether the School's financial health is improving or deteriorating. The reader will need to consider other nonfinancial factors such as student enrollment stability and facility conditions in arriving at a conclusion regarding the overall health of the School.

REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

Our analysis of the School's major funds and fund financial statements provides detailed information about the most significant funds - not the School as a whole. Some funds are required to be established by State statute, while other funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

Governmental Funds

All of the School's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end available for spending in future periods. These funds are reported using the modified accrual method of accounting, which measures cash and other

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2023**

financial assets that can be readily converted to cash. The governmental fund statements provide a detailed short-term view of the School's general government operations and the basic services it provides. Governmental fund information helps one determine whether there are more or fewer financial resources available to spend in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds is reconciled in the basic financial statements. Activities related to capital assets, long-term debt, and compensated absences are the primary reconciling items.

Fiduciary Funds

The School is a fiduciary for its student and other activity assets that, due to a fiduciary arrangement, can be used only for student activities. All of the School's fiduciary activities are reported in separate Statement of Fiduciary Net Position and Statement of Changes in Fiduciary Net Position. These activities are excluded from the School's other financial statements since these assets may not be utilized by the School to finance its operations.

ENTITY-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets and deferred outflows of resources were exceeded by liabilities and deferred inflows of resources resulting in a deficit of \$8,579,963 at the close of the fiscal year. A comparative net position analysis of fiscal years 2023 and 2022 follows:

**Table 1
NET POSITION**

	Governmental Activities	
	2023	2022
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
Current and Other Assets:		
Cash and pooled cash	\$ 5,712,779	\$ 5,982,944
Investments	93,598	86,419
Total Current Assets	5,806,377	6,069,363
Noncurrent Assets:		
Land	2,987,665	2,987,665
Capital assets, net of depreciation	15,691,960	15,673,037
Right-to-use assets, net of amortization	52,055	6,483
Due from State of Delaware	537,774	359,536
Net pension asset	-	1,936,434
Total Noncurrent Assets	19,269,454	20,963,155
DEFERRED OUTFLOWS OF RESOURCES		
Deferred amount on refunding	1,985,067	2,061,416
Deferred outflows - pension	1,311,778	1,179,040
Deferred outflows - OPEB	3,241,838	4,140,381
Total Deferred Outflows of Resources	6,538,683	7,380,837
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	31,614,514	34,413,355

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2023**

**Table 1
NET POSITION**

	Governmental Activities	
	2023	2022
(cont'd)		
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)		
Current Liabilities:		
Accounts payable	10,145	8,445
Accrued salaries and related costs	979,184	1,009,831
Bonds and notes payable, net	393,923	386,150
Lease liability	11,747	6,486
Total Current Liabilities	1,394,999	1,410,912
Noncurrent Liabilities:		
Compensated absences	537,774	359,536
Bonds and notes payable, net	18,732,578	19,126,502
Lease liability	40,732	-
Net pension liability	2,019,276	-
Net OPEB liability	12,124,575	15,480,054
Total Noncurrent Liabilities	33,454,935	34,966,092
DEFERRED INFLOWS OF RESOURCES		
Deferred inflows - pension	91,470	3,908,499
Deferred inflows - OPEB	5,253,073	2,938,016
Total Deferred Inflows of Resources	5,344,543	6,846,515
NET POSITION (DEFICIT)		
Net investment in capital assets	1,537,767	1,209,463
Restricted	402,366	2,078,406
Unrestricted (deficit)	(10,520,096)	(12,098,033)
TOTAL NET POSITION (DEFICIT)	\$ (8,579,963)	\$ (8,810,164)

**Table 2
CHANGES IN NET POSITION**

	Governmental Activities	
	2023	2022
REVENUES		
General revenue:		
Charges to school districts	\$ 2,244,406	\$ 2,155,586
Payments from primary government	5,482,290	4,508,487
Earnings (loss) on investments	60,391	(11,947)
Program revenue:		
Charges for services	118,448	136,261
Operating grants and contributions	566,489	806,668
Capital grants and contributions	800	20,500
TOTAL REVENUES	8,472,824	7,615,555

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2023**

**Table 2
CHANGES IN NET POSITION**

(cont'd)	Governmental Activities	
	2023	2022
EXPENSES		
Instructional services	6,277,661	5,360,818
Support services:		
Operation and maintenance of facilities	1,315,675	1,049,981
Transportation	4,491	353,515
Food service	123,130	113,867
Interest on long-term debt	521,666	526,325
TOTAL EXPENSES	8,242,623	7,404,506
CHANGE IN NET DEFICIT	\$ 230,201	\$ 211,049

Governmental Activities

Net deficit of the School's governmental activities decreased by \$230,201.

The statement of activities shows the cost of program services and the charges for services and grants offsetting those services. The table below reflects the cost of program services and the net cost of those services after taking into account the program revenues for governmental activities. General revenues that include charges to school districts, earnings on cash and investments, and state entitlements must support the net cost of the School's programs.

	2023		2022	
	Total Cost	Net Cost	Total Cost	Net Cost
<i>Governmental Activities</i>				
Instructional services	\$ 6,277,661	\$ 5,710,372	\$ 5,360,818	\$ 4,533,650
Support services:				
Operation and maintenance of facilities	1,315,675	1,315,675	1,049,981	1,049,981
Transportation	4,491	4,491	353,515	353,515
Food service	123,130	4,682	113,867	(22,394)
Interest on long-term debt	521,666	521,666	526,325	526,325
Total Expenses	\$ 8,242,623	\$ 7,556,886	\$ 7,404,506	\$ 6,441,077

The reliance on general revenues to support governmental activities is indicated by the net services column reflecting the need for \$7,556,886 of support.

THE SCHOOL'S FUNDS

The School's governmental funds (as presented on the balance sheet) as of June 30, 2023 reported a combined fund balance of \$4,817,048 compared to last year's total fund balance of \$5,051,087.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2023**

Governmental Funds

The School's fund balances decreased overall due to increased capital outlays in the current year. The table that follows assists in illustrating the financial activities and balance of governmental activities.

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

	Total Governmental Funds	
	2023	2022
REVENUES		
Charges to school districts	\$ 2,244,406	\$ 2,155,586
State aid	4,885,861	4,639,527
Federal aid	302,793	175,683
Food service	118,448	136,261
Cadet fees	378,275	221,791
Contributions	304,412	429,694
Gain (loss) on investments	60,391	(11,947)
TOTAL REVENUES	8,294,586	7,746,595
EXPENDITURES		
Current:		
Instructional services	6,151,309	5,660,498
Operation and maintenance of facilities	794,712	675,509
Transportation	4,491	353,515
Food service	123,130	113,867
Capital outlays:		
Property	544,887	16,574
Equipment	141,694	3,480
Debt service:		
Principal	386,151	377,396
Interest	445,317	449,976
TOTAL EXPENDITURES	8,591,691	7,650,815
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(357,496)	107,727
OTHER FINANCING SOURCES (USES)		
Proceeds from lease	63,066	-
TOTAL OTHER FINANCING SOURCES (USES)	63,066	-
NET CHANGE IN FUND BALANCES	(234,039)	95,780
FUND BALANCES, BEGINNING OF YEAR	5,051,087	4,955,307
FUND BALANCES, END OF YEAR	\$ 4,817,048	\$ 5,051,087

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2023**

The increase in revenues for the year was mainly due to increased revenue from school districts, state, and federal sources.

Expenditures exceeded revenues and other financing sources and other financing uses by \$234,039.

General Fund

The general fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund. The general fund had a fund balance of \$4,414,682 at June 30, 2023. This was a \$494,433 decrease from the prior year. The decrease in fund balance of the general fund is due mainly to transfers out to the Capital Projects and Seahawk CLS funds to cover debt obligations.

Capital Projects Fund

The Capital Projects Fund had a fund balance of \$353,966 at June 30, 2023. This was a \$260,430 increase from the prior year. The Capital Projects Fund was financed by transfers from other funds.

Seahawk CLS Fund

Seahawk CLS LLC is a blended component unit of the School. It had a fund balance of \$48,400 at June 30, 2023. This was a \$36 decrease from the prior year. The Seahawk CLS Fund is funded by transfers from the General Fund, and is utilized to pay the debt service related to the school property.

GENERAL FUND BUDGET INFORMATION

The School's General Fund budget is prepared in accordance with the modified accrual basis of accounting. The School may amend its revenue and expenditure estimates periodically due to changing conditions. The budget is presented as amended.

The following are explanations for the more significant variances between budget versus actual revenues and expenditures as shown on page 43.

Revenues

Charges to School Districts

An unfavorable variance of \$322,616 is attributed to the number of students attending the School from the various school districts and the rates charged for each student by district. The rates charged for each student are dependent on the prior year expenditures for each district.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2023**

State and Federal Aid

An unfavorable variance of \$256,426 results from the timing of recognition of federal funds. Federal funds are recognized when they are spent. These funds are typically 15-month grants, and their start/end dates do not align with the fiscal year. More federal funds will be spent in the next fiscal year to obligate the funds prior to the grants' various expiration dates.

Food Service

An unfavorable variance of \$11,552 is attributed to the School's students bringing more lunches in the current year than purchasing at the School.

Expenditures

Salaries and Benefits

An unfavorable variance of \$271,531 is largely attributed to an increased need for substitute teachers in FY 2022 from COVID-19 absences.

Benefits and Employment Costs

An unfavorable variance of \$183,601 is largely attributed to School having rising benefit costs in the current year.

Contractual Services

A favorable variance of \$482,387 is largely attributed less instructional services in the current year.

Supplies and Materials

An unfavorable variance of \$612,237 is attributed to needing more supplies than the prior year. The School is committed to ensuring that students have the required instructional materials to further their education.

CAPITAL ASSETS

The School has \$18,731,680 invested in capital assets and right-to-use assets net of depreciation/amortization. Acquisitions totaled \$731,433. Depreciation/amortization expense for the year totaled \$666,938. Detailed information regarding capital asset activity is included in the notes to the basic financial statements.

DEBT ADMINISTRATION

At the end of the current fiscal year, the School has total notes payable outstanding of \$19,126,501 and lease liability of \$52,479. The majority of this debt is a direct result of purchasing the School facility and the construction of the new monolithic dome building, and the lease liability is for a copier.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2023**

FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS

Fiscal year 2023 was the twentieth year of operation as a functioning school. In fiscal year 2020, the School completed construction on the football stadium. The stadium will house various school sports as well as provide a venue for various other events. The stadium will allow the School to host a wider range of athletic and other extracurricular events.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our fellow citizens, customers, parents, investors, potential investors, and creditors with a general overview of the School's finances. If you have questions about this report or need additional financial information, contact the School's Chief Financial Officer at (302) 998-0745.

BASIC FINANCIAL STATEMENTS

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
STATEMENTS OF NET POSITION
JUNE 30, 2023 AND 2022**

	Governmental Activities	
	2023	2022
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
CURRENT ASSETS:		
Cash and pooled cash	\$ 5,712,779	\$ 5,982,944
Investments	93,598	86,419
Total Current Assets	<u>5,806,377</u>	<u>6,069,363</u>
NONCURRENT ASSETS:		
Land	2,987,665	2,987,665
Capital assets, net of depreciation	15,691,960	15,673,037
Right-to-use assets, net of amortization	52,055	6,483
Due from State of Delaware	537,774	359,536
Net pension asset	-	1,936,434
Total Noncurrent Assets	<u>19,269,454</u>	<u>20,963,155</u>
TOTAL ASSETS	<u>25,075,831</u>	<u>27,032,518</u>
DEFERRED OUTFLOWS OF RESOURCES:		
Deferred amount on refunding	1,985,067	2,061,416
Deferred outflows - pension	1,311,778	1,179,040
Deferred outflows - OPEB	3,241,838	4,140,381
TOTAL DEFERRED OUTFLOWS OF RESOURCES	<u>6,538,683</u>	<u>7,380,837</u>
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u>\$ 31,614,514</u>	<u>\$ 34,413,355</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)		
CURRENT LIABILITIES:		
Accounts payable	\$ 10,145	\$ 8,445
Accrued salaries and related costs	979,184	1,009,831
Notes payable	393,923	386,150
Lease liability	11,747	6,486
Total Current Liabilities	<u>1,394,999</u>	<u>1,410,912</u>
NONCURRENT LIABILITIES:		
Compensated absences	537,774	359,536
Notes payable	18,732,578	19,126,502
Lease liability	40,732	-
Net pension liability	2,019,276	-
Net OPEB liability	12,124,575	15,480,054
Total Noncurrent Liabilities	<u>33,454,935</u>	<u>34,966,092</u>
TOTAL LIABILITIES	<u>34,849,934</u>	<u>36,377,004</u>
DEFERRED INFLOWS OF RESOURCES:		
Deferred inflows - pension	91,470	3,908,499
Deferred inflows - OPEB	5,253,073	2,938,016
TOTAL DEFERRED INFLOWS OF RESOURCES	<u>5,344,543</u>	<u>6,846,515</u>
NET POSITION (DEFICIT):		
Net investment in capital assets	1,537,767	1,209,463
Restricted for:		
Capital projects	353,966	93,536
Seahawk CLS	48,400	48,436
Net pension asset	-	1,936,434
Unrestricted (deficit)	<u>(10,520,096)</u>	<u>(12,098,033)</u>
TOTAL NET POSITION (DEFICIT)	<u>(8,579,963)</u>	<u>(8,810,164)</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)	<u>\$ 31,614,514</u>	<u>\$ 34,413,355</u>

The accompanying notes are an integral part of these financial statements.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023
(With Summarized Comparative Data for the Year Ended June 30, 2022)

	Program Revenues			Net (Expense) Revenue and Changes in Net Deficit	
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Totals
GOVERNMENTAL ACTIVITIES					
Instructional services	\$ (6,277,661)	\$ -	\$ 566,489	\$ 800	\$ (5,710,372)
Support services:					
Operation and maintenance of facilities	(1,315,675)	-	-	-	(1,315,675)
Transportation	(4,491)	-	-	-	(4,491)
Food service	(123,130)	118,448	-	-	(4,682)
Interest on long-term debt	(521,666)	-	-	-	(521,666)
TOTAL GOVERNMENTAL ACTIVITIES	\$ (8,242,623)	\$ 118,448	\$ 566,489	\$ 800	(7,556,886)
GENERAL REVENUES					
Charges to school districts					2,244,406
Payments from primary government					5,482,290
Earnings (loss) on investments					60,391
TOTAL GENERAL REVENUES					7,787,087
CHANGE IN NET DEFICIT					230,201
NET DEFICIT, BEGINNING OF YEAR					(8,810,164)
NET DEFICIT, END OF YEAR					\$ (8,579,963)
					\$ (8,810,164)

The accompanying notes are an integral part of these financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
BALANCE SHEET - GOVERNMENTAL FUNDS**

JUNE 30, 2023

(With Summarized Comparative Data for June 30, 2022)

	General Fund	Capital Projects Fund	Seahawk CLS Fund	Totals
				2023
				2022
ASSETS				
Cash and pooled cash	\$ 5,310,413	\$ 353,966	\$ 48,400	\$ 5,712,779
Investments	93,598	-	-	93,598
TOTAL ASSETS	\$ 5,404,011	\$ 353,966	\$ 48,400	\$ 5,806,377
LIABILITIES AND FUND BALANCES				
LIABILITIES:				
Accounts payable	\$ 10,145	\$ -	\$ -	\$ 10,145
Accrued salaries and related benefits	979,184	-	-	979,184
Total Liabilities	989,329	-	-	989,329
FUND BALANCES:				
Committed	786,814	-	-	786,814
Restricted	-	353,966	48,400	402,366
Unassigned	3,627,868	-	-	3,627,868
Total Fund Balances	4,414,682	353,966	48,400	4,817,048
TOTAL LIABILITIES AND FUND BALANCES	\$ 5,404,011	\$ 353,966	\$ 48,400	\$ 5,806,377
				\$ 6,069,363

The accompanying notes are an integral part of these financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUNDS
TO STATEMENT OF NET POSITION
JUNE 30, 2023**

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS	\$ 4,817,048
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The amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. Capital assets and right to use assets net of accumulated depreciation and amortization as detailed in the footnotes are included in the statement of net position.	18,731,680
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Long-term assets (the reimbursement for compensated absences) applicable to governmental activities are not due and receivable in the current period and, therefore, are not reported as fund assets.

Due from State of Delaware	537,774
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Long-term liabilities applicable to the governmental activities are not due and payable in the current period and, therefore, are not reported as fund liabilities. Those liabilities consist of:

Compensated absences	\$ (537,774)	
Notes payable	(19,126,501)	
Lease liability	(52,479)	
Net pension liability	(2,019,276)	
Net OPEB liability	<u>(12,124,575)</u>	(33,860,605)

Refunded debt resulted in deferred outflows of resources which will be amortized over the life of new debt but do not represent current rights.	1,985,067
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Deferred inflows and outflows of resources related to the School's net pension liability are based on the differences between actuarially determined actual and expected investment returns, changes in assumptions, differences in actual and expected experience, changes in the actuarially determined proportion of the School's amount of the total pension liability, and pension contributions made after the measurement date of the net pension liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - pension	1,311,778	
Deferred inflows - pension	<u>(91,470)</u>	1,220,308

Deferred inflows and outflows of resources related to the School's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of the total OPEB liability, and OPEB contributions made after the measurement date of the net OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - OPEB	3,241,838	
Deferred inflows - OPEB	<u>(5,253,073)</u>	<u>(2,011,235)</u>

TOTAL NET DEFICIT - GOVERNMENTAL ACTIVITIES	<u>\$ (8,579,963)</u>
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The accompanying notes are an integral part of these financial statements.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2023
(With Summarized Comparative Data for the Year Ended June 30, 2022)

	General Fund	Capital Projects Fund	Seahawk CLS Fund	Totals	
				2023	2022
REVENUES					
Charges to school districts	\$ 2,244,406	\$ -	\$ -	\$ 2,244,406	\$ 2,155,586
State aid	4,885,861	-	-	4,885,861	4,639,527
Federal aid	302,793	-	-	302,793	175,683
Food service	118,448	-	-	118,448	136,261
Cadet fees	378,275	-	-	378,275	221,791
Gain (loss) on investments	60,391	-	-	60,391	(11,947)
Contributions	303,612	800	-	304,412	429,694
TOTAL REVENUES	<u>8,293,786</u>	<u>800</u>	<u>-</u>	<u>8,294,586</u>	<u>7,746,595</u>
EXPENDITURES					
Current:					
Instructional services	6,151,309	-	-	6,151,309	5,660,498
Operation and maintenance of facilities	794,676	-	36	794,712	675,509
Transportation	4,491	-	-	4,491	353,515
Food service	123,130	-	-	123,130	113,867
Capital outlays:					
Property	45,754	499,133	-	544,887	16,574
Equipment	78,628	63,066	-	141,694	3,480
Debt service:					
Principal	-	140,730	245,421	386,151	377,396
Interest	-	120,138	325,179	445,317	449,976
TOTAL EXPENDITURES	<u>7,197,988</u>	<u>823,067</u>	<u>570,636</u>	<u>8,591,691</u>	<u>7,650,815</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	<u>1,095,798</u>	<u>(822,267)</u>	<u>(570,636)</u>	<u>(297,105)</u>	<u>95,780</u>
OTHER FINANCING SOURCES (USES)					
Proceeds from lease	-	63,066	-	63,066	-
Transfers in	-	1,019,631	570,600	1,590,231	827,340
Transfers out	(1,590,231)	-	-	(1,590,231)	(827,340)
TOTAL OTHER FINANCING SOURCES (USES)	<u>(1,590,231)</u>	<u>1,082,697</u>	<u>570,600</u>	<u>63,066</u>	<u>-</u>
NET CHANGE IN FUND BALANCES	<u>(494,433)</u>	<u>260,430</u>	<u>(36)</u>	<u>(234,039)</u>	<u>95,780</u>
FUND BALANCES, BEGINNING OF YEAR	<u>4,909,115</u>	<u>93,536</u>	<u>48,436</u>	<u>5,051,087</u>	<u>4,955,307</u>
FUND BALANCES, END OF YEAR	<u>\$ 4,414,682</u>	<u>\$ 353,966</u>	<u>\$ 48,400</u>	<u>\$ 4,817,048</u>	<u>\$ 5,051,087</u>

The accompanying notes are an integral part of these financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023**

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS \$ (234,039)

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$5,000 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation and amortization expense. This is the amount by which depreciation and amortization expense exceeded capital outlays in the current period.

Capital outlays	\$ 731,433	
Depreciation and amortization expense	<u>(666,938)</u>	64,495

Some revenues reported in the statement of activities are not available to finance current expenditures and, therefore, are not reported as revenues in the governmental funds.	178,238
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The issuance of long-term debt (e.g., notes, bonds) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position. Similarly, amortization of premium reduces the liability in the statement of net position. Interest on long-term debt is not accrued for in the governmental funds but is recognized on the statement of net position; therefore, the change in accrual must be recognized.

Payment of note principal	386,151	
Payment on lease	17,073	
Lease proceeds	(63,066)	
Amortization of deferred amount on refunding	<u>(76,349)</u>	263,809

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.

Compensated absences	(178,238)
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Pension expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas pension expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

(5,943)

OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

141,879

CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES	<u><u>\$ 230,201</u></u>
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The accompanying notes are an integral part of these financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
STATEMENTS OF FIDUCIARY NET POSITION - CUSTODIAL FUND
JUNE 30, 2023 AND 2022**

	Student Activities Fund	
	2023	2022
ASSETS:		
Cash	\$ 52,484	\$ 39,063
TOTAL ASSETS	<u>\$ 52,484</u>	<u>\$ 39,063</u>
 LIABILITIES AND NET POSITION:		
LIABILITIES		
Other current liabilities	\$ -	\$ -
TOTAL LIABILITIES	<u>-</u>	<u>-</u>
 NET POSITION		
Restricted for student activities	<u>52,484</u>	<u>39,063</u>
TOTAL LIABILITIES AND NET POSITION	<u>\$ 52,484</u>	<u>\$ 39,063</u>

The accompanying notes are an integral part of these financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
STATEMENTS OF CHANGES IN FIDUCIARY NET POSITION - CUSTODIAL FUND
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022**

	Student Activities Fund	
	2023	2022
ADDITIONS		
Fundraising	\$ 54,921	\$ 61,481
TOTAL ADDITIONS	<u>54,921</u>	<u>61,481</u>
 DEDUCTIONS		
Student activities	<u>41,500</u>	<u>42,075</u>
TOTAL DEDUCTIONS	<u>41,500</u>	<u>42,075</u>
 CHANGE IN NET POSITION	<u>13,421</u>	<u>19,406</u>
 BEGINNING NET POSITION	<u>39,063</u>	<u>19,657</u>
 ENDING NET POSITION	<u>\$ 52,484</u>	<u>\$ 39,063</u>

The accompanying notes are an integral part of these financial statements.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Description of the Charter School

The Delaware Military Academy Charter School is organized under Delaware Code, Title 14, Chapter 5 of the State of Delaware. The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public school students and increasing academic performance. A charter school is an independent public school governed by an independent board of directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions - most notably, they may not levy taxes. To encourage innovation, charter schools operate free from a number of state laws and regulations. The Delaware Military Academy Charter School's initial charter was granted for a three-year period, renewable every five years thereafter.

Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. Public funds are not provided for facilities. Charter schools may charge for selected additional costs consistent with those permitted by other school districts. Because charter schools receive local, state, and federal funds, they may not charge tuition.

The Delaware Military Academy Charter School was established in November 2002 but did not begin a regular school year until September 2003. The year 2023 was the twentieth full year of operations, which was funded primarily with state and local funding based upon student enrollment.

The financial statements of the Delaware Military Academy Charter School have been prepared in conformity with accounting principles generally accepted in the United States of America as applied to local governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the Delaware Military Academy Charter School ("the School") are described below.

Reporting Entity

The School is a special purpose government and is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the State of Delaware's operations.

Blended Component Unit

Seahawk CLS LLC is a nonprofit limited liability company established in April 2017 by the School for the purpose of supporting the School's future operations. The School is the sole corporate member of Seahawk CLS LLC. In accordance with the requirements of GASB Statement No. 80, "Blending Requirements for Certain Component Units," Seahawk CLS LLC is considered a blended component unit.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Entity-wide and Fund Financial Statements

The entity-wide financial statements (the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these financial statements.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

Separate financial statements are provided for governmental funds. The major individual governmental funds are reported as separate columns in the fund financial statements.

Amounts reported or to be reported as program revenues include 1) charges to students for special fees, supplies, or services provided; 2) operating grants and contributions; and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Entity-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

Charges to the school districts, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

The School reports the following major governmental funds:

- **General Fund** – The general fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.
- **Capital Projects Fund** – This fund is used to account for the acquisition, construction, and renovation of major capital facilities and their related capital assets.
- **Seahawk CLS Fund** – This fund is used to account for rentals and debt service.

Fiduciary Funds

Fiduciary funds account for the assets held by the School as a trustee or agent for individuals, private organizations, and/or governmental units and are, therefore, not available to support the School's own programs. The School accounts for these assets in a custodial fund. The custodial fund accounts for funds held on behalf of students of the School. The custodial fund reports additions to and deductions from the custodial account. The measurement focus and basis of accounting for the custodial funds is the same as for entity-wide financial statements.

Cash and Pooled Cash

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition, as well as cash deposits held in an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware.

Investments

Investments are recorded at fair value.

In establishing the fair value of investments, the School uses the following hierarchy. The lowest level of valuation available is used for all investments.

Level 1 – Valuations based on quoted market prices in active markets for identical assets or liabilities that the entity has the ability to access.

Level 2 – Valuations based on quoted prices of similar products in active markets or identical products in markets that are not active or for which all significant inputs are observable, directly or indirectly.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Level 3 – Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

Capital and Right to use Assets

Capital assets, which include a building, land improvements, furniture and fixtures, and equipment, are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial cost of more than \$5,000 and an estimated useful life in excess of one year. Right to use assets are defined as assets with term cost of more than \$5,000. Such assets are recorded at historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed. Interest cost incurred during construction is not capitalized.

Capital assets of the School are depreciated using the straight-line method over the estimated useful lives of the related assets. Right to use assets are amortized over the term of the lease. The School generally uses the following estimated useful lives:

Building	40 years
Land improvements	15 years
Furniture and fixtures	10 years
Equipment	7 years

Compensated Absences

Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. A liability for these amounts is reported in the governmental funds only when the liability matures, for example, as a result of employee resignations and retirements. In addition, the State of Delaware Department of Education will reimburse the School for the liability.

Vacation – Twelve-month employees can accumulate up to 42 days of vacation. Any days in excess of 42 are dropped as of July 1 of each year. Employees are paid for unused vacation upon termination and/or retirement at the current rate of pay.

Sick Leave – Sick leave allowances are as follows: teachers shall be allowed 10 days of sick leave per year, and annual employees earn one day of sick leave for each month worked. Any unused sick days shall be accumulated to the employee's credit up to a maximum of 90 days. Compensation for accumulated sick days is received when employees (a) qualify and apply for state pension and are paid at a rate of 50% of the per diem rate of pay not to exceed

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

90 days; or (b) in the case of death, when payment is made to the employee's estate at a rate of one day's pay for each day of unused sick leave not to exceed 90 days.

Fund Equity

Fund balance is displayed in the following classification (if applicable) depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

Nonspendable – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed – amounts that can be used only for specific purposes determined by formal action of the Board of Directors. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Directors.

Assigned – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Commandant may assign amounts for specific purposes.

Unassigned – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unassigned fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board or the Commandant have provided otherwise in their commitment or assignment actions.

Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. The net investment in capital assets consists of capital assets, net of accumulated depreciation/amortization, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. Any remaining

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

portions of net position are reflected as unrestricted. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and then unrestricted resources as they are needed.

Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

The Seahawk CLS LLC is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the charitable contribution deduction under Section 170(c)(2) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The Seahawk CLS LLC did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions subsequent to the measurement date of the net pension and OPEB liabilities, certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods, and deferred amounts of refundings which are amortized over the life of the note. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

Use of Estimates in the Preparation of Financial Statements

The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Comparative Data

Comparative total data for the prior year is presented in the basic financial statements to provide an understanding of changes in the School's financial position and operations. That comparative data is not at the level of detail required for a presentation in conformity with accounting principles generally accepted in the United States of America and has been restated and reclassified, as needed, from the presentation in the School's June 30, 2022 basic financial statements to be comparative with the current year presentation.

NOTE 2 CASH, POOLED CASH, AND INVESTMENTS

Deposits

At June 30, 2023, the School had a cash and pooled cash balance of \$5,765,263. Of that amount, \$5,310,413 is part of an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware. All investment decisions are made by the State Treasurer's Office. These funds are considered to be highly liquid and available for immediate use and, thus, are recorded as cash equivalents in these financial statements.

The funds held by the State of Delaware investment pool, an internal investment pool, are specifically identified for the School, but the credit risk cannot be categorized for these funds. Credit risk for such investments depends on the financial stability of the State of Delaware. The State reports that its investment securities are stated at quoted market prices, except that investment securities with a remaining maturity at time of purchase of one year or less are stated at cost or amortized cost.

At June 30, 2023, the reported amount of the School's deposits not held with the State Treasurer's Office was \$454,850, and the bank balance was \$457,645. Of the bank balance, \$305,279 was covered by federal depositary insurance, and \$152,366 was exposed to custodial credit risk because the collateral held was not in the School's name.

Investments

State statutes authorize the School to invest in U.S. government securities, government agency securities, certificates of deposit, time deposits and bankers' acceptances, corporate debt instruments, money market funds, and other similar instruments that are insured by the Federal Deposit Insurance Corporation ("FDIC") or are backed by the full faith and credit of the United States of America or any of its agencies or instrumentalities.

The School categorizes its fair value measurements within the fair value hierarchy established by accounting principles generally accepted in the United States of America. The School has the following recurring fair value measurements as of June 30, 2023:

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 2 CASH, POOLED CASH, AND INVESTMENTS (cont'd)

<u>Investment Type</u>	<u>Fair Value</u>	<u>Level 2</u>
Delaware Community Foundation	\$ 93,598	\$ 93,598
TOTAL	\$ 93,598	\$ 93,598

The School's Level 2 investments are valued based on the value at which the investment could be redeemed as of the report date.

Custodial Credit Risk

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the School will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. As of June 30, 2023, none of School's investments were subject to custodial credit risk.

Interest Rate Risk

The School's investment policy does not limit investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

The School's investment policy does not limit its investment choices to those with certain credit ratings.

NOTE 3 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2023 is as follows:

	<u>Beginning Balance</u>	<u>Increase</u>	<u>Disposals</u>	<u>Ending Balance</u>
<i>Governmental Activities</i>				
Capital assets not being depreciated/ amortized:				
Land	\$ 2,987,665	\$ -	\$ -	\$ 2,987,665
Total Capital Assets Not Being Depreciated/Amortized	2,987,665	-	-	2,987,665
Capital assets being depreciated/ amortized:				
Buildings	21,171,756	51,771	-	21,223,527
Land Improvements	79,424	442,659	-	522,083
Equipment	616,438	94,505	-	710,943
Right-to-use assets	68,070	63,066	-	131,136
Furniture and fixtures	377,602	79,432	-	457,034

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 3 CAPITAL ASSETS (cont'd)

(cont'd)	Beginning Balance	Increase	Disposals	Ending Balance
Total Capital Assets Being Depreciated/Amortized	22,313,290	731,433	-	23,044,723
Accumulated depreciation/amortization:				
Buildings	(5,903,044)	(530,588)	-	(6,433,632)
Land Improvements	(23,106)	(34,806)	-	(57,912)
Equipment	(374,737)	(62,185)	-	(436,922)
Right-to-use assets	(61,587)	(17,494)	-	(79,081)
Furniture and fixtures	(271,296)	(21,865)	-	(293,161)
Total accumulated depreciation/ amortization	(6,633,770)	(666,938)	-	(7,300,708)
Total Capital Assets Being Depreciated/ Amortized, Net	15,679,520	64,495	-	15,744,015
Governmental Activities Capital Assets, Net	\$18,687,185	\$ 64,495	\$ -	\$18,731,680

Depreciation and amortization expense was charged to the following activities:

Governmental Activities:	
Instructional services	\$ 84,050
Operation and maintenance of facilities	582,888
	<u>\$ 666,938</u>

NOTE 4 LONG-TERM LIABILITIES

On March 9, 2019, the School was issued a \$5,500,000 note through the United States Department of Agriculture as part of the Community Facilities Loans and Grants program. The funds from this issuance were used to fully refund the Series of 2016 Revenue Bonds. The note is secured by real estate and bears interest at a fixed rate of 2.375% per annum fixed for the life of the debt. The note matures on March 9, 2048. The outstanding balance at June 30, 2023 was \$4,807,931.

On August 27, 2020 Seahawk CLS LLC issued two notes in the amounts of \$9,000,000 and \$6,000,000. The notes are secured by real estate and bear interest at a fixed rate of 2.25% per annum fixed for the lives of the debts. The notes mature on August 27, 2060. The outstanding balances at June 30, 2023 were \$8,591,142 and \$5,727,428, respectively. The proceeds were used to purchase the property from the School.

Interest expense was \$521,666 for the year ended June 30, 2023.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 4 **LONG-TERM LIABILITIES** (cont'd)

An analysis of debt service requirements to maturity on this obligation is as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 393,923	\$ 433,417	\$ 827,340
2025	404,247	423,093	827,340
2026	413,626	413,714	827,340
2027	423,223	404,117	827,340
2028	431,960	395,380	827,340
2029 - 2033	2,319,536	1,817,164	4,136,700
2034 - 2038	2,601,522	1,535,178	4,136,700
2039 - 2043	2,917,821	1,218,879	4,136,700
2044 - 2048	3,222,108	864,543	4,086,651
2049 - 2053	2,302,803	550,197	2,853,000
2054 - 2058	2,576,852	276,148	2,853,000
2059 - 2061	1,118,880	26,543	1,145,423
Total	<u>\$ 19,126,501</u>	<u>\$ 8,358,373</u>	<u>\$ 27,484,874</u>

A schedule of changes in long-term liabilities is as follows:

	<u>Beginning 07/01/2022</u>	<u>Additions</u>	<u>Retirements</u>	<u>Outstanding 06/30/2023</u>	<u>Amounts Due within One Year</u>
<i>Governmental Activities</i>					
Notes payable	\$19,512,652	\$ -	\$ 386,151	\$19,126,501	\$ 393,923
Compensated absences	359,536	178,238	-	537,774	-
Lease liability	6,486	63,066	17,073	52,479	11,747
Net OPEB liability	15,480,054	-	3,355,479	12,124,575	-
Net pension liability	-	2,019,276	-	2,019,276	-
Total	<u>\$35,358,728</u>	<u>\$ 2,260,580</u>	<u>\$ 3,758,703</u>	<u>\$33,860,605</u>	<u>\$ 405,670</u>

Notes payable are expected to be funded by the capital projects fund and Seahawk CLS fund. All other liabilities are expected to be funded by the general fund.

Lease Payable

The School has entered a leasing arrangement for copiers in August 2022. The monthly cost of the lease is \$1,050 for 63 months and is set to expire in October 2027.

The total principal and interest maturities are as follows:

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 4 **LONG-TERM LIABILITIES** (cont'd)

<u>For the Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 11,747	\$ 853	\$ 12,600
2025	11,963	637	12,600
2026	12,181	419	12,600
2027	12,402	198	12,600
2028	4,186	14	4,200
Totals	<u>\$ 52,479</u>	<u>\$ 2,121</u>	<u>\$ 54,600</u>

NOTE 5 **PENSION PLAN**

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Pension Plan ("the Plan"), which is a cost-sharing, multiple employer defined benefit pension plan ("the State PERS") established in the Delaware Code. The Plan is administered by the Delaware Public Employees Retirement System ("DPERS").

The State of Delaware General Assembly is responsible for setting benefits and contributions and amending plan provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees ("the Board").

The following are brief descriptions of the Plan in effect as of June 30, 2022. For a more complete description, please refer to the Delaware Employees' Pension Plan Annual Comprehensive Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at www.delawarepensions.com.

Plan Description and Eligibility

The State Employees' Pension Plan is a cost-sharing multiple employer defined benefit plan that covers virtually all full-time or regular part-time employees of the State, including employees of other affiliated entities.

There are two tiers within this plan: 1) employees hired prior to January 1, 2012 (Pre-2012), and 2) employees hired on or after January 1, 2012 (Post-2011).

Benefits Provided

Service Benefits

Final average monthly compensation (employees hired Post-2011 may not include overtime in pension compensation) multiplied by 2.0% and multiplied by years of credited service prior to

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 5 PENSION PLAN (cont'd)

January 1, 1997, plus final average monthly compensation multiplied by 1.85% and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For this plan, final average monthly compensation is the monthly average of the highest three periods of twelve consecutive months of compensation.

Vesting

Pre-2012 date of hire: 5 years of credited service. Post-2011 date of hire: 10 years of credited service (5 of which must be consecutive).

Retirement

Employees hired Pre-2012 may retire at age 62 with 5 years of credited service; at age 60 with 15 years of credited service; or after 30 years of credited service at any age. Employees hired Post-2011 may retire at age 65 with at least 10 years of credited service; at age 60 with 20 years of credited service; or after 30 years of credited service at any age.

Disability Benefits

Pre-2012 date of hire: Same as Service Benefits. Employee must have 5 years of credited service. In lieu of disability pension benefits, over 90% of the members of this plan opted into a Disability Insurance Program offered by the State effective January 1, 2006. Post-2011 date of hire; in the Disability Insurance Program.

Survivor and Burial Benefits

If employee is receiving a pension, the eligible survivor receives 50% of pension (or 67.7% with 2% reduction of benefit, 75% with 3% reduction of benefit, or 100% with 6% reduction of benefit); if employee is active with at least 5 years of credited service, eligible survivor receives 75% of pension the employee would have received at age 62. Amount payable to a surviving spouse under age 50 at the time the survivor's pension begins, shall be reduced for each month under 50 in accordance with actuarial tables approved by the Board. Any actuarial reduction for such a spouse shall however not apply for the period during which the spouse has in his or her care, an unmarried child or children.

Burial benefits are established at \$7,000 per plan member.

Contributions

Member Contributions

Employees hired Pre-2012 contribute 3% of earnings in excess of \$6,000. Employees hired Post-2011 contribute 5% of earnings in excess of \$6,000.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 5 PENSION PLAN (cont'd)

Employer Contributions

Employer contributions are determined by the Board of Pension Trustees. For the year ended June 30, 2023, the rate of employer contribution was 11.15% of covered payroll. The School's contribution to PERS for the years ended June 30, 2023 was \$415,811.

PRI Contribution

All reporting units participating in the State PERS make contributions to a PRI fund which accumulates resources to fund ad hoc postretirement increases granted by the General Assembly. The increases are funded over a five-year period from the PRI fund. The allocation of the contribution from the PRI fund to the Pension Trust is a reduction of the net pension liability of each participating employer.

At June 30, 2023, the School reported an liability of \$2,019,276 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by rolling forward the Plan's total pension liability as of June 30, 2021 to June 30, 2022. The School's proportion of the net pension liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2022, the School's proportion was 0.1476%, which was a decrease of 0.0113% from its proportion measured as of June 30, 2021.

For the year ended June 30, 2023, the School recognized pension expense in the amount of \$421,754. At June 30, 2023, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ 387,505	\$ -
Changes of assumptions	218,339	-
Changes in proportions	81,604	91,470
Differences between actual and expected experience	208,519	-
Contributions subsequent to the date of measurement	<u>415,811</u>	<u>-</u>
	<u>\$ 1,311,778</u>	<u>\$ 91,470</u>

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 5 PENSION PLAN (cont'd)

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

An amount of \$415,811 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2022 measurement date and will be recognized as an adjustment of the net pension liability in the year ended June 30, 2024. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in pension expense as follows:

Year Ending June 30,

2024	\$ 24,627
2025	(50,767)
2026	(2,913)
2027	831,932
2028	1,618
	<u>\$ 804,497</u>

Actuarial Assumptions

The total pension liability as of the June 30, 2022 measurement date was determined by an actuarial valuation as of June 30, 2021, and update procedures were used to roll forward the total pension liability to June 30, 2022. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return/discount rate – 7.0%, including inflation of 2.5%
- Salary increases – 2.5% plus merit, including inflation of 2.5%
- Cost-of-living adjustments – 0.0%

The total pension liability is measured based on assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Mortality assumptions are based on the Pub-2010 mortality tables with gender adjustments for employees, healthy annuitants, and disabled retirees, as well as an adjusted version on MP-2020 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments ("ad hoc COLAs"), as they are not substantively automatic. The primary

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 5 PENSION PLAN (cont'd)

considerations relevant to making this determination include the historical patterns of granting the changes and the consistency in the amounts of the changes.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Plan are summarized in the following table:

<u>Asset Class</u>	<u>Long-term Expected Real Rate of Return</u>	<u>Target Asset Allocation</u>
Domestic equity	5.7%	31.8%
International equity	5.7%	15.0%
Fixed income	2.0%	23.6%
Alternative investments	7.8%	21.5%
Cash and equivalents	0.0%	8.1%

Discount Rate

The discount used to measure the total pension liability was 7.0%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at rates determined by the Board of Pension Trustees, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.0%, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0%) or one percentage point higher (8.0%) than the current rate.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 5 **PENSION PLAN** (cont'd)

	1% Decrease 6.0%	Current Discount Rate 7.0%	1% Increase 8.0%
School's proportionate share of the net pension liability	\$ 4,216,549	\$ 2,019,276	\$ 330,186

Pension Plan Fiduciary Net Position

Detailed information about the PERS' fiduciary net position is available in the PERS Annual Comprehensive Financial Report, which can be found on the Plan's website at www.delawarepensions.com.

NOTE 6 **OTHER POSTEMPLOYMENT BENEFITS PLAN**

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefits ("OPEB") Fund Trust ("the Plan"), which is a cost-sharing, multiple employer defined benefit plan established by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the DPERS Board of Pension Trustees, which acts as the Board of Trustees ("the Board") for the Plan and is responsible for the financial management of the Plan.

The following are brief descriptions of the Plan in effect as of June 30, 2022. For a more complete description, please refer to the Delaware Public Employees' Retirement System Annual Comprehensive Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at www.delawarepensions.com.

Plan Description and Eligibility

The Plan is a cost-sharing multiple employer plan that covers all employees of the State that are eligible to participate in the defined benefit pension plan, including employees of other affiliated entities.

Benefits Provided

The Plan provides medical coverage to pensioners and their eligible dependents. The participant's cost of plan benefits is variable based on years of service. Pensioners who retire

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

after July 1, 2012 and who become eligible for Medicare will pay an additional 5% of the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

Contributions

Employer Contributions

Participating employers fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. For the year ended June 30, 2023, the rate of the employer contribution was 14.98% of covered payroll. The School's contribution to the Plan for the year ended June 30, 2023 was \$558,602.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2023, the School reported a liability of \$12,124,575 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2022, and the total pension liability used to calculate the net OPEB liability was determined by rolling forward the Plan's total OPEB liability as of June 30, 2021 to June 30, 2022. The School's proportion of the net OPEB liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2022, the School's proportion was 0.1430%, which was a decrease of 0.0105% from its proportion measured as of June 30, 2021.

For the year ended June 30, 2023, the School recognized OPEB expense of \$416,723. At June 30, 2023, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ 306,655	\$ 1,485,574
Changes in proportions	476,661	980,731
Changes in assumptions	1,871,609	2,786,768
Net difference between expected and actual experience	28,311	-
Contributions subsequent to the date of measurement	558,602	-
	<u>\$ 3,241,838</u>	<u>\$ 5,253,073</u>

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

An amount of \$558,602 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2022 measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2024. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to OPEB, and will be recognized in OPEB expense as follows:

<u>Year Ending June 30,</u>	
2024	\$ (427,778)
2025	(331,843)
2026	(183,804)
2027	(645,260)
2028	(540,984)
Thereafter	<u>(440,168)</u>
	<u><u>\$(2,569,837)</u></u>

Actuarial Assumptions

The total OPEB liability as of the June 30, 2022 measurement date was determined by an actuarial valuation as of June 30, 2021, and update procedures were used to roll forward the total OPEB liability to June 30, 2022. These actuarial valuations used the following actuarial assumptions:

- Discount rate – 3.54%
- Salary increases – 3.25% plus merit
- Healthcare cost trend rates – 5.17%

Mortality rates are based on the Sex-distinct Employee, Healthy Annuitant, and Disabled Annuitant Mortality Tables derived from the Pub-2010 General Benefits Weighted Annuitant Mortality Table, including adjustment facts. Future mortality improvements are reflected by applying a custom projection scale on a generational basis to adjusted base tables from the base year.

The total OPEB liabilities are measured based on assumptions pertaining to the interest rates, inflation rates, health costs, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study performed in 2021 and covering the period July 1, 2015 through June 30, 2020. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the experience deviates, the larger the impact on future financial statements.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Discount Rate

The discount rate to measure the total OPEB liability was 2.16% at the beginning of the current measurement period and 3.54% at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index, an index satisfying the GASB requirement of an index rate for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discount rates used at the June 30, 2022 measurement date is equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.54%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.54%) or one percentage point higher (4.54%) than the current rate.

	1% Decrease 2.54%	Current Discount Rate 3.54%	1% Increase 4.54%
School's proportionate share of the net OPEB liability	\$ 14,295,272	\$ 12,124,575	\$ 10,396,484

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability, calculated using the healthcare cost trend rate of 5.17%, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (4.17%) or one percentage point higher (6.17%) than the current rate.

	1% Decrease 4.17%	Current Healthcare Trend Rate 5.17%	1% Increase 6.17%
School's proportionate share of the net OPEB liability	\$ 10,413,162	\$ 12,124,575	\$ 14,159,281

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Plan Fiduciary Net Position

Detailed information about the Plan's fiduciary net position is available in the PERS Annual Comprehensive Financial Report, which can be found on the Plan's website at www.delawarepensions.com.

NOTE 7 RISK MANAGEMENT

The School has purchased commercial insurance policies for various risks of loss related to torts; theft, damage, or destruction of assets; errors or omissions; injuries to employees; or acts of God. Payments of premiums for these policies are recorded as expenses of the School. Insurance settlements have not exceeded insurance coverage in the past year.

NOTE 8 UNCERTAINTIES

Grants

The School receives financial assistance from federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the State Office of Auditor of Accounts and other federal agencies. Any disallowed claims resulting from such audits could become a liability of the general fund. The School's administration believes such disallowance, if any, would be immaterial.

NOTE 9 EXCESS EXPENDITURES OVER APPROPRIATIONS

The School incurred expenditures in excess of appropriations in the following categories for the year ended June 30, 2023:

Salaries	\$	271,531
Benefits and employment costs	\$	183,601
Travel	\$	3,930
Public utility services	\$	5,470
Insurance	\$	4,047
Supplies and materials	\$	612,237
Capital outlays – equipment	\$	76,628

The excess expenditures were covered through the use of existing fund balance.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 FUND BALANCES

As of June 30, 2023, fund balances are composed of the following:

	<u>General Fund</u>	<u>Seahawk CLS Fund</u>	<u>Capital Projects Fund</u>	<u>Total Governmental Funds</u>
Committed:				
Delaware Community Foundation	\$ 93,598	\$ -	\$ -	\$ 93,598
Capital	575,000	-	-	575,000
JROTC	118,216	-	-	118,216
Restricted:				
Capital projects	-	-	353,966	353,966
Debt service	-	48,400	-	48,400
Unassigned	3,627,868	-	-	3,627,868
Total Fund Balances	<u>\$ 4,414,682</u>	<u>\$ 48,400</u>	<u>\$ 353,966</u>	<u>\$ 4,817,048</u>

During 2007, the School received contributions of \$30,014 to be held with the Delaware Community Foundation. The monies held are to be spent at the discretion of the Board of Directors. As of June 30, 2023, the balance was \$93,598. In addition, the Board has committed \$575,000 for future capital needs and \$118,216 for the JROTC program as of June 30, 2023.

NOTE 11 INTERNAL TRANSFERS

Interfund transfers for the year ended June 30, 2023 are as follows:

<u>Transfer In</u>	<u>Transfer Out</u>	<u>Amount</u>
Capital Projects Fund	General Fund	\$ 1,019,631
Seahawk CLS Fund	General Fund	\$ 570,600

Transfers from the general fund to the capital projects and the Seahawk CLS funds were to cover current year debt service payments and capital outlays. There were no interfund payables or receivables as of June 30, 2023.

NOTE 12 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$10,520,096 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the measurement date of the net pension liability and net OPEB liability, and the deferred outflows

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 12 DEFICIT NET POSITION (cont'd)

related to the pension and OPEB plans. This is offset by the School's actuarially determined pension liability and OPEB liability, and the deferred inflows related to the pension and OPEB plans.

NOTE 13 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through September 18, 2023, the date the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2023**

	Budgeted Amounts		Actual	Variance with
	Original	Final	Amounts	Final Budget Positive (Negative)
REVENUES				
Charges to school districts	\$ 2,547,022	\$ 2,567,022	\$ 2,244,406	\$ (322,616)
State aid	4,510,361	4,510,361	4,885,861	375,500
Federal aid	438,782	559,219	302,793	(256,426)
Food service	130,000	130,000	118,448	(11,552)
Cadet fees	335,000	315,000	378,275	63,275
Gain on investments	-	-	60,391	60,391
Contributions	286,632	286,632	303,612	16,980
TOTAL REVENUES	8,247,797	8,368,234	8,293,786	(74,448)
EXPENDITURES				
Current:				
Salaries	3,771,411	3,771,411	4,042,942	(271,531)
Benefits and employment costs	1,624,877	1,624,877	1,808,478	(183,601)
Travel	2,500	2,500	6,430	(3,930)
Contractual services	650,000	650,000	167,613	482,387
Communications	36,000	36,000	11,362	24,638
Public utility services	106,000	106,000	111,470	(5,470)
Insurance	45,447	45,447	49,494	(4,047)
Land/building/facilities	109,398	109,398	45,754	63,644
Repairs and maintenance	177,730	177,730	28,908	148,822
Student activities	108,632	103,632	38,172	65,460
Supplies and materials	191,500	196,500	808,737	(612,237)
Capital outlays:				
Equipment	2,000	2,000	78,628	(76,628)
TOTAL EXPENDITURES	6,825,495	6,825,495	7,197,988	(372,493)
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	1,422,302	1,542,739	1,095,798	(446,941)
OTHER FINANCING SOURCES (USES)				
Transfers out	(827,340)	(827,340)	(1,590,231)	(762,891)
Contingency	(156,180)	(156,180)	-	156,180
TOTAL OTHER FINANCING SOURCES (USES)	(983,520)	(983,520)	(1,590,231)	(606,711)
NET CHANGE IN FUND BALANCE	438,782	559,219	(494,433)	(1,053,652)
FUND BALANCE, BEGINNING OF YEAR	4,909,115	4,909,115	4,909,115	-
FUND BALANCE, END OF YEAR	\$ 5,347,897	\$ 5,468,334	\$ 4,414,682	\$ (1,053,652)

Note: The School's budget is presented on the modified accrual basis of accounting.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY

PROPORTIONATE SHARE OF NET PENSION LIABILITY	MEASUREMENT DATE									
	JUNE 30, 2022	JUNE 30, 2021	JUNE 30, 2020	JUNE 30, 2019	JUNE 30, 2018	JUNE 30, 2017	JUNE 30, 2016	JUNE 30, 2015	JUNE 30, 2014	
School's proportion of the net pension liability (asset)	0.1476%	0.1589%	0.1514%	0.1534%	0.1538%	0.1461%	0.1460%	0.1418%	0.1424%	
School's proportion of the net pension liability (asset) - dollar value	\$ 2,019,276	\$ (1,936,434)	\$ 2,128,243	\$ 2,389,224	\$ 1,985,657	\$ 2,142,456	\$ 2,200,789	\$ 943,136	\$ 524,175	
School's covered employee payroll	\$ 3,404,353	\$ 3,472,839	\$ 3,263,855	\$ 3,184,387	\$ 3,052,668	\$ 2,846,952	\$ 2,785,292	\$ 2,643,954	\$ 2,603,839	
School's proportionate share of the net pension liability (asset) as a percentage of its covered employee payroll	59.31%	-55.76%	65.21%	75.03%	65.05%	75.25%	79.01%	35.67%	20.13%	
Plan fiduciary net position as a percentage of the total pension liability (asset)	88.76%	110.48%	87.27%	85.41%	87.49%	85.31%	84.11%	92.67%	95.80%	

Note: The above information is provided as of the plan's measurement date.

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2023</u>	<u>JUNE 30, 2022</u>	<u>JUNE 30, 2021</u>	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
Contractually required contribution	\$ 415,811	\$ 423,842	\$ 428,201	\$ 390,357	\$ 376,713	\$ 318,088	\$ 272,738	\$ 266,831	\$ 252,762
Contributions in relation to the contractually required contribution	415,811	423,842	428,201	390,357	376,713	318,088	272,738	266,831	252,762
Contribution excess	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School's covered employee payroll	\$ 3,729,247	\$ 3,404,353	\$ 3,472,839	\$ 3,263,855	\$ 3,184,387	\$ 3,052,688	\$ 2,846,952	\$ 2,785,292	\$ 2,643,954
Contributions as a percentage of covered employee payroll	11.15%	12.45%	12.33%	11.96%	11.83%	10.42%	9.58%	9.58%	9.56.00%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY

PROPORTIONATE SHARE OF NET OPEB LIABILITY	MEASUREMENT DATE				
	JUNE 30, 2022	JUNE 30, 2021	JUNE 30, 2020	JUNE 30, 2019	JUNE 30, 2017
School's proportion of the net OPEB liability	0.1430%	0.1535%	0.1478%	0.1494%	0.1428%
School's proportion of the net OPEB liability - dollar value	\$ 12,124,575	\$ 15,480,054	\$ 15,387,048	\$ 11,903,797	\$ 11,789,102
School's covered employee payroll	\$ 3,404,353	\$ 3,472,839	\$ 3,263,855	\$ 3,184,387	\$ 2,846,952
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	356.15%	445.75%	471.44%	373.82%	414.10%
Plan fiduciary net position as a percentage of the total OPEB liability	6.43%	6.06%	4.27%	4.89%	4.13%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2023</u>	<u>JUNE 30, 2022</u>	<u>JUNE 30, 2021</u>	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>
Contractually required contribution	\$ 558,602	\$ 390,843	\$ 409,883	\$ 408,373	\$ 375,396	\$ 336,615
Contributions in relation to the contractually required contribution	558,602	390,843	409,883	408,373	375,396	336,615
Contribution excess	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School's covered employee payroll	\$ 3,729,247	\$ 3,404,353	\$ 3,472,839	\$ 3,263,855	\$ 3,184,387	\$ 3,052,668
Contributions as a percentage of covered employee payroll	14.98%	11.48%	11.80%	12.51%	11.79%	11.03%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

SUPPLEMENTARY INFORMATION

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
COMBINING BALANCE SHEET - GENERAL FUND
JUNE 30, 2023**

	State Allocation	Local Funding	Federal Funding	Total
ASSETS				
Cash and pooled cash	\$ 15,589	\$ 5,294,824	\$ -	\$ 5,310,413
Investments	-	93,598	-	93,598
TOTAL ASSETS	<u>\$ 15,589</u>	<u>\$ 5,388,422</u>	<u>\$ -</u>	<u>\$ 5,404,011</u>
LIABILITIES AND FUND BALANCE				
LIABILITIES:				
Accounts payable	\$ 4,453	\$ 5,692	\$ -	\$ 10,145
Accrued salaries and employment costs	-	979,184	-	979,184
TOTAL LIABILITIES	<u>4,453</u>	<u>984,876</u>	<u>-</u>	<u>989,329</u>
FUND BALANCES:				
Committed	-	786,814	-	786,814
Unassigned	11,136	3,616,732	-	3,627,868
TOTAL FUND BALANCES	<u>11,136</u>	<u>4,403,546</u>	<u>-</u>	<u>4,414,682</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 15,589</u>	<u>\$ 5,388,422</u>	<u>\$ -</u>	<u>\$ 5,404,011</u>

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2023**

	State Allocation	Local Funding	Federal Funding	Total
REVENUES				
Charges to school districts	\$ -	\$ 2,244,406	\$ -	\$ 2,244,406
State aid	4,885,861	-	-	4,885,861
Federal aid	-	-	302,793	302,793
Food service	-	118,448	-	118,448
Cadet fees	-	378,275	-	378,275
Gain on investments	-	60,391	-	60,391
Contributions	-	303,612	-	303,612
TOTAL REVENUES	4,885,861	3,105,132	302,793	8,293,786
EXPENDITURES				
Current:				
Instructional services	3,937,671	2,064,060	149,578	6,151,309
Operation and maintenance of facilities	713,757	-	80,919	794,676
Transportation	4,491	-	-	4,491
Food service	-	123,130	-	123,130
Capital outlays:				
Property	27,400	18,354	-	45,754
Equipment	2,700	3,632	72,296	78,628
TOTAL EXPENDITURES	4,686,019	2,209,176	302,793	7,197,988
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES)	199,842	895,956	-	1,095,798
OTHER FINANCING SOURCES (USES)				
Transfers out	(214,817)	(1,375,414)	-	(1,590,231)
TOTAL OTHER FINANCING SOURCES (USES)	(214,817)	(1,375,414)	-	(1,590,231)
NET CHANGE IN FUND BALANCES	(14,975)	(479,458)	-	(494,433)
FUND BALANCES, BEGINNING OF YEAR	26,111	4,883,004	-	4,909,115
FUND BALANCES, END OF YEAR	\$ 11,136	\$ 4,403,546	\$ -	\$ 4,414,682

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL
SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2023**

EXPENDITURES

Current:

Salaries	\$ 4,042,942
Benefits and employment costs	1,808,478
Travel	6,430
Contractual services	167,613
Communications	11,362
Public utility services	111,470
Insurance	49,494
Land/building/facilities	544,887
Repairs and maintenance	28,908
Student activities	38,172
Supplies and materials	808,737
Miscellaneous	36

Capital outlays:

Equipment	141,694
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Debt service:

Principal	386,151
Interest	445,317

TOTAL EXPENDITURES	\$ 8,591,691
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INDEPENDENT AUDITOR'S REPORT ON
INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS

September 18, 2023

Board of Directors
Delaware Military Academy Charter School
Wilmington, Delaware

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Delaware Military Academy Charter School ("the School"), Wilmington, Delaware, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 18, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Board of Directors
Delaware Military Academy Charter School

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Barbacane, Thornton & Company LLP
BARBACANE, THORNTON & COMPANY LLP

RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

EXHIBIT H DEEDS CERTIFICATION REPORT

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, HOUSING/HOMELESS STATUS OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

2023-2024 DEEDS Report

First Name	Last Name	Hire Date	License/Permit Type - Status - Expiration date
Amanda	Anderson	2024-08-25	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-08-31
Rosemary	Archangelo	2023-08-27	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-08-31
Daniel	Bates	2023-08-27	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-06-30
Colleen	Bradley	2004-08-26	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-04-30
Matthew	Carre	2023-08-27	License Type: Continuing License - License Status: Issued - Expiration Date: 2027-03-31
Valerie	Cella	2017-08-20	License Type: Advanced License - License Status: Issued - Expiration Date: 2028-12-31
Debra	Certesio	2006-08-30	License Type: Continuing License - License Status: Issued - Expiration Date: 2027-07-31
Tiffany	Ciance	2024-08-25	License Type: Initial License - License Status: Issued - Expiration Date:
Leverett	Collier	2020-08-16	License Type: Continuing License - License Status: Issued - Expiration Date: 2027-09-30
Monica	Diaz de Olivera	2018-08-19	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-09-30
Paige	Dolan	2016-09-04	License Type: Continuing License - License Status: Issued - Expiration Date: 2027-08-31
Maria	Enderica	2014-08-24	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-08-31
Anne	Fabian	2010-08-15	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-08-31
John	Grant	2013-09-05	License Type: Continuing License - License Status: Issued - Expiration Date: 2027-08-31
Scott	Green	2011-08-14	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-01-31
Jeremy	Jeanne	2019-08-01	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-09-30
Lauren	Jester	2017-08-14	License Type: Continuing License - License Status: Issued - Expiration Date: 2026-08-31
Nathan	Keller	2024-07-01	License Type: Inactive Initial License - License Status: Issued - Expiration Date:
Robert	Lingenfelter	2014-08-24	License Type: Continuing License - License Status: Issued - Expiration Date: 2025-06-30
John	Lunford	2022-08-14	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-08-31
William	McClain	2004-07-06	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-08-31
Madison	McDowell	2024-08-25	License Type: Continuing License - License Status: Issued - Expiration Date: 2019-07-31
Daniel	Newcott	2024-07-01	License Type: Initial License - License Status: Issued - Expiration Date:
Jason	Paradise	2023-01-22	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-01-31
Erica	Perron	2019-08-18	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-08-31
Alyssa	Ratchford	2023-08-27	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-06-30
Brianna	Rome	2023-09-03	License Type: Continuing License - License Status: Issued - Expiration Date: 2026-08-31
Michael	Scarborough	2006-08-30	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-08-31
Edward	Schmitt	2023-08-27	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-08-31
Erin	Scott	2022-08-14	License Type: Initial License - License Status: Issued - Expiration Date: 2027-07-31
Stephanie	Scott	2021-08-15	License Type: Initial License - License Status: Issued - Expiration Date: 2026-08-31
Ryan	Shelton	2021-08-16	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-08-31
Brandy	Short	2018-08-19	License Type: Continuing License - License Status: Issued - Expiration Date: 2028-08-31
Amy	Tocloski	2019-08-18	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-08-31
Brett Jason	Townsend	2016-08-22	License Type: Continuing License - License Status: Issued - Expiration Date: 2029-07-31
Brittany	Watkins	2009-08-30	License Type: Advanced License - License Status: Issued - Expiration Date: 2028-12-31
			License Type: Continuing License - License Status: Issued - Expiration Date: 2027-09-30

RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

EXHIBIT I INSURANCE POLICIES

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, HOUSING/HOMELESS STATUS OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.



DELAWARE MILITARY ACADEMY, INC.
September 5, 2024

P1206646.2
SLEO46619

Effective: 10/01/2024
Effective: 10/01/2024

POLICYHOLDER DISCLOSURE

NOTICE OF OFFER TO PURCHASE TERRORISM INSURANCE FOR POLICY PERIOD

This notice contains important information about the Terrorism Risk Insurance Act and your option to purchase terrorism insurance coverage. Please read this notice carefully.

THE TERRORISM RISK INSURANCE ACT

The Terrorism Risk Insurance Act, including all amendments ("TRIA" or the "Act") establishes a program to spread the risk of catastrophic losses from certain acts of terrorism between insurers and the federal government. If an individual insurer's losses from "certified acts of terrorism" exceed a specified deductible amount, the government will generally reimburse the insurer for a percentage of losses (the "Federal Share") paid in excess of the deductible, but only if aggregate industry losses from "certified acts of terrorism" exceed the "Program Trigger". An insurer that has met its insurer deductible is not liable for any portion of losses in excess of \$100 billion per year. Similarly, the federal government is not liable for any losses covered by the Act that exceed this amount. If aggregate insured losses exceed \$100 billion, losses up to that amount may be pro-rated, as determined by the Secretary of the Treasury.

Beginning in calendar year 2020, the "Federal Share" is 80% and the "Program Trigger" is \$200,000,000.

MANDATORY AVAILABILITY OF COVERAGE FOR "CERTIFIED ACTS OF TERRORISM" AND DISCLOSURE OF PREMIUM

TRIA requires insurers to make coverage available for any loss that occurs within the United States (or outside of the U.S. in the case of the U.S. missions and certain air carriers and vessels), results from a "certified act of terrorism" AND that is otherwise covered under your policy.

A "certified act of terrorism" means:

[A]ny act that is certified by the Secretary [of the Treasury], in consultation with the Secretary of Homeland Security, and the Attorney General of the United States

- (X) to be an act of terrorism;
- (ii) to be a violent act or an act that is dangerous to –
 - (X) human life;
 - (II) property; or
 - (III) infrastructure;
- (iii) to have resulted in damage within the United States, or outside of the United States in the case of –

- (X) an air carrier (as defined in section 40102 of title 49, United States Code) or United States flag vessel (or a vessel based principally in the United States, on which United States income tax is paid and whose insurance coverage is subject to regulation in the United States); or
- (II) the premises of a United States mission; and
- (iv) to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

HOW THE ACT AFFECTS YOUR POLICY AND WHAT YOU MUST DO

SELECTION OR REJECTION OF OPTIONAL TERRORISM INSURANCE COVERAGE

You have the option of purchasing coverage for losses resulting from "certified acts of terrorism". Coverage for losses from "certified acts of terrorism" is still subject to, and may be limited by, all other terms, conditions and exclusions contained in your policy.

The premium charge for this coverage for the policy period is:

Commercial General Liability	1% of policy's manual premium
School Leaders Errors and Omissions	1% of policy's manual premium
Law Enforcement Professional	1% of policy's manual premium
Public Officials Liability	1% of policy's manual premium
Employment Practices Liability	1% of policy's manual premium
Law Enforcement Liability	1% of policy's manual premium
Liquor Liability	1% of policy's manual premium

If you reject this offer, you will not be covered for losses resulting from "certified acts of terrorism".

Please indicate on the attached coverage election form, whether you accept or reject this offer. If we do not receive a completed Terrorism Coverage Election Form from you, coverage for "certified acts of terrorism" will be excluded from your policy.

TERRORISM COVERAGE ELECTION FORM



DELAWARE MILITARY ACADEMY, INC.
September 5, 2024

P1206646.2
SLEO46619

Effective: 10/01/2024
Effective: 10/01/2024

PLEASE INDICATE BELOW YOUR ELECTION TO ACCEPT OR REJECT THIS OFFER.

	ACCEPT (X)	REJECT (X)	Price if one or more policy(ies) quoted:
Commercial General Liability	X		\$118
School Leaders Errors and Omissions	X		\$60
School Law Enforcement Liability	X		Not Quoted

POLICYHOLDER ACKNOWLEDGEMENT

I hereby acknowledge that I have received notice of TRIA, the federal share of compensation for "certified acts of terrorism," the premium charge for losses covered by TRIA, and the Company's limit of liability should losses covered by TRIA exceed \$100 billion.

Policyholder/Applicant Signature

Date

Print Name

The summary of the Act and the coverage under your policy contained in this notice is necessarily general in nature. Your policy contains specific terms, definitions, exclusions and conditions. In case of any conflict, your policy language will control the resolution of all coverage questions. Please read your policy carefully.

If you have any questions regarding this notice, please contact your sales representative or agent.



09-05-2024

Delaware Military Academy, Inc.

All policies issued in connection with Effective: 10-01-2024
Quote ID UMB46625

POLICYHOLDER DISCLOSURE

NOTICE OF OFFER TO PURCHASE TERRORISM INSURANCE FOR POLICY PERIOD

This notice contains important information about the Terrorism Risk Insurance Act and your option to purchase terrorism insurance coverage. Please read it carefully.

THE TERRORISM RISK INSURANCE ACT

The Terrorism Risk Insurance Act, including all amendments ("TRIA" or the "Act") establishes a program to spread the risk of catastrophic losses from certain acts of terrorism between insurers and the federal government. If an individual insurer's losses from "certified acts of terrorism" exceed a specified deductible amount, the government will generally reimburse the insurer for a percentage of losses (the "Federal Share") paid in excess of the deductible, but only if aggregate industry losses from "certified acts of terrorism" exceed the "Program Trigger". An insurer that has met its insurer deductible is not liable for any portion of losses in excess of \$100 billion per year. Similarly, the federal government is not liable for any losses covered by the Act that exceed this amount. If aggregate insured losses exceed \$100 billion, losses up to that amount may be pro-rated, as determined by the Secretary of the Treasury.

Beginning in calendar year 2020, the Federal Share is 80% and Program Trigger is \$200,000,000.

MANDATORY OFFER OF COVERAGE FOR "CERTIFIED ACTS OF TERRORISM" AND DISCLOSURE OF PREMIUM

TRIA requires insurers to make coverage available for any loss that occurs within the United States (or outside of the U.S. in the case of U.S. missions and certain air carriers and vessels), results from a "certified act of terrorism" AND that is otherwise covered under this policy. You have the option to accept or reject this coverage.

A "certified act of terrorism" means:

[A]ny act that is certified by the Secretary [of the Treasury], in consultation with the Secretary of Homeland Security, and the Attorney General of the United States

- (i) to be an act of terrorism;
- (ii) to be a violent act or an act that is dangerous to:
 - (I) human life;

- (II) property; or
- (III) infrastructure;
- (iii) to have resulted in damage within the United States, or outside of the United States in the case of:
 - (I) an air carrier (as defined in section 40102 of title 49, United States Code) or United States flag vessel (or a vessel based principally in the United States, on which United States income tax is paid and whose insurance coverage is subject to regulation in the United States); or
 - (II) the premises of a United States mission; and
- (iv) to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

HOW THE ACT AFFECTS YOUR POLICY AND WHAT YOU MUST DO

SELECTION OR REJECTION OF OPTIONAL TERRORISM INSURANCE COVERAGE

You have the option of purchasing coverage for losses resulting from "certified acts of terrorism" where it could otherwise be excluded. This offer pertains only to those lines of business covered by TRIA and, more specifically, does not apply to commercial automobile insurance. This offer is also expressly conditioned upon your acceptance of coverage for "certified acts of terrorism" on all underlying insurance policies that are subject to TRIA or, where applicable, the existence of such coverage on all TRIA eligible lines for which you self insure. If you reject TRIA coverage on your primary liability policies, you must also reject it on your Excess, Umbrella or Umbrella Excess policy.

The premium charge for this coverage for the policy period is \$55_____ and does not include any charges for the portion of loss covered by the Federal government under the Act.

If you reject this offer, you will not be covered for losses resulting from "certified acts of terrorism".

Please indicate on the attached coverage election form, whether you accept or reject this offer. If we do not receive a completed Terrorism Coverage Election Form from you, coverage for "certified acts of terrorism" will be excluded from your policy.

TERRORISM COVERAGE ELECTION FORM

09-05-2024

Delaware Military Academy, Inc.

All policies issued in connection with Effective: 10-01-2024
Quote ID UMB46625

PLEASE INDICATE YOUR ELECTION TO ACCEPT OR REJECT THIS OFFER BELOW:

☒ I hereby elect to purchase coverage for "certified acts of terrorism" for the policy period for \$55_____.

☐ I hereby reject this offer of coverage. I understand that by rejecting this offer, I will have no coverage for losses arising from "certified acts of terrorism" and my policy will be endorsed accordingly.

POLICYHOLDER ACKNOWLEDGEMENT

I hereby acknowledge that I have received notice of TRIA, the federal share of compensation for "certified acts of terrorism," the premium charge for losses covered by TRIA, and the Company's limit of liability should losses covered by TRIA exceed \$100 billion.



Policyholder/Applicant Signature

Date

Print Name

The summary of the Act and the coverage under your policy contained in this notice is necessarily general in nature. Your policy contains specific terms, definitions, exclusions and conditions. In case of any conflict, your policy language will control the resolution of all coverage questions. Please read your policy carefully.

If you have any questions regarding this notice, please contact your sales representative or agent.

Policy Name: DELAWARE MILITARY ACADEMY, INC
Policy Number: 10/1/2024-10/1/2025
Effective: 09/05/2024 at 08:17AM ET
Prepared on:

This Statement of Values reflects each and every location you have reported to us that is to be insured along with associated values. For accuracy, the domestic addresses provided have been standardized to meet USPS guidelines. All reported values are certified to be 100% and reflect the desired valuation basis. The reported Loss of Business income and loss of rents values are 100% of the estimated values for the 12 months following the date of this report. Locations designated as unscheduled (U) are subject to the applicable limit(s) of liability provided in the policy for unscheduled locations. Foreign locations coded as "X" are subject to the applicable limit(s) of liability specified on the Foreign Locations - Extension of Territorial Condition form, if attached to the policy.

Definitions

Unscheduled - U (applicable to RM Select policies only)
All Other Personal Property - Furniture & Fixtures, Improvements & Betterments, Signs, Tools, Electronic Data Processing, Property in the Open, Property of Others
Mobile Equipment or Tools - Equipment off premises, contractor's equipment

Loc #	Location Name	Insureds Complete			State/Province	Country	Zip Code	Building	Inventory/Stock & Supplies	Machinery & Equipment	All Other Personal Property	Dues & Patents	Mobile Equipment or Tools	Fine Arts	Loss of Business Income	Loss of Rent	Total TIV
		Street Address	City	County													
1.10	SCOREBOARD	112 Wilmington Rd	New Castle	DE	US	19804		\$17,325	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$17,325
1.11	CHARTER SCHOOL	112 Wilmington Rd	New Castle	DE	US	19804		\$9,333,000	\$0	\$0	\$450,000	\$0	\$207,600	\$0	\$100,000	\$0	\$10,090,600
1.12	BLEACHERS/G BANDSTANDS	112 Wilmington Rd	New Castle	DE	US	19804		\$405,350	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$405,350
1.13	2nd Turf Field	112 Wilmington Rd	New Castle	DE	US	19804		\$300,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$300,000
1.14	Lights	112 Wilmington Rd	New Castle	DE	US	19804		\$68,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$68,000
1.15	BUILDING #2	112 Wilmington Rd	New Castle	DE	US	19804		\$7,012,000	\$0	\$0	\$450,000	\$0	\$0	\$0	\$0	\$0	\$7,462,000
1.16	STORAGE BUILDING	112 Wilmington Rd	New Castle	DE	US	19804		\$532,577	\$0	\$0	\$55,000	\$0	\$0	\$0	\$0	\$0	\$587,577
1.17	MONITORING DOME	112 Wilmington Rd	New Castle	DE	US	19804		\$7,459,000	\$0	\$0	\$250,000	\$0	\$0	\$0	\$0	\$0	\$7,709,000
1.18	ATHLETIC FACILITY	112 Wilmington Rd	New Castle	DE	US	19804		\$1,250,000	\$0	\$0	\$15,000	\$0	\$0	\$0	\$0	\$0	\$1,265,000
1.19	TURF FIELD	112 Wilmington Rd	New Castle	DE	US	19804		\$381,150	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$381,150
1.20	LIGHTS	112 Wilmington Rd	New Castle	DE	US	19804		\$167,475	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$167,475
1.21	GOAL POST	112 Wilmington Rd	New Castle	DE	US	19804		\$23,100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$23,100
1.22	SECURITY/VIDEO SYSTEM	112 Wilmington Rd	New Castle	DE	US	19804		\$55,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$55,000
Total								\$26,963,577	\$0	\$0	\$1,215,000	\$0	\$207,600	\$0	\$100,000	\$0	\$28,506,577

We certify that this is a complete and true statement of our values as of the reporting date, and that the values provided are reported on the same basis as each type of property would be valued according to the policy valuation provisions in the event of a loss.

Signature of Insured or Authorized Employee: _____
Date: _____

FORM A
DELAWARE AUTO INSURANCE OPTIONS
REQUIRED STATEMENT TO POLICYHOLDERS

The owner of a motor vehicle registered in the State of Delaware is required to purchase at least the following minimum insurance coverage and limits of liability under the Delaware Motorists Protection Act:

1. Liability Coverage: You must choose either Split Limits Liability or Combined Single Limit Liability
 - A. Splits Limits Liability
 - (1) Bodily Injury Liability: (\$25,000 each person; \$50,000 each accident)
 - (2) Property Damage Liability: (\$10,000 each accident)
 - B. Combined Single Limit Liability: (\$60,000)
2. Personal Injury Protection: (\$15,000 each person; \$30,000 each accident)
3. Damage to Property other than a Motor Vehicle: (\$10,000)

Note: The selection of any option under sections 1, 2 and 5 below must apply to all vehicles on the policy.

A. COVERAGES	B. OPTIONS YOU MUST SELECT LIMITS AND COVERAGES DESIRED	C. SELECTIONS
1. LIABILITY COVERAGE (Compulsory) A. SPLIT LIMITS LIABILITY OR B. COMBINED SINGLE LIMIT LIABILITY (Combination of Bodily Injury and Property Damage Liability)	(1) BODILY INJURY LIABILITY I WANT <input type="checkbox"/> Limits as Shown in Column C <input type="checkbox"/> Minimum Limits	Bodily Injury Limits \$ _____,000 Each Person \$ _____,000 Each Incident
	(2) PROPERTY DAMAGE LIABILITY I WANT <input type="checkbox"/> Limits as Shown in Column C <input type="checkbox"/> Minimum Limits	Property Damage Limits \$ _____,000
	I WANT <input checked="" type="checkbox"/> Limits as Shown in Column C <input type="checkbox"/> Minimum Limits	Combined Single Limit of Liability \$ <u>1,000,000</u> Each Accident
2. NO-FAULT (Compulsory) (Additional Personal Injury protection available by selecting higher limits)	SPLIT LIMITS I WANT <input type="checkbox"/> Additional Limits as Shown In Column C <input type="checkbox"/> Minimum Limits	Personal Injury Protection Limits \$ _____,000 Each Person \$ _____,000 Each Incident
	COMBINED SINGLE LIMIT I WANT <input type="checkbox"/> Additional Limits as Shown In Column C <input checked="" type="checkbox"/> Minimum Limits	\$ _____,000 Each Accident
	I WANT <input type="checkbox"/> Full Coverage with no Deductible	<input type="checkbox"/> YES <input type="checkbox"/> NO Cost: \$ _____
	<input type="checkbox"/> Deductible Applicable to Named Insured Only	Deductible <input type="checkbox"/> \$250 Cost: \$ _____
	<input type="checkbox"/> Deductible Applicable to Named Insured and Members of his or her Household	<input type="checkbox"/> \$500 Cost: \$ _____ <input type="checkbox"/> \$1,000 Cost: \$ _____
	(Motorcycle Risks Only) <input type="checkbox"/> Restricted Coverage - Excludes off the highway accidents and accidents when no other motor vehicle is involved	Deductible <input type="checkbox"/> \$250 Cost: \$ _____ <input type="checkbox"/> \$500 Cost: \$ _____ <input type="checkbox"/> \$1,000 Cost: \$ _____ <input type="checkbox"/> \$ _____ Cost: \$ _____
3. PHYSICAL DAMAGE	I WANT <input checked="" type="checkbox"/> Collision <input type="checkbox"/> To Reject This Coverage Entirely <input checked="" type="checkbox"/> Comprehensive <input type="checkbox"/> To Reject this Coverage Entirely	\$1000.00 Deductible \$500.00 Deductible
4. CAR RENTAL EXPENSE (Optional)	I WANT <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$ _____ Per Day \$ _____ Max
5. UNINSURED/UNDERINSURED VEHICLE COVERAGE* (Optional) (Available in limits up to the Policy's Bodily Injury or Combined Single Limit of Liability limit or \$100,000/\$300,000 whichever is less)	SPLIT LIMITS LIABILITY <input type="checkbox"/> Minimum Limits (\$25,000/\$50,000/\$10,000) <input type="checkbox"/> Bodily Injury and Property Damage Liability Policy Limit	
	COMBINED SINGLE LIMIT LIABILITY I WANT <input type="checkbox"/> Minimum Limits (\$60,000) <input type="checkbox"/> Limits Equal to Policy Liability Limit	
	OTHER LIMITS I WANT <input type="checkbox"/> Limits as Shown in Column C <input checked="" type="checkbox"/> To Reject this Coverage Entirely	\$ _____ Each Person \$ _____ Each Incident \$ _____ Combined Single Limit

* Uninsured/Underinsured Motorist Coverage is not mandatory, but it is required that the coverage be offered to all policyholders. This coverage is designed to pay damages for insured that could be received in accidents caused by drivers of uninsured and underinsured vehicles. This includes \$10,000 Property Damage Coverage which applies only to accidents with uninsured vehicles and is subject to a \$250 deductible.

My selection of a PIP (No-Fault) deductible or no PIP (No-Fault) deductible at the cost stated above is based on the information provided to me by the insurer. I understand and agree that my selection of a PIP (No-Fault) deductible or no PIP (No-Fault) deductible shall be binding on me and all persons subject to the terms of this policy. My selection shall apply to any renewal, reinstatement, substitute amended, altered, modified or replacement policy with this or any affiliated or successor company unless I or a named insured shall submit a written request to change the deductible and pay such lesser or greater premium that may apply to such change.



Signature of Named Insured/Authorized Representative

Date

I understand my policy will be issued to reflect the options I have chosen with respect to the coverages shown under Column A above.

I further understand and agree that my selection of the Uninsured/Underinsured Motor Vehicle Coverage option, as shown above, shall be applicable to the policy of insurance on the vehicle described on all future renewals of the policy, on future policies issued me because of a change of vehicle or coverage or because of an interruption of coverage, unless I subsequently request such coverage in writing.



Signature of Named Insured/Authorized Representative

Date

It is not the intent of this statement to limit or discourage the purchase of increased limits of liability and personal injury protection coverages, or other additional coverages which may be available from the company.

PRATT INSURANCE INC

Agent's Name

Delaware Military Academy Inc

Name of Policyholder

Renewal of expiring ASC-Z51-293897-013

Policy Number

PRATT

INSURANCE

Four Village Square

Smyrna, Delaware 19977

Phone: (302) 653-6681

Summary of Insurance

Prepared for:

Delaware Military Academy, Inc

112 Middleboro Road

Wilmington, DE 19804-1621

Disclaimer: The coverage and limits presented are a simplified outline of the respective insurance policies. The actual policies issued by the insurance company govern the coverage provided and should be read for coverage terms limits of liability, definitions, exclusions and conditions pertaining to your specific insurance program.

Summary of Insurance

For: Delaware Military Academy, Inc
112 Middleboro Road
Wilmington, DE 19804-1621

By: Pratt Insurance, Inc.
4 Village Square
Smyrna, DE 19977

<i>Schedule of Locations</i>

<i>Policy Term: 10/1/2023- 10/1/2024</i>

Address

112 Middleboro Road, Wilmington, DE 19804

Summary of Insurance

For: Delaware Military Academy, Inc
112 Middleboro Road
Wilmington, DE 19804-1621

By: Pratt Insurance, Inc.
4 Village Square
Smyrna, DE 19977

Commercial Fire

Carrier: Liberty Mutual Fire Insurance Company

Policy #: YU2Z51293897053

Policy Term: 10/1/2023- 10/1/2024

Blanket Building & Business Personal Property

\$28,198,977

(Building & Business Personal Property are subject to a \$5,000 Deductible)

See attached Statement of Values for Building & Business Personal Property Breakdown.

Flood Coverage

Limit- \$1,000,000

Deductible- \$100,000

- \$25,000 Water Damage Deductible per Location
- \$25,000 Wind/Hail Deductible per Location

Summary of Insurance

For: Delaware Military Academy, Inc
112 Middleboro Road
Wilmington, DE 19804-1621

By: Pratt Insurance, Inc.
4 Village Square
Smyrna, DE 19977

Equipment Floater

Carrier: Liberty Mutual Fire Insurance Company Policy #: YU2Z51293897053 Policy Term: 10/1/2023- 10/1/2024

Coverage/Deductible: Replacement cost/\$500 deductible

Unscheduled Equipment

<u>Coverage Type</u>	<u>Amount of Insurance</u>
Laptops/cellphones etc	\$207,600

Scheduled Equipment

<u>Description</u>	<u>Amount of Insurance</u>
2019 Kobota	\$9,500

Summary of Insurance

For: Delaware Military Academy, Inc
112 Middleboro Road
Wilmington, DE 19804-1621

By: Pratt Insurance, Inc.
4 Village Square
Smyrna, DE 19977

Crime (Includes Burglary)		
<i>Carrier: Employers Insurance Company of Wausau</i>	<i>Policy #: YCCZ51293897033</i>	<i>Policy Term: 10/1/2023- 10/1/2024</i>

Location 1- Building 1: 112 Middleboro Rd, Wilmington DE 19804

Basis for coverage:

<u>Coverage</u>	<u>Limit</u>	<u>Deductible</u>
Employee Theft	\$100,000	\$500
Forgery or alteration	\$100,000	\$500
<i>Theft of Money & Securities</i>		
Inside the Premises	\$25,000	\$500
Outside the Premises	\$25,000	\$500

Summary of Insurance

For: Delaware Military Academy, Inc
112 Middleboro Road
Wilmington, DE 19804-1621

By: Pratt Insurance, Inc.
4 Village Square
Smyrna, DE 19977

General Liability (Occurrence)

Carrier: Liberty Insurance Company

Policy #: TB7251293897023

Policy Term: 10/1/2023- 10/1/2024

Coverage

	<u>Limits</u>
General Aggregate (Per Occurrence)	\$2,000,000
Products/Completed Operations Aggregate	\$2,000,000
Personal & Advertising Injury	\$1,000,000
Each Occurrence	\$1,000,000
Damage to Rented Premises (Each Occurrence)	\$500,000
Medical Expense (Any One Person)	\$15,000

Employee Benefits Liability

	<u>Limits</u>
Each Employee	\$1,000,000
Aggregate	\$3,000,000
Deductible	\$1,000
Retro-Active Date	8/25/2003

Employee Stop Gap Liability

	<u>Limits</u>
Bodily Injury (By Accident)	\$1,000,000
Bodily Injury (By Disease)	\$1,000,000
Aggregate	\$2,000,000

Sexual Misconduct Liability

	<u>Limits</u>
Each Loss	\$1,000,000
Aggregate	\$1,000,000
Deductible	\$5,000

Violent Event Response Coverage

	<u>Limits</u>
Each Violent Event	\$1,000,000
Aggregate	\$1,000,000
Each Person Limit-Loss	\$25,000
Each Person Limit-Death	\$15,000

Hazard Schedule

<u>Location #</u>	<u>Classification</u>	<u>Exposure</u>	<u>Premium Basis</u>
1	School - Private	580	Per Student
1	Corporal Punishment Liability	48	Per Faculty Member
1	Stadiums	\$20,000	Gross Sales

Additional Interests:

- Wilmington Savings Fund Society FSB ISAOA, PO Box 729, DE 19703 (Additional Insured)
- Heads Up Football LLC USA Football Inc, N Pennsylvania St, Ste 700, IN 46204 (Additional Insured)
- White Clay Soccer Club, PO Box 324, PA 19390 (Additional Insured)

Summary of Insurance

For: Delaware Military Academy, Inc
112 Middleboro Road
Wilmington, DE 19804-1621

By: Pratt Insurance, Inc.
4 Village Square
Smyrna, DE 19977

School Leaders Errors & Omissions

Carrier: Liberty Mutual Fire Insurance Company

Policy #: R62Z51293897043

Policy Term: 10/1/2023- 10/1/2024

Coverage

Each Wrongful Act
Aggregate
Non-Monetary Defense Relief
Deductible
Retro-Active Date
Claims-Made Inception Date

Limits

\$1,000,000
\$1,000,000
\$100,000
\$5,000
8/25/2005
10/1/2014

Summary of Insurance

For: Delaware Military Academy, Inc
112 Middleboro Road
Wilmington, DE 19804-1621

By: Pratt Insurance, Inc.
4 Village Square
Smyrna, DE 19977

Business Auto

Carrier: Employers Insurance Company of Wausau Policy #: AS6Z51293897013 Policy Term: 10/1/2023- 10/1/2024

Coverage

Liability

Limits

\$1,000,000 Combined Single Limit

Driver Schedule

DRIVERS NAME	STATE AND DL #
Jeremy Jeanne	DE: 1683685

Vehicle Schedule

NO.	YEAR	MAKE	MODEL	VIN	DEDUCTIBLE
1	2006	Haulmark	Trailer	T57X16DT2	Comp: \$500/Coll: \$1,000
2	2006	Pamr	Trailer	40LFB12106P127129	Comp: \$500/Coll: \$1,000
3	2003	Homemade	Trailer	ASN59318DEL	Comp: \$500/Coll: \$1,000

Summary of Insurance

For: Delaware Military Academy, Inc
112 Middleboro Road
Wilmington, DE 19804-1621

By: Pratt Insurance, Inc.
4 Village Square
Smyrna, DE 19977

Commercial Umbrella

Carrier: Liberty Insurance Company

Policy #: TH7Z51293897063

Policy Term: 10/1/2023- 10/1/2024

Limits of Liability

Form: Occurrence

Each Occurrence	\$1,000,000
Aggregate	\$1,000,000
Retained Limit	\$0

Underlying Liability Limits

Auto	\$1,000,000	CSL Each Accident
General Liability	\$1,000,000	Each Occurrence
	\$2,000,000	General Aggregate
	\$2,000,000	Prod Comp Ops Aggregate
	\$1,000,000	Personal & Adv Injury
	\$500,000	Damage to Rented Premises
	\$15,000	Medical Expense
Employers Liability	\$1,000,000	Each Accident
	\$2,000,000	Disease-Policy Limit
	\$1,000,000	Disease-Each Employee
Other	\$1,000,000	Employee Benefits
Other	\$1,000,000	School Leaders E&O

****Increasing Umbrella limit to the recommended \$2,000,000 limit would be an additional premium of approximately \$1,400.***

**Delaware Military Academy
10/1/2024**

Insurance Renewal Recap

	2024 Renewal	2023 Expiring
Property	\$30,494	\$24,737
General Liability	\$17,564	\$15,644
Crime	\$500	\$500
School Leaders E&O	\$6,099	\$5,115
Auto Liability	\$3,071	\$2,765
Umbrella	\$2,241	\$1,880
<u>Grand Totals</u>	<u>\$59,969</u>	<u>\$50,641</u>



Delaware Military Academy

Appraisal Report
for Property Insurance Purposes
As of May 23, 2024

Prepared for
Liberty Mutual Insurance Company

Table of Contents

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Exhibits

- 1 Statement of Insurable Values
- 2 Building Inspection and Appraisal Report
- 3 Insurable Values Comparison Report

Kroll, LLC
167 North Green Street, 12th Floor, Chicago, IL 60607
T +1 312 697 4600



June 7, 2024

Liberty Mutual Insurance Company
Boston, Massachusetts

We have completed an insurance appraisal of certain property exhibited to us as that of Delaware Military Academy located in Wilmington, Delaware, and submit our findings in this report.

This report complies with the purpose and reporting requirements set forth by the Uniform Standards of Professional Appraisal Practice (USPAP) for an Appraisal Report. As such, the report presents only summary discussions of the data, reasoning, and analyses used in the appraisal process to develop Kroll's opinion of value. Supporting documentation concerning these matters has been retained in our work papers. The depth of the discussion contained in this report is specific to your needs as the client and for the stated intended use. Kroll is not responsible for the unauthorized use of this report.

Purpose of the Engagement

The purpose of this engagement was to provide Liberty Mutual Insurance Company a property insurance appraisal for Liberty Mutual Insurance Company's use in connection with its internal analysis of its insurance needs with respect to the identified property as of May 23, 2024. Our opinion is intended to assist Liberty Mutual Insurance Company in making informed business decisions; it is not a recommendation. Any decisions relating to insurance coverage shall remain Liberty Mutual Insurance Company's responsibility and be made solely at its discretion. Accordingly, this report may only be used for the specific purpose stated.

Liberty Mutual Insurance Company is the sole intended user of Kroll's report or other work product. Liberty Mutual Insurance Company may disclose an informational copy of the report or other work product to its insurance professionals acting in an advisory capacity in connection with the purpose of this engagement. Liberty Mutual Insurance Company shall not reference Kroll or its work in any public filing or other materials distributed to actual or prospective shareholders, investors, financing parties, or similar third parties without Kroll's prior written consent.

Engagement Scope

Our report includes property classified as buildings and personal property. All other asset classifications were excluded.

The appraisal of buildings and personal property was based on our inspection completed on May 23, 2024.

Effective Date of Report

The effective date of this report is May 23, 2024.

Definition of Insurable Value

We developed our opinion of insurable value as the cost of reproduction new (CRN). In estimating insurable value, we allowed for national building codes; however, we did not consider any construction codes imposed by state or local municipalities, ordinances, or other legal restrictions. Also, we did not consider the cost of demolition in connection with reconstruction or the cost of removal of destroyed property.

The following valuation definition is applicable to this investigation. Unless otherwise noted, it is Kroll's accepted internal definition developed from industry standards and the American Society of Appraisers' publication *Valuing Machinery and Equipment: The Fundamentals of Appraising Machinery and Technical Assets*, third edition (2011).

- Cost of reproduction new is defined as the estimated amount required to reproduce a duplicate or a replica of the entire property at one time, in like kind and materials, in accordance with current market prices for materials, labor, and manufactured equipment; contractors' overhead and profit; and fees, but without provision for overtime, bonuses for labor, or premiums for material or equipment. Cost of reproduction new, as defined, is synonymous with the insurance-industry term "replacement cost new."

In the event of partial loss, the amount of loss may be based upon repair cost, which is usually proportionately higher than the cost of reproduction new for an entire property, as defined herein.

Valuation Methodology

The traditional approaches commonly used to value assets are the cost, market (sales comparison), and income (income capitalization) approaches. The theory behind these approaches is outlined as follows:

- **Cost Approach**

The cost approach establishes value based on the cost of reproducing or replacing the asset, less depreciation from physical deterioration and functional and economic obsolescence, if present and measurable.

- **Market Approach**

The market approach, also referred to as the sales comparison approach, measures the value of an asset through an analysis of recent sales or offerings of comparable assets. Sales and offering prices are adjusted for differences in profitability, financial position, products, markets, and the terms and conditions of sale between the asset being valued and the comparable assets.

- **Income Approach**

The income approach, or income capitalization approach, measures the value of an asset by the present value of its future economic benefits. These benefits can include earnings, cost savings, tax deductions, and proceeds from asset dispositions. When the income approach is applied to intangible assets, value indications are developed by discounting expected cash flows to their present worth at a rate of return that incorporates the risk-free rate for the use of funds, the expected rate of inflation, and the risks associated with their particular investment. The discount rate selected is generally based on rates of return available, as of the valuation date, from alternative investments of similar type and quality.

In accordance with the USPAP guidelines, all basic approaches to value were considered. Our appraisal relied solely on the cost approach because the market and income approaches were not applicable for the purpose of this engagement.

Scope of Work

Buildings

We utilized a full-scope segregated cost approach including an inspection of each building to identify construction data used in the valuation process. During the inspection of the premises, we calculated each building's area and perimeter by measuring the structure or through an analysis of the as-built blueprints; identified and recorded data of the major construction components (type of structure, walls, roof, etc.); determined the construction class; recorded data of major service systems (electrical, plumbing, security, elevators, heating, ventilation, cooling, etc.); photographed the building; and recorded the GPS coordinates.

The subsequent results were applied to industry-standard construction valuation systems to estimate the CRN. This cost reflects the total labor, material, incidental costs, architect's and engineer's fees, and contractor's overhead and profit. No exclusions were considered in the analysis of the buildings. The insurable value of each building and the related construction, occupancy, protection, and exposure data obtained during the inspection and utilized in the valuation process are reported on an itemized basis.

Personal Property

All personal property assets were modeled. The modeling approach for building contents is an analysis of the square footage of space, the usage (occupancy) of each building, and our proprietary database for equipment values. The equipment database contains contents data from thousands of detailed equipment inventories performed by Kroll over the last several years. This system categorizes buildings by like type (occupancy) and develops an average contents value per square foot of building area. This unique approach generates a cost of replacement new estimate for a given building's contents (based on building type and size). In addition, the appraiser has the ability to alter the model, when necessary, to account for above- or below-average density of contents, based on the extent of equipment observed during the inspection.

The valuation analysis was based on data gathered during the due diligence process, as well as information provided by Delaware Military Academy management and other third-party sources. Information supplied by others that was considered in this valuation is from sources believed to be reliable, and no further responsibility is assumed for its accuracy. Kroll reserves the right to make such adjustments to the valuation herein reported as may be required by consideration of additional or more reliable data that may become available.

The properties were appraised with due consideration given to their current use as educational facilities. No consideration was given to prospective, contemplated, or possible alternative uses of the properties.

Conclusion

Our opinion, as of May 23, 2024, of the cost of reproduction new is as follows:

Description	Cost of Reproduction New (\$)
Assets subject to current inspection and appraisal process	26,760,000

The terms of our engagement are subject to the attached assumptions and limiting conditions. We have made no investigation of and assume no responsibility for title to or liabilities against the property appraised. To meet appraisal standards, a new inspection should be conducted once every seven years.

Respectfully submitted,

KROLL, LLC

No third party shall have the right of reliance on this report, and neither receipt nor possession of this report by any third party shall create any express or implied third-party beneficiary rights.

153105

Assumptions and Limiting Conditions

Unless otherwise stated in the report, the following assumptions and limiting conditions apply to the service performed:

- **Information Relied Upon from Others**

During this engagement, we accepted, without verification, financial and other information provided by management or its representatives, as fully and correctly reflecting business conditions and operating results. This information may also include or relate to the value or condition of equipment, real estate, and investments used in the business, and any other assets or liabilities. In accordance with the American Institute of Certified Public Accountants' standards, we have not been engaged to review or examine such information. Accordingly, we do not express an opinion of, or any assurance about, the information.

Any third-party information utilized in our analysis was obtained from sources we believe to be reliable. However, we make no representation as to the accuracy or completeness of such information and have not verified it.

Our acceptance and use of management's forecasts of financial results and asset usage do not ensure such estimates can be achieved, because industry or company factors may not occur as forecasted. Differences between forecasted and actual results may be material and depend on management's choices, plans, and assumptions.

- **Valid Title**

No investigation was made of the title to or any liabilities against the property identified in the report. We assumed that all property rights are valid and marketable and that no encumbrances exist that cannot be cleared through normal processes.

- **Report Purpose and Use**

This report and the associated opinions or conclusions are only for the specific purpose and use stated in the report, and they are invalid for any other purpose and use.

We are committed to supporting our opinion and this report. However, we are not required to give testimony or attend hearings or depositions, unless compensation arrangements for such additional services have been made.

- **Effective Date**

The opinions or conclusions stated in this report are based on facts and market conditions known as of the specific effective date stated in this report and are only valid as of that date. Events and conditions occurring after that date were not considered, and we have no obligation to update our report for such events or conditions.

- **No Publication and No Third-Party Rights**

No portion of this report may be published or given to any third parties without the prior written consent of Kroll. No third party shall have the right of reliance on this report, and neither receipt nor possession of this report by any third party shall create any express or implied third-party beneficiary rights.

- **Property Description**

Any property areas, sizes, dimensions, or descriptions in this report are included for identification purposes only and should not be used in a conveyance or other legal document. We did not verify the property areas, sizes, dimensions, or descriptions used in this analysis. Any plat in this report is intended only as a visual aid regarding the property and its environment and should not be considered a survey or scaled to size.

- **Regulation Compliance**

We assumed that the property has been responsibly managed; all applicable governmental regulations, including zoning and use regulations and restrictions, have been complied with; and all required licenses and permits have been or can be obtained or renewed for the use that is relevant to this analysis. Further, we assumed that the improvements, as well as the utilization of the land and improvements, are within the boundaries of the property described and that no encroachment or trespass exists.

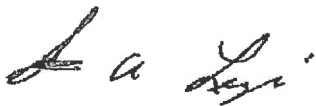
We made no effort to determine any possible effects of future federal, state, or local legislation, including any environmental matters, on the subject business or property.

Certificate of Appraiser

I certify that, to the best of my knowledge and belief,

- The statements of fact contained in this report are true and correct. I have not knowingly misrepresented any facts or information that would have an impact on my opinions or conclusions.
- The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions, and represent my impartial and unbiased professional analyses, opinions, and conclusions and those of Kroll.
- Any third-party information utilized in our analysis was obtained from sources I believe to be reliable. I have not performed any corroborating procedures to substantiate that data.
- Kroll and I personally have no present or prospective interest in or bias with respect to the property that is the subject of this report and have no personal interest or bias with respect to the parties involved.
- Neither my nor Kroll's engagement in or compensation for this assignment is contingent upon the development or reporting of a predetermined value or direction in value, a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.
- To the best of my knowledge, I have performed no services, as an appraiser or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding acceptance of this assignment.
- The analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the Uniform Standards of Professional Appraisal Practice and the Principles of Appraisal Practice and Code of Ethics of the American Society of Appraisers.
- Members of my appraisal staff have made an inspection of the real and personal property that is the subject of this report; I have not made an inspection of the property.
- Cynthia Ross provided significant real and personal property appraisal assistance. No other individuals had any significant professional input in this report.

The American Society of Appraisers has a mandatory recertification program for all of its senior members. I am in compliance with the requirements of that program.



Steven A. Lenzi, ASA



Statement Of Insurable Values

As of May 23, 2024

Liberty Mutual Insurance Company

Boston, Massachusetts

Building	Building Name	Insp. Date	Year Built	Entry Alarm	Manual Fire Alarm	Auto Fire Alarm	Sprinkler	Avg Story Height	Fire	Total Floor Area	Building CRN	Content CRN	LJ CRN	TIV
Member: 293897053 DELAWARE MILITARY ACADEMY														
Site: 001 DELAWARE MILITARY ACADEMY														
001	WALLACE & ROSA MCDONALD SCIENCE HALL	05/23/2024	2004	Yes	100	100	100	14	2	30,301	9,333,000	846,000	0	10,179,000
ID: 9907	MASONRY NON-COMBUSTIBLE (100%) 112 MIDDLEBORO ROAD WILMINGTON, DE 19804													
	Latitude: 39.72084436	Flood Zone:												
	Longitude: -75.58478631	Flood Certificate:												
002	TALLEY HALL	05/23/2024	2004	Yes	100	100	100	12	2	20,547	7,012,000	574,000	0	7,586,000
ID: 9908	MASONRY NON-COMBUSTIBLE (100%) 112 MIDDLEBORO ROAD WILMINGTON, DE 19804													
	Latitude: 39.72150649	Flood Zone:												
	Longitude: -75.58491153	Flood Certificate:												
004	ANTHONY N. FUSCO SR. ATHLETIC CENTER	05/23/2024	2017	Yes	100	100	100	26	1	26,776	7,459,000	278,000	0	7,737,000
ID: 9904	MASONRY NON-COMBUSTIBLE (100%) 112 MIDDLEBORO ROAD WILMINGTON, DE 19804													
	Latitude: 39.72105203	Flood Zone:												
	Longitude: -75.58388504	Flood Certificate:												
005	FUSCO MEMORIAL STADIUM FIELDHOUSE	05/23/2024	2019	Yes	0	0	0	8	1	4,725	1,230,000	28,000	0	1,258,000
ID: 9906	JOISTED MASONRY (100%) 112 MIDDLEBORO ROAD WILMINGTON, DE 19804													
	Latitude: 39.72013583	Flood Zone:												
	Longitude: -75.58423524	Flood Certificate:												



Statement Of Insurable Values

As of May 23, 2024

Liberty Mutual Insurance Company
Boston, Massachusetts

Building	Building Name	Insp. Date	Year Built	Entry Alarm	Manual Fire Alarm	Auto Fire Alarm	Sprinkler	Avg Story Height	Fire	Total Floor Area	Building CFM	Content CFM	LI CFM	TIV
Member:	293897053	DELAWARE MILITARY ACADEMY												
Site:	001	DELAWARE MILITARY ACADEMY												
Total for Site:	001	DELAWARE MILITARY ACADEMY									82,349	25,034,000	1,726,000	0 26,760,000
Total for Member:	293897053	DELAWARE MILITARY ACADEMY									82,349	25,034,000	1,726,000	0 26,760,000
Total:											82,349	25,034,000	1,726,000	0 26,760,000



Building Inspection and Appraisal Report

As of May 23, 2024

Liberty Mutual Insurance Company

Boston, Massachusetts

Member: 293697063 DELAWARE MILITARY ACADEMY
Site: 001 DELAWARE MILITARY ACADEMY





Building Inspection and Appraisal Report

As of May 23, 2024

Liberty Mutual Insurance Company

Boston, Massachusetts

Member: 293897063 DELAWARE MILITARY ACADEMY

Site: 001 DELAWARE MILITARY ACADEMY

Building: 001 WALLACE & ROSA McDONALD SCIENCE HALL

112 MIDDLETOWN ROAD, WILMINGTON, DE, 19804, US



Valuation Summary

Date of Inspection: 5/23/2024

Building Cost of Reproduction New	\$ 9,333,000	(\$308.01 per SF)
Contents Cost of Reproduction New	\$ 846,000	(\$27.92 per SF)
Total Insurable Value	\$ 10,179,000	(\$335.93 per SF)

Construction Components

ID: 9,907

ISO Class:	MASONRY NON-COMBUSTIBLE (100%)
Exterior Wall Type:	BRICK ON MASONRY (65%); CONCRETE BLOCK, SPLIT FACE (15%); SIDING, METAL OR OTHER ON MASONRY (15%); CONCRETE BLOCK (5%)
Heating:	STEAM/HOT WATER WITH UNIT HEATERS (100%)
Cooling:	CHILLED WATER, WITH AIR HANDLING UNITS (100%)
Roof Material:	SINGLE-PLY MEMBRANE (100%)
Roof Pitch:	FLAT (100%)
Elevators:	Passenger: 1 Freight: 0

Description

Year Built:	2004	Exposure	
Number of Stories:	2	Latitude:	39.720844
Average Story Height:	14	Longitude:	-75.584788
Square Footage:	Super Structure: 30,301		
	Sub Structure: 0		
	Total: 30,301		

Protection

Manual Fire Alarm:	100
Automatic Fire Alarm:	100
Sprinklers:	100
Entry Alarm:	Yes

Flood Information

Zone:	
Certificate:	

Miscellaneous Additional Features

CANOPIES; FIRE ESCAPES; GYMNASIUM DIVIDER; SCOREBOARD; BASKETBALL GOAL



Building Inspection and Appraisal Report

As of May 23, 2024

Liberty Mutual Insurance Company
Boston, Massachusetts

Member: 293897063 DELAWARE MILITARY ACADEMY
Site: 001 DELAWARE MILITARY ACADEMY
Building: 002 TALLEY HALL

112 MIDDLEBORO ROAD, WILMINGTON, DE, 19804, US



Valuation Summary		Date of Inspection: 5/23/2024
Building Cost of Reproduction New	\$ 7,012,000	(\$341.27 per SF)
Contents Cost of Reproduction New	\$ 574,000	(\$27.94 per SF)
Total Insurable Value	\$ 7,586,000	(\$369.20 per SF)

Construction Components		ID: 9,908
ISO Class:	MASONRY NON-COMBUSTIBLE (100%)	
Exterior Wall Type:	BRICK ON MASONRY (70%); SIDING, METAL OR OTHER ON MASONRY (15%); CONCRETE BLOCK, SPLIT FACE (15%)	
Heating:	STEAM/HOT WATER WITH UNIT HEATERS (100%)	
Cooling:	CHILLED WATER, WITH AIR HANDLING UNITS (100%)	
Roof Material:	SINGLE-PLY MEMBRANE (100%)	
Roof Pitch:	LOW (2:12 TO 6:12 PITCH) (55%); FLAT (45%)	
Elevators:	Passenger: 1	Freight: 0

Description		Exposure
Year Built:	2004	Latitude: 39.721508
Number of Stories:	2	Longitude: -75.584912
Average Story Height:	12	
Square Footage:	Super Structure:	20,547
	Sub Structure:	0
	Total:	20,547

Protection	
Manual Fire Alarm:	100
Automatic Fire Alarm:	100
Sprinklers:	100
Entry Alarm:	Yes

Miscellaneous Additional Features
CANOPIES

Flood Information
Zone:
Certificate:



Building Inspection and Appraisal Report

As of May 23, 2024

Liberty Mutual Insurance Company
Boston, Massachusetts

Member: 293897063	DELAWARE MILITARY ACADEMY
Site: 001	DELAWARE MILITARY ACADEMY
Building: 004	ANTHONY N. FUSCO SR. ATHLETIC CENTER
112 MIDDLEBORO ROAD , WILMINGTON, DE, 19804, US	



Valuation Summary		Date of Inspection: 5/23/2024
Building Cost of Reproduction New	\$ 7,459,000	(\$278.87 per SF)
Contents Cost of Reproduction New	\$ 278,000	(\$10.38 per SF)
Total Insurable Value	\$ 7,737,000	(\$288.95 per SF)
Construction Components		ID: 9,904
ISO Class:	MASONRY NON-COMBUSTIBLE (100%)	
Exterior Wall Type:	CONCRETE BLOCK, SPLIT FACE (70%); SIDING, METAL OR OTHER ON MASONRY (20%); CONCRETE BLOCK (10%)	
Heating:	FORCED WARM AIR (100%)	
Cooling:	FORCED COOL AIR (100%)	
Roof Material:	SINGLE-PLY MEMBRANE (95%); STEEL (5%)	
Roof Pitch:	HIGH (12:12 TO 24:12 PITCH) (90%); FLAT (10%)	
Elevators:	Passenger: 0	Freight: 0
Description	Exposure	
Year Built:	2017	Latitude: 39.721052
Number of Stories:	1	Longitude: -75.583885
Average Story Height:	28	
Square Footage:	Super Structure: 26,776	
	Sub Structure: 0	
	Total: 26,776	
Protection	Flood Information	
Manual Fire Alarm:	100	Zone:
Automatic Fire Alarm:	100	Certificate:
Sprinklers:	100	
Entry Alarm:	Yes	
Miscellaneous Additional Features		
CEILING FANS; SCOREBOARD; BASKETBALL, 4-SIDED; BASKETBALL GOAL; CANOPIES; MEZZANINE; ROLLING SHUTTERS		



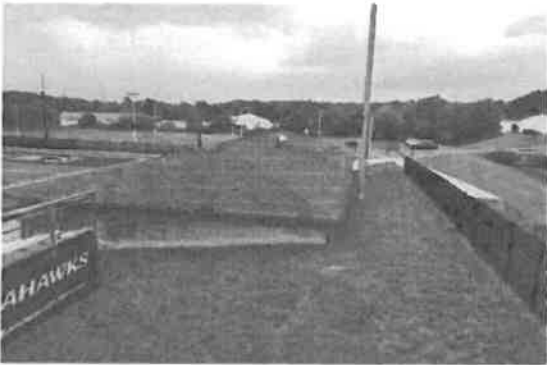
Building Inspection and Appraisal Report

As of May 23, 2024

Liberty Mutual Insurance Company
Boston, Massachusetts

Member: 293697063	DELAWARE MILITARY ACADEMY
Site: 001	DELAWARE MILITARY ACADEMY
Building: 005	FUSCO MEMORIAL STADIUM FIELDHOUSE

112 MIDDLEBORO ROAD , WILMINGTON, DE, 19804, US



Valuation Summary		Date of Inspection: 5/23/2024
Building Cost of Reproduction New	\$ 1,230,000	(\$260.32 per SF)
Contents Cost of Reproduction New	\$ 28,000	(\$5.93 per SF)
Total Insurable Value	\$ 1,258,000	(\$266.24 per SF)
Construction Components		ID: 9,906
ISO Class:	JOISTED MASONRY (100%)	
Exterior Wall Type:	CONCRETE BLOCK, SPLIT FACE (100%)	
Heating:	VENTILATION ONLY (100%)	
Cooling:	NONE (100%)	
Roof Material:	SHINGLES, ASPHALT (100%)	
Roof Pitch:	LOW (2:12 TO 6:12 PITCH) (100%)	
Elevators:	Passenger: 0	Freight: 0
Description		Exposure
Year Built:	2019	Latitude: 39.720136
Number of Stories:	1	Longitude: -75.584235
Average Story Height:	8	
Square Footage:	Super Structure:	4,725
	Sub Structure:	0
	Total:	4,725
Protection		Flood Information
Manual Fire Alarm:	0	Zone:
Automatic Fire Alarm:	0	Certificate:
Sprinklers:	0	
Entry Alarm:	Yes	
Miscellaneous Additional Features		
ROLLING SHUTTERS		



Insurable Values Comparison Report

As of May 23, 2024

Liberty Mutual Insurance Company
Boston, Massachusetts

Building	Building Name	Insp. Date	Scope Of Service	Year Built	Avg Story Height	Floors	Floor Area	Client Building CRN	Building CRN	Diff	Diff %	ID
Member: 293897053 DELAWARE MILITARY ACADEMY												
Site: 001 DELAWARE MILITARY ACADEMY												
001	WALLACE & ROSA MCDONALD SCIENCE HALL MASONRY NON-COMBUSTIBLE (100%) 112 MIDDLEBORO ROAD WILMINGTON, DE 19804 Latitude: 39.72084438 Longitude: -75.58476631	05/23/2024	A	2004	14	2	30,301	7,503,325	9,333,000	1,829,675	24.38%	9907
002	TALLEY HALL MASONRY NON-COMBUSTIBLE (100%) 112 MIDDLEBORO ROAD WILMINGTON, DE 19804 Latitude: 39.72150849 Longitude: -75.58491153	05/23/2024	A	2004	12	2	20,547	5,481,946	7,012,000	1,530,054	27.91%	9908
004	ANTHONY N. FUSCO SR. ATHLETIC CENTER MASONRY NON-COMBUSTIBLE (100%) 112 MIDDLEBORO ROAD WILMINGTON, DE 19804 Latitude: 39.72106203 Longitude: -75.58388504	05/23/2024	A	2017	26	1	26,776	6,500,000	7,459,000	959,000	14.75%	9904
005	FUSCO MEMORIAL STADIUM FIELDHOUSE JOISTED MASONRY (100%) 112 MIDDLEBORO ROAD WILMINGTON, DE 19804 Latitude: 39.72013583 Longitude: -75.58423524	05/23/2024	A	2019	8	1	4,725	1,219,458	1,230,000	10,542	0.86%	9906
Total for Site: 001 DELAWARE MILITARY ACADEMY							82,349	20,704,729	25,034,000	4,329,271	20.91%	
Total for Member: 293897053 DELAWARE MILITARY ACADEMY							82,349	20,704,729	25,034,000	4,329,271	20.91%	
Total:							82,349	20,704,729	25,034,000	4,329,271	20.91%	



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RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

EXHIBIT J DMA BATTLE BILL EMERGENCY PLAN

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, HOUSING/HOMELESS STATUS OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

DELAWARE MILITARY ACADEMY

EMERGENCY BATTLE BILL



For Official Use Only: "Do Not Copy Without Permission"

Revision Date FALL 2024

POLICY/DISCUSSION

- A. In the event of a critical incident the planned response of the Delaware Military Academy Staff is imperative. The DMA Emergency Battle Bill includes provisions for mobilizing DMA administrative staff and instructors in response to a critical incident. This Battle Bill provides procedural guidelines for handling critical incidents, natural and manmade.
- B. The Academy will normally receive advance warning of a natural disaster. When advance notification is received, it is a prudent management decision to alert all staff, on or off duty, of the situation and to protect the cadets with all means available.
- C. In the event of an emergency, staff should not communicate with any media outlet or post information on social media.

DEFINITIONS

Active Shooter: an individual actively engaged in killing or attempting to kill people in a confined and populated area

Commandant: Principal of the school

Dean of Cadets: Vice Principal of the school

Critical Incident: An emergency situation that results from a natural or manmade disaster (e.g., flood, earthquake, tornado, snow emergency, hazardous materials incident, explosion, aircraft disaster, active shooter) and civil disturbances. A bomb threat or bomb emergency (when a suspicious object is located) is not a critical incident; however, a bomb detonation would be categorized as a critical incident.

EMS: Emergency Medical Service

EMT: Emergency Management Team

ERT: Emergency Response Team

Officer in Charge: Refers to first responder personnel; could be police, fire or EMS

NOTE: due to the size of the academy and for purposes of this plan EMT and ERT are one in the same unless otherwise noted.

NIMS: National Incident Management System, a structured framework used nationwide for both governmental and nongovernmental agencies to respond to natural disasters or terrorist attacks at the local, state, and federal levels of government. It provides a standardized command structure for all police, fire and emergency responders.

Superintendent: For purposes of this institution (DMA), the Superintendent is the Commandant.

Violent Action: Violent actions are considered to be physical assaults, fights, verbal assaults directed toward either teachers or cadets.

EMERGENCY RESPONSE TEAM

a. The Emergency Response Team (ERT) (also referred to as Emergency Management Team, ERT) will respond to emergency situations as they occur during the school day. The Commandant or his/her designee will serve as coordinator and will assemble the team in the event of an emergency. Contact information for the ERT can be found in Appendix B, Internal Contacts.

Emergency Response Team

Commandant
Dean of Cadets
Dean of Instruction
Facilities Manager
Senior Naval Science Instructor
Nurse
Counselor
School Secretary
Security Specialist/Law Enforcement Officer

b. Information Verification

The (ERT) will verify all facts and report to appropriate authority.

State Police (non-emergency)	(302) 573-2800
Emergency	9-911
Ambulance	9-911
Fire Department	9-911

STAFF GENERAL RESPONSIBILITIES

- **REMAIN CALM** – Cadets will panic if you panic.
- Verify information.
- Call 911 (if necessary or if a delay in reporting may cause further injury or damage).
- Call Office.
- Render first aid.
- Warn cadets if advised to do so.
- Lock classroom doors, unless evacuation orders are issued.
- Account for all cadets. If evacuation is required, take the class roster and report to administrator
- Assist special needs cadets.
- Stay with cadets during an evacuation and at the evacuation points.

- Evacuation points will be issued by the Commandant or designee at time of the evacuation.
- When feasible, take all personal belongings prior to evacuation (unless an active shooter incident)
- Keep detailed notes of the event in this book.
- Refer all media inquiries to the Commandant's Office.

EMERGENCY PROCEDURES/TERMINOLOGY

HOLD – Stay right where you are – continue with class, restrict exits from the classroom to emergency situations only

SECURE – Everyone stays inside the building, outdoors are locked, business as usual inside the building – we WILL exchange classes unless otherwise noted.

LOCKDOWN – All cadets and staff are in a room with door/success points locked and barricaded.

EVACUATE – All cadets and staff are to exit the building and proceed to rallying points

SHELTER – Hazard and safety strategies and procedures are activated.

MEDICAL EMERGENCY PROCEDURE

In case of an emergency requiring immediate medical or psychiatric assistance, use the following procedures.

- Call 911, as appropriate
- Notify the school nurse
- Assess and render aid as needed
- Notify office of emergency - supply location, name of person, and nature of emergency
- Contact parent/guardian or emergency contact

FIRE EMERGENCY

All fires must be reported to the Fire Department.

Staff responsibilities

- Review fire/emergency procedures with your class BEFORE there is an emergency
- Person who discovers fire should pull fire alarm and exit the building.
- Evacuate building when alarm is sounded, announcement is made or via intercom
- Assist handicapped cadets.

- Do not stop to gather any personal belongings
- Close windows, turn off lights, close doors and leave **unlocked** – staff member should be the last one out of the classroom. In Fusco Hall, close the door and allow it to lock
- Take roll book with you and assemble in designated area.
- Call muster and report to any missing persons to the administration immediately.

Administrative responsibilities

- Commandant or designee will have floor maps and master keys available for fire fighters and inform officials of unaccounted personnel.
- Custodian on duty will grab the red emergency bag containing a set of master keys, floor plans, full cadet roster and a contact list. There will be a red bag in each of the custodian offices for easy access.
- DO NOT release cadets to anyone other than a parent.

WEATHER EMERGENCY

In the event of dangerous weather the following steps shall be followed:

Administrative responsibility

- Assess the situation and determine where cadets and staff and visitors on campus will shelter
- Make an announcement to inform staff of emergency and where to shelter.
- Ensure all exterior doors CLOSED.

Staff responsibility

- Evacuate cadets to designated shelter area.
- Take roster book and leave classroom door open.
- Ensure people with disabilities are assisted, as needed.
- Hold muster – report any discrepancies to an administrator
- If the situation warrants, contact the custodian to shut off gas.

HAZARDOUS MATERIALS

- Call 911 (as appropriate)
- Seal off area of leak/spill.
- Notify CPR/First Aid certified persons in building of medical emergencies.
- Further action will be determined by Commandant, or designee/Emergency Personnel depending on the situation.
- Obtain appropriate MSDS documents for Emergency Personnel

- Copies of the lab safety plan are located in each science lab, chemical storage area and the main office.

BOMB THREAT

All bomb threats are real and never to be treated as a hoax. The following procedures are to be followed in the event of a threat:

Recipient of phone call

- Keep the caller on the line as long as possible.
- Signal someone to alert main office.
- Write down everything caller says.
- Guess as to caller's age, sex, age, race and accent.
- Note background noises.
- Write down your impressions of caller.

Administrative responsibilities

- Commandant or designee will call 911 and report threat.
- Admin will determine if evacuation is needed
- Commandant or designee will share information through the staff BAND app.
- Commandant or designee will coordinate with emergency personnel
- Custodian will grab the red emergency bag

All staff members should follow the directions provided through the BAND notification.

SUSPICIOUS PACKAGE

- Put envelope or package down and evacuate the area.
- Close off the room or area where letter or package is located.
- DO NOT use cell phones, hand-held radios, or any electronic devices within 300' of the package.
- Call 911 and notify the Commandant or designee and the school nurse
- Isolate person(s) who touched suspicious package, where in the same area as the package, or witnessed delivery of package, until interviewed by the investigative health and/or emergency response authorities.
- If a potentially harmful substance is suspected to be in the package, the nurse will immediately assess/evaluate the isolated person.
- If needed, an administrator will compile full name, address and telephone numbers and emergency contact for the isolated person(s).
- The Commandant or designee will notify cadets and employees when they may re-enter the area

PRESENCE OF A WEAPON

Staff responsibility

- Immediately notify the office and request assistance from TWO administrators

Administrative responsibility

- Remove cadet and belongings from the classroom and secure weapon, if able.
- Ensure at least two administrators are with the cadet at all times.
- Conduct search if it can be done safely.
- Commandant or designee will contact parent/guardian.

SCHOOL LOCK DOWN ANNOUNCEMENT

Attention staff and cadets ... This is a lockdown (with explanation) – announcement will indicate if there is a threat in the building or outside of the building

An announcement can be made from any DMA phone by dialing 808#111

ACTIVE SHOOTER

Active shooter situations are always unpredictable, but there are things that should be immediately done to protect oneself and others. Following the FEMA protocol of Run, Hide, Fight; survivability is increased. If possible, staff and cadets should assess where the threat is and use this information to determine the best course of action.

Evacuate (Run)

a. If it is possible to do so safely, exit the building immediately when you become aware of an incident, moving away from the immediate path of danger, and take the following steps.

- Notify anyone you may encounter to exit the building immediately.
- Evacuate to a safe area away from the danger and take protective cover. Stay there until assistance arrives. The areas where we will reassemble after the threat is over, are listed in the appendix.
- Call 911, providing the dispatcher with the following information:
 - Your name
 - Location of the incident (be as specific as possible)
 - Number of shooters (if known)
 - Identification or description of shooter(s)
 - Number of persons who may be involved
 - Your exact location
 - Injuries to anyone, if known
- Individuals who cannot safely evacuate should shelter in place

- Reunification Points:
 - Richardson Park Elementary School
 - Alternative Site – Five Points Fire Hall (Maryland Ave)

Shelter in Place (Hide)

If you are directly involved in an incident and exiting the building is not possible, the following actions are recommended:

- Go to the nearest room or office.
- Close and lock the door.
- Barricade doors with desks or any other furniture you can quickly move
- Cover the window in to the hallway.
- Turn off the lights.
- Seek protective cover.
- Silence mobile devices and turn off all lights and sounds on your devices
- Keep quiet and act as if no one is in the room.
- Do not answer the door.
- Notify 911 via phone or text, providing the dispatcher with the following information:
 - Your name
 - Your location (be as specific as possible) – tell them where you are hiding
 - Number of shooters (if known)
 - Identification or description of shooter
 - Number of persons involved
 - Injuries at your location so the proper medical help can be sent ASAP
- Prepare to fight, if needed.

Take action against the shooter (Fight)

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons including furniture, desks, fire extinguishers, etc - Attempt to overwhelm the individual making entry to the room
- Yelling.
- Committing to your actions.
- If you are able to overpower the intruder and gain the weapon, SECURE IT. Do not continue to hold it as you may be mistaken for the intruder when police enter the room.

“Wait for police to assist you out of the building”

How to react when police arrive:

- Remain calm, and follow officers' instructions.
- You should have NOTHING in your hands – this includes putting down cell phones, keys, etc.
- Immediately raise hands and spread fingers.
- Keep hands visible at all times.
- Avoid making quick movements towards officers such as trying to hold on to them for safety.
- Avoid pointing, screaming and/or yelling.
- Do not stop to ask officers for help or directions when evacuating, proceed in the direction from which the officers entered.

FIRE EVACUATION ROUTES

The evacuation route for fire is established as follows (direction left or right refers to which direction to turn upon exiting the room). Staff is to muster in their designated area and report to the Commandant or his/her designee.

Talley Hall – to be discussed at meeting

First Deck

All rooms on the first floor of Talley Hall will exit through the main lobby.

Second Deck

The following rooms will evacuate through the main lobby of Talley Hall: TH-01, TH-02, TH-03 and TH-04.

The following rooms will evacuate down the side staircase of Talley Hall: TH-05, TH-06, TH-07, and TH-08.

McDonald Science Hall

First Deck

The following rooms will evacuate through the main lobby of McDonald Hall: MH-1, MH-2, and MH-3.

The following rooms will evacuate through the side exit of McDonald Hall: MH-4, MH-5, MH-6, MH-7 and MH-8.

All classes that are in the drill hall or mess hall will exit out the nearest exit of their respective area and form up in their designated area.

Second Deck

The music room, supply and locker rooms will evacuate out the back fire exit of McDonald Hall.

The Naval Science Offices will evacuate down the main stairs to the lobby.

Anthony N Fusco Athletic Center (The Dome)

Evacuations in the Fusco Athletic Dome shall utilize the nearest, unobstructed exit. Evacuations shall be directed by academy staff or personnel present at the time.

Fusco Academic Wing

Evacuations from the Fusco Academic Wing will utilize the nearest, unobstructed exit. Staff members present shall supervise the evacuation. Always evacuate in the opposite direction of the incident.

Bomb Evacuation Route

- In the event of a bomb threat, follow evacuation guidelines for fire/emergency to leave the building.
- In the event of extreme foul weather, the administration will make a determination (after all cadets have been accounted for) about where they will be sheltered.

SCHOOL EMERGENCY PROCEDURE PLAN CONTACTS

Commandant: Dan Newcott (302) 547-0066 School: Delaware Military Academy

**Person(s) in charge if Commandant is away
Name**

Cell Phone #

Debra Certesio

(302) 983-4898

Captain Dan Bates

(302) 598-7155

Person(s) designated to contact police, ambulance or fire:

Name

Cell Phone #

Donna Galinskie

(302) 690-2279

Rachel Taylor

(302) 593-6574

**Person(s) designated to operate or turn off utility points, including gas, oil, water,
electricity or boilers:**

Name

Cell Phone #

Shawn McGee

(302) 588-0372

Dan Newcott

(302) 547-0066

Person(s) designated to file an incident report with the Office of School Climate:

Name

Cell Phone #

Dan Newcott

(302) 547-0066

Debra Certesio

(302) 983-4898

**Person(s) designated to notify the immediate supervisor if the Commandant is not
available:**

Name

Cell Phone #

Debra Certesio

(302) 983-4898

Captain Dan Bates

(302) 598-7155

EXTERNAL EMERGENCY CONTACTS

Fire, Ambulance & Police Emergency		911
Local Police (non-emergency)		302-573-2800
Referrals		
Helpline	Statewide	(800) 464-4357
Child Abuse Reporting	Statewide	(800) 292-9582
Crisis Intervention		
Contact/Rape Crisis	Statewide	(302) 761-9100 (800) 262-9800
Suicide Prevention	NCC Toll Free/Kent & Sussex	(302) 577-2484 (800) 345-6785
Victim Assistance		
	Toll Free/After Hours	(800) 842-8461
	NCC	(302) 995-8510
Delaware Victim Center	Dover	(302) 697-3602
	Georgetown	(302) 856-5296
	Milford	(302) 422-1562
Latin American Comm Ctr (Domestic Abuse Hotline)	NCC	(302) 655-7338
Martha's Carriage House/Sarah's NCC House (domestic abuse shelters for females)	NCC	(302) 762-6110
Family Violence Hotline	Kent/Sussex	(302) 422-8058
Hazardous Materials/Poison		
To report a hazardous materials leak or spill (24 hours)		(800) 662-8802
Poison Control Center	Statewide	(800) 722-7112
Disaster Assistance		
American Red Cross	NCC	(302) 656-6620
	Kent/Sussex	(800) 777-6620

Emergency Management Agencies

Statewide

DEMA (Del Emergency Management Agency)	(877) 729-3362
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County Offices

Office of Emergency Preparedness (NCC)	(302) 573-2857
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Emergency Planning and Operations (Kent)	(302) 736-2222
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Emergency Operations Center (Sussex)	(302) 855-7801
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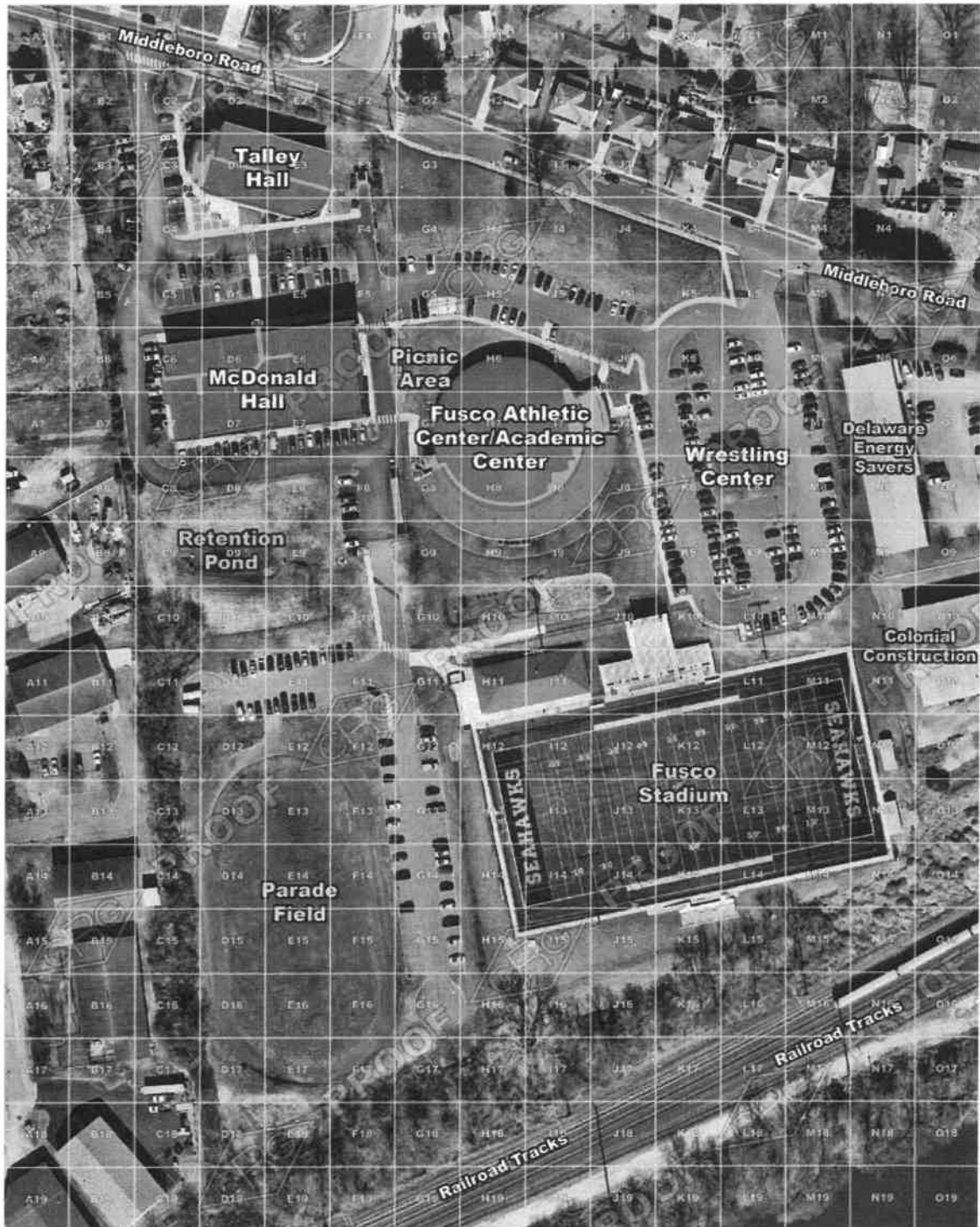
Local Offices

Emergency Management Office (City of Wilmington)	(302) 571-5880
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Emergency Operations Center (City of Newark)	(302) 366-7027
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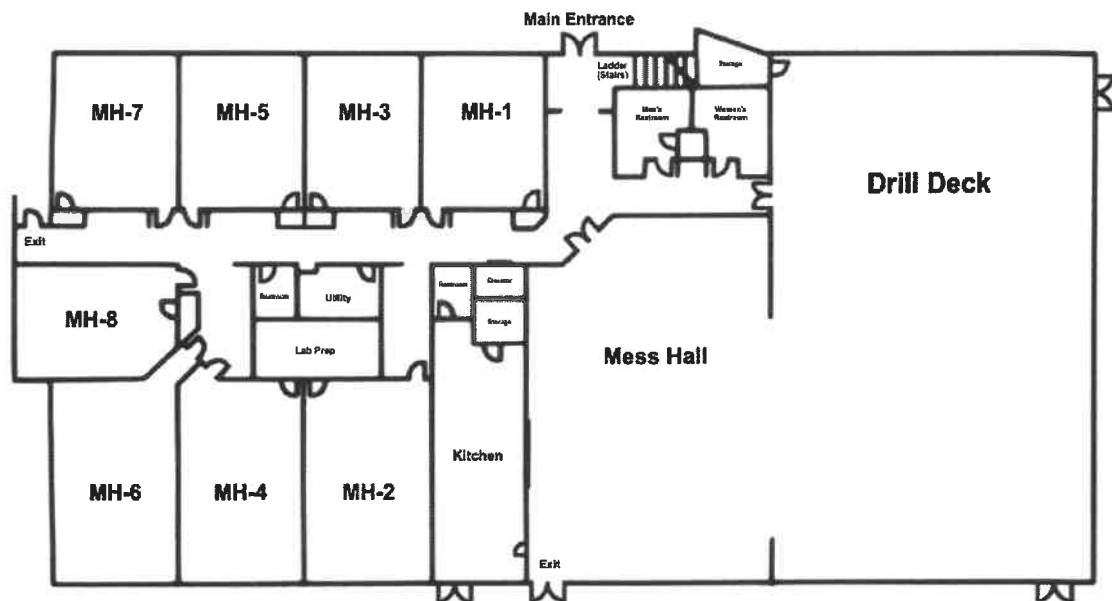
Emergency Preparedness/Grounds (City of Dover)	(302) 736-7020
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Campus Overview

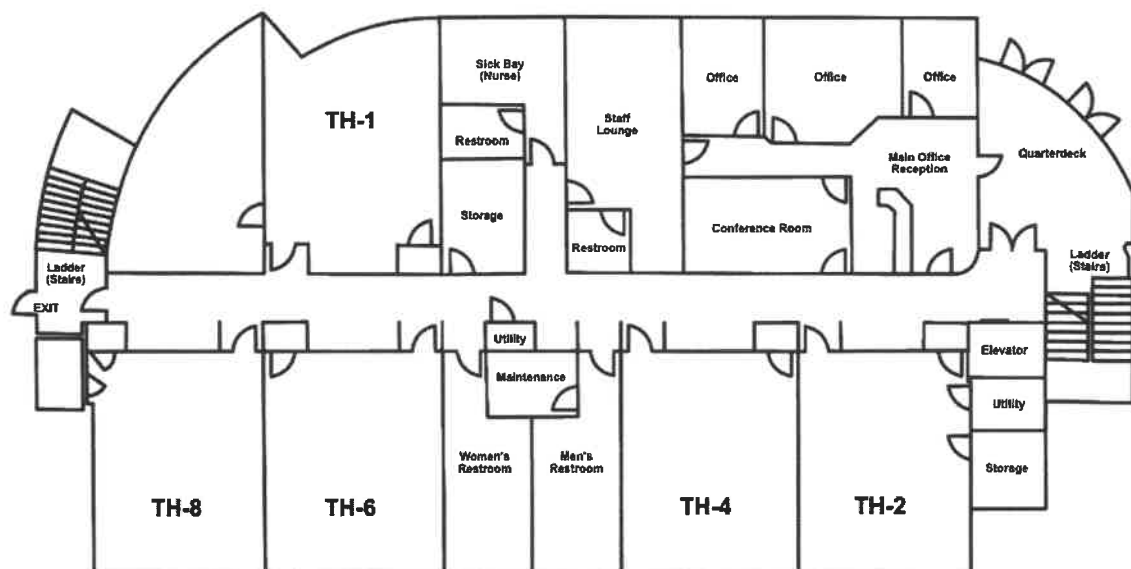


First Level Floor Plans (all buildings)

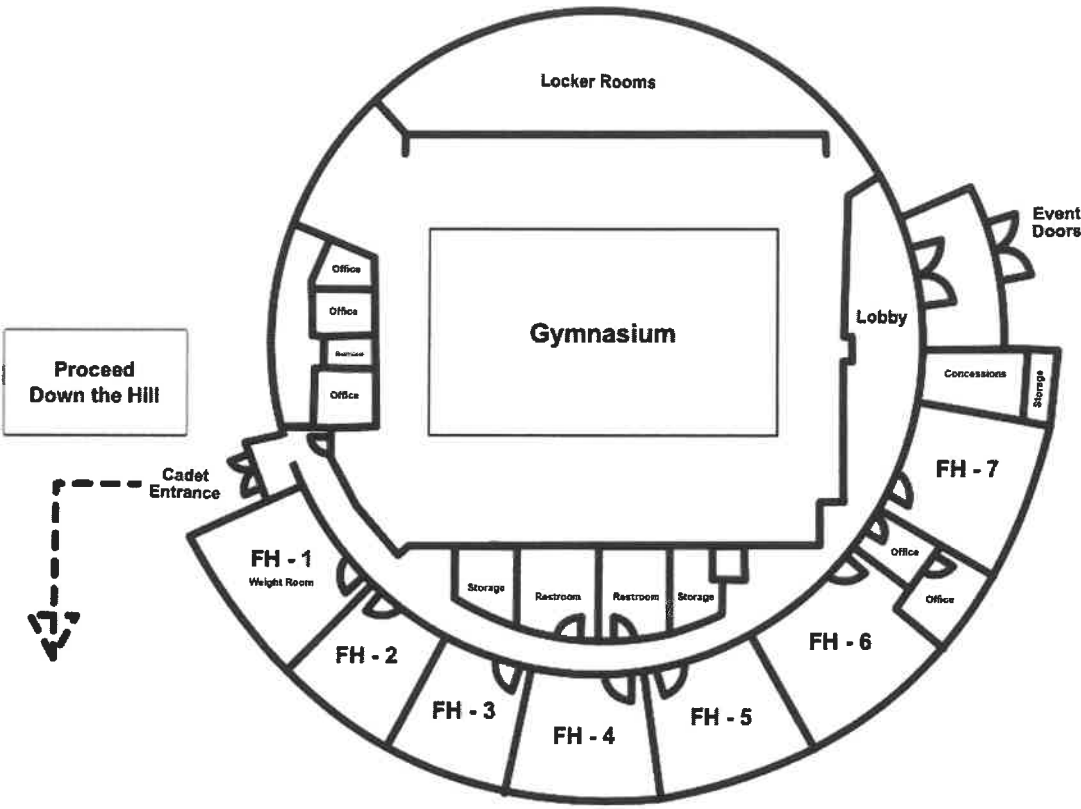
McDonald Hall - First Floor



Talley Hall - First Floor

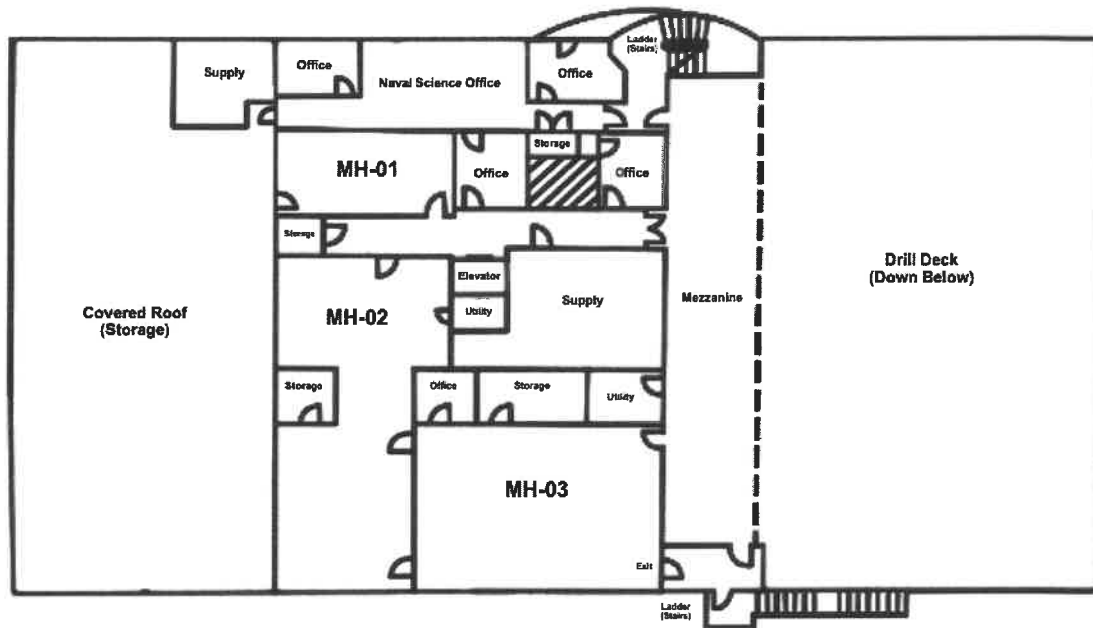


Fusco Hall

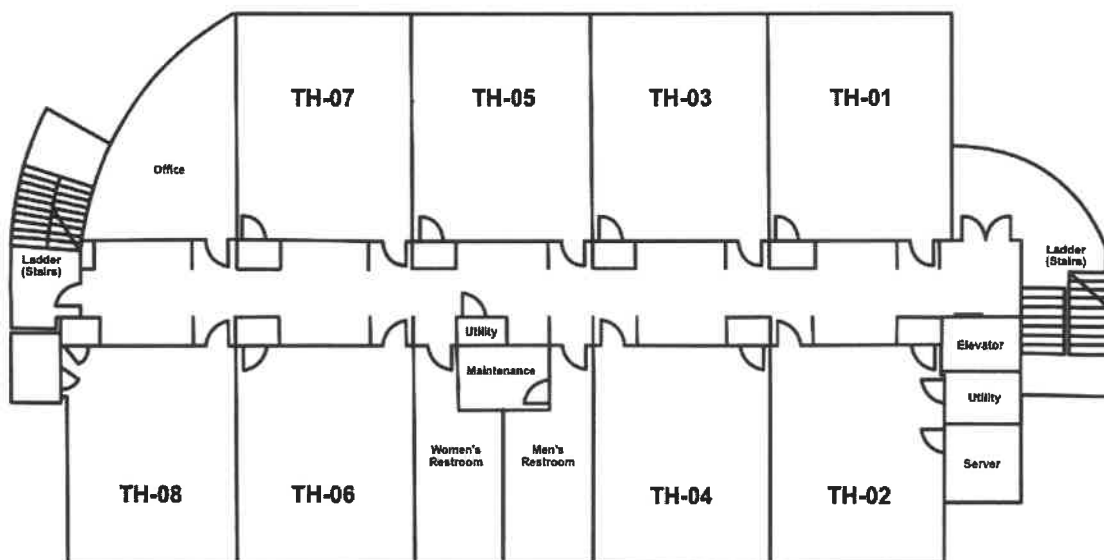


Second Level Floor Plans (All Buildings)

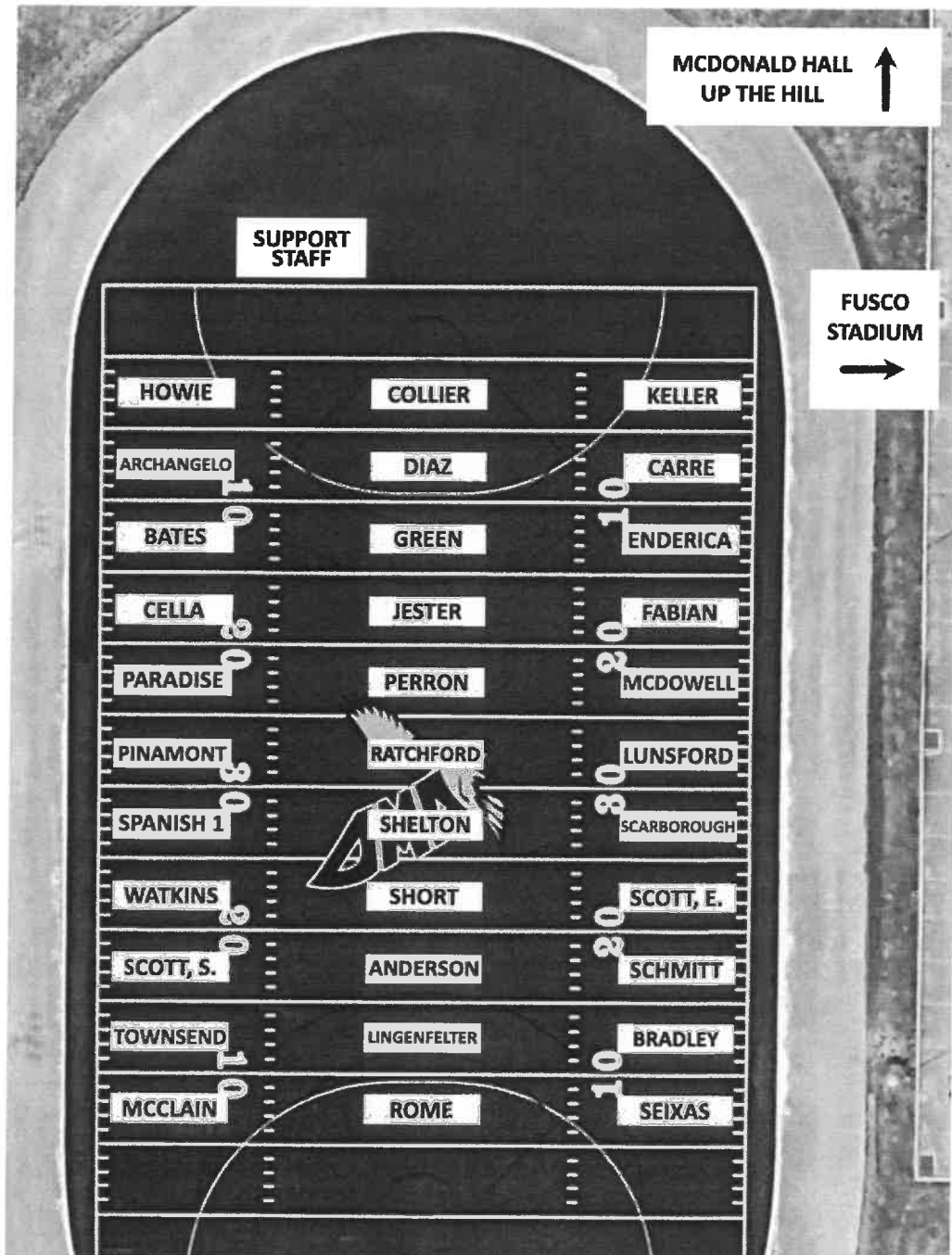
McDonald Hall - Second Floor



Talley Hall - Second Floor



MUSTER STATIONS



RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

EXHIBIT K LIST OF CURRENT BOARD MEMBERS

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, HOUSING/HOMELESS STATUS OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

DELAWARE MILITARY ACADEMY

BOARD OF DIRECTORS

2024-2025 School Year

Brian Rostocki (Chair)	brostocki@reedsmith.com
Jennifer McCloskey (Vice Chair)	jzmac@udel.edu
Donald McLamb (Treasurer)	donald.mclamb@ml.com
Helen Barbato (Secretary)	helenbar12@gmail.com
Michael Berardi	mberardi@wohlson.com
Chris Kenny	chris.kenny@wakerfern.com
Nicole Krajewski	nkrajewski@wilmingtontrust.com
Jelena Batula	jbatula@firsttrust.com
Glen DiEleuterio	glendieleuterio@comcast.net
Scott Green (teacher rep)	scott.green@dma.k12.de.us
CAPT Dan Bates (SNSI)	dan.bates@dma.k12.de.us

RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period
FY 2025 – FY 2030

EXHIBIT L TRAINING CERTIFICATES FOR DMA BOARD

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, HOUSING/HOMELESS STATUS OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

CERTIFICATE OF COMPLETION

This certificate is awarded to

MICHAEL BERARDI

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

Given on this 12th day of February, 2024 provided

by the Delaware Charter Schools Network

*Delaware Charter
Schools Network*

KENDALL MASSETT

Executive Director, DCSN

Facilitator

JAMES TAYLOR

Partner, Saul Ewing, LLP

Facilitator

CERTIFICATE OF COMPLETION

This certificate is awarded to

SCOTT GREEN

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

Given on this 12th day of February, 2024 provided
by the Delaware Charter Schools Network

KENDALL MASSETT

Executive Director, DCSN

Facilitator

JAMES TAYLOR

Partner, Saul Ewing, LLP

Facilitator

CERTIFICATE OF COMPLETION

This certificate is awarded to

GLEN DIELEUTERIO

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

Given on this 12th day of February, 2024 provided
by the Delaware Charter Schools Network

KENDALL MASSETT

Executive Director, DCSN
Facilitator

JAMES TAYLOR

Partner, Saul Ewing, LLP
Facilitator

CERTIFICATE OF COMPLETION

This certificate is awarded to

JENNIFER MCCLOSKEY

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

*Given on this 12th day of February, 2024 provided
by the Delaware Charter Schools Network*

KENDALL MASSETT

Executive Director, DCSN

Facilitator

JAMES TAYLOR

Partner, Saul Ewing, LLP

Facilitator

CERTIFICATE OF COMPLETION

This certificate is awarded to

HELEN BARBATO

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

*Given on this 12th day of February, 2024 provided
by the Delaware Charter Schools Network*

KENDALL MASSETT

*Executive Director, DCSN
Facilitator*

JAMES TAYLOR

*Partner, Saul Ewing, LLP
Facilitator*

CERTIFICATE OF COMPLETION

This certificate is awarded to

DONALD MCCLAMB, JR

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

*Given on this 12th day of February, 2024 provided
by the Delaware Charter Schools Network*

KENDALL MASSETT

Executive Director, DCSN
Facilitator

JAMES TAYLOR

Partner, Saul Ewing, LLP
Facilitator

CERTIFICATE OF COMPLETION

This certificate is awarded to

BRIAN ROSTOCKI

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

*Given on this 12th day of February, 2024 provided
by the Delaware Charter Schools Network*

KENDALL MASSETT

*Executive Director, DCSN
Facilitator*

JAMES TAYLOR

*Partner, Saul Ewing, LLP
Facilitator*

CERTIFICATE OF COMPLETION

This certificate is awarded to

HEATH KAHRS

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

Given on this 12th day of February, 2024 provided

by the Delaware Charter Schools Network

Delaware Charter
Schools Network

KENDALL MASSETT

Executive Director, DCSN

Facilitator

JAMES TAYLOR

Partner, Saul Ewing, LLP

Facilitator

CERTIFICATE OF COMPLETION

This certificate is awarded to

NICOLE KRAJEWSKI

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

Given on this 12th day of February, 2024 provided

by the Delaware Charter Schools Network

Delaware Charter
Schools Network

KENDALL MASSETT

Executive Director, DCSN

Facilitator

JAMES TAYLOR

Partner, Saul Ewing, LLP

Facilitator

CERTIFICATE OF COMPLETION

This certificate is awarded to

GENERAL FRANK VAVALA

as proof that the above has completed

CHARTER SCHOOL BOARD GOVERNANCE TRAINING

*Given on this 12th day of February, 2024 provided
by the Delaware Charter Schools Network*

KENDALL MASSETT

*Executive Director, DCSN
Facilitator*

JAMES TAYLOR

*Partner, Saul Ewing, LLP
Facilitator*

RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period
FY 2025 – FY 2030

EXHIBIT M DMA CHOICE ADMISSIONS POLICY

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, HOUSING/HOMELESS STATUS OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

Delaware Military Academy Admissions Policies & Procedures

Eligibility for Admission

Delaware Military Academy admits students based on the Delaware Education Code Title 14, Chapter 5 governing charter schools.

It is the intention of the school to reflect the community it serves and be open to any resident in the area that would otherwise attend a high school in Delaware. Preference is given to children of founding board members, children of staff members, siblings of currently enrolled students at Delaware Military Academy, and those with a specific interest relative to the Delaware Military Academy.

Open Enrollment

1. Open enrollment is conducted annually to fill the 9th grade class, and any openings in the 10th, 11th, or 12th grade classes made available by students who have withdrawn from the school. Eleventh grade applicants will only be considered if they have completed at least one credit of Junior ROTC (or similar program) at their previous high school, and 12 grade applicants will only be considered if they have completed at least two credits of Junior ROTC (or similar program).
2. The open enrollment period is from the first Monday in November (8:00 am) until the second Wednesday in January (11:59 pm).
3. Applicants must apply through the Delaware School Choice online application (www.schoolchoicede.org)
4. The school will hold an Open House each fall prior to the Open Enrollment Period.
5. The Open House and the Open Enrollment Period will be advertised in the local media and on the school's web page (www.demilacad.org). The application process will be explained during Open House.
6. All applications must be completed online and must include an essay. The essay prompt may change from year to year and can be typed directly into the application. The essay is one way that we determine specific interest in applicants.
7. If oversubscribed, the Delaware Military Academy will utilize the Data Service Center to establish the waiting list.
8. To be considered for admission, applicants are required to submit an application each year (even if an application was submitted in the prior year) during the Open Enrollment Period.
9. Interviews will be conducted for applicants in the following preference groups:
 - a. Child of a founding board member
 - b. Child of a current staff member

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- c. Siblings* of current cadets
 - d. Applicants who reside within the boundaries of the RCCSD
 - e. Applicants who have a demonstrated interest
10. A qualified applicant is defined as a candidate who receives a score of 21 or higher (out of 27 possible points) during the interview. All interviewees are asked the same set of questions and scored on the same rubric.
 11. If an applicant is not offered an interview but wants to be considered, they may call the main office to request an interview and demonstrate “specific interest.”
 12. In the event that the DMA is oversubscribed, admission will be offered based on the predetermined preference groups (see below).

Preferences

The Academy will evaluate each applicant and place them in a preference category (see below). Once identified, applicants in groups 1 – 5 will be invited to interview for admission. After the interview process is completed, those applicants who earned a 21 or higher (qualified) will be offered admission. In the event that the grade level is oversubscribed, a lottery will be held with these applicants and the class will be filled in the following order:

1. Qualified applicant child of a Founding Board Member
2. Qualified applicant child of a current teacher or staff member
3. Qualified applicant sibling* of a currently enrolled student
4. Qualified applicants living within the boundaries of the Red Clay Consolidated School District.
5. Qualified applicants who have a demonstrated a specific interest in the DMA

*The intent of the sibling preference law is to keep families together. SIBLING by definition is a:

- Biological/adoptive sibling
- Stepsiblings residing in the same household
- Foster children residing within the same household
- Unrelated children residing in the same household “as a family” for at least 12 months prior to the time of the lottery and continuing through to the first day of school.
- Stepsiblings living in different households are not considered siblings entitled to sibling preference.

Enrollment and Wait List

1. Once all qualified candidates have been offered admission or placed at the top of the wait list, the Academy will pull all other applicants and add them to the wait list in the following order:
 1. Non-Qualified applicant child of a Founding Board Member
 2. Non-Qualified applicant child of a current teacher or staff member
 3. Non-Qualified applicant sibling* of a currently enrolled student
 4. Non-Qualified applicants living within the boundaries of the Red Clay Consolidated School District.
 5. Non-Qualified applicants who have a demonstrated a specific interest in the DMA
 6. All other out of district applicants

2. Enrollment is determined beginning with the 9th grade.
3. All applications received after Open Enrollment has closed will be accepted on a "First-Come, First-Serve" basis and will be added to the end of the Wait List in the order in which they were received by the school.
4. The Delaware Military Academy may use the waiting list for admissions until September 30th of each year.
5. The Commandant may, at his/her discretion, fill or not fill any new openings on a space-available-basis.

Registration

1. By mid-June, the school shall fill any vacancies remaining after registering returning students to the school, by offering enrollment to students based upon the results of the lottery, application of preferences and the resulting waiting list for the next school year.
2. Ninth grade students who were included in the lottery, and who have been offered admission for the following year, will be required to accept their offer of admission online by the date set by the State of Delaware.
3. The Delaware Military Academy (through the Data Service Center) will send a contract to all students who have accepted admission for the following year. The signed contract must be returned to the Academy by the date set by the State of Delaware.
4. This process includes the parent or guardian's completion of any forms required by the school, and signing of the "Intent to Enroll" statement:

"I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least one school year."

5. These contracts will be maintained in each cadet's office file and will be made available for inspection to the Department of Education, the State Auditor's Office, or any other person(s) authorized by law to inspect such files.
6. At the end of each academic year, an intent to re-enroll contract will be sent home to current 9th, 10th, and 11th grade cadets to register their intent to re-enroll for the following school year. These will also be maintained in a cadet's office file.
7. Any applicant offered enrollment after the lottery (i.e. students who come off the waiting list when a vacancy occurs) will also be required to sign the contract as stated above.

8. Those who fail to respond within the acceptance time will lose their place in the incoming class. Every effort will be made by the school to contact that student prior to removing them from the system.

Notification

1. All student applicants will be notified through the Delaware School Choice application of their status in accordance with the timeframes set forth by the State of Delaware.
2. Students who decline admission will not be returned to the wait list.
3. Families who decline their seat(s) for admission forfeit their right to enrollment at the Delaware Military Academy. If the family wishes to be considered at a later date after enrollment is declined, the applicant will need to reapply in a future enrollment period.
4. There is a no tolerance cut-off for students who do not show up for class during the first two days of school for the current school year. If the Delaware Military Academy does not hear from the parent of an enrolled child by that time to explain his/her absence, his/her seat will be filled by the wait list for that grade level.

RENEWAL APPLICATION SUPPLEMENT

**Charter Renewal Period
FY 2025 – FY 2030**

EXHIBIT N PRELIMINARY BUDGET FY25

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, HOUSING/HOMELESS STATUS OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

**DELAWARE MILITARY ACADEMY
YEAR TO DATE BUDGET
FY25**

August 31, 2024

Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
UNRESTRICTED REVENUE								
State (Operating)	\$ 3,870,881	\$ 645,147	\$ 3,483,793	\$ 2,838,646	81%	\$ 4,056,297	\$ (572,504)	-16%
Other State Funds	\$ 797,398	\$ 132,900	\$ 670,859	\$ 537,959	80%	\$ -	\$ 670,859	100%
Local	\$ 2,764,000	\$ 460,667	\$ -	\$ (460,667)	#DIV/0!	\$ 50,245	\$ (50,245)	#DIV/0!
Technology Block Grant	\$ 10,385	\$ 1,731	\$ 9,347	\$ 7,616	81%	\$ 9,788	\$ (441)	-5%
Sustainment Funds	\$ 77,593	\$ 12,932	\$ 69,834	\$ 56,902	81%	\$ 73,131	\$ (3,297)	-5%
Athletics Trainer Block Grant	\$ 25,813	\$ 4,302	\$ -	\$ (4,302)	#DIV/0!	\$ -	\$ -	#DIV/0!
Minor Capital Improvement	\$ 155,262	\$ 25,877	\$ -	\$ (25,877)	#DIV/0!	\$ 90,875	\$ (90,875)	#DIV/0!
Navy Aid	\$ 285,389	\$ 47,565	\$ 42,361	\$ (5,204)	-12%	\$ 33,623	\$ 8,737	21%
ROTC Program	\$ 75,000	\$ 12,500	\$ -	\$ (12,500)	#DIV/0!	\$ 30,953	\$ (30,953)	#DIV/0!
Athletics - NEW	\$ 227,000	\$ 37,833	\$ -	\$ (37,833)	#DIV/0!	\$ -	\$ -	#DIV/0!
Admin. Fees	\$ 85,500	\$ 14,250	\$ 3,950	\$ (10,300)	-261%	\$ 1,800	\$ 2,150	54%
Lunch Program	\$ 125,000	\$ 20,833	\$ -	\$ (20,833)	#DIV/0!	\$ -	\$ -	#DIV/0!
Graduation	\$ 40,000	\$ 6,667	\$ -	\$ (6,667)	#DIV/0!	\$ -	\$ -	#DIV/0!
AP Exams	\$ 12,000	\$ 2,000	\$ -	\$ (2,000)	#DIV/0!	\$ -	\$ -	#DIV/0!
Dual Enrollment	\$ 40,000	\$ 6,667	\$ -	\$ (6,667)	#DIV/0!	\$ -	\$ -	#DIV/0!
Donations/Fundraising	\$ 139,000	\$ 23,167	\$ 2,850	\$ (20,317)	-713%	\$ 1,016	\$ 1,834	64%
Total Unrestricted Revenue	\$ 8,730,221	\$ 1,455,037	\$ 4,282,994	\$ 2,827,957	66%	\$ 4,347,728	\$ (64,734)	-2%
Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
OPERATING EXPENSES								
PERSONNEL								
Salaries	\$ 3,856,347	\$ 642,725	\$ 580,640	\$ 62,085	-11%	\$ 600,408	\$ 19,768	-3%
OTHER EMPLOYEE COSTS								
Pension	\$ 917,039	\$ 152,840	\$ 137,471	\$ 15,369	-11%	\$ 126,498	\$ (10,972)	8%
Worker's Comp	\$ 53,989	\$ 8,998	\$ 8,129	\$ 869	-11%	\$ 8,706	\$ 577	-7%
FICA	\$ 239,094	\$ 39,849	\$ 34,687	\$ 5,162	-15%	\$ 34,281	\$ (406)	1%
Unemployment Insurance	\$ 4,242	\$ 707	\$ 639	\$ 68	-11%	\$ 660	\$ 22	-3%
Medicare	\$ 55,917	\$ 9,320	\$ 8,112	\$ 1,207	-15%	\$ 8,017	\$ (95)	1%
Health Insurance	\$ 600,000	\$ 100,000	\$ 123,479	\$ (23,479)	19%	\$ 100,997	\$ (22,482)	18%
Total OEC	\$ 1,870,281	\$ 311,713	\$ 312,517	\$ (803)	0%	\$ 279,160	\$ (33,357)	11%
Subtotal Personnel	\$ 5,726,628	\$ 954,438	\$ 893,157	\$ 61,281	-7%	\$ 879,567	\$ (13,589)	2%
Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
STUDENT SUPPORT								
Instructional Supplies & Materials	\$ 25,000	\$ 4,167	\$ 15,405	\$ (11,238)	73%	\$ 13,675	\$ (1,730)	11%
Textbooks	\$ 17,000	\$ 2,833	\$ 16,118	\$ (13,285)	82%	\$ 168,726	\$ 152,608	-947%
Computer Supplies	\$ 36,230	\$ 6,038	\$ 7,884	\$ (1,846)	23%	\$ 24,567	\$ 16,683	-212%
Technology (Service Agreement)	\$ 42,555	\$ 7,093	\$ 19,345	\$ (12,252)	63%	\$ 3,546	\$ (15,799)	82%
Contracted Services	\$ 1,500	\$ 250	\$ -	\$ 250	0%	\$ -	\$ -	0%
Transportation	\$ 400,000	\$ 66,667	\$ -	\$ 66,667	#DIV/0!	\$ 38,500	\$ 38,500	#DIV/0!
Other Professional Services	\$ 30,000	\$ 5,000	\$ 793	\$ 4,208	-531%	\$ -	\$ (793)	100%
Subtotal Student Support	\$ 552,285	\$ 92,048	\$ 59,544	\$ 32,503	-55%	\$ 249,014	\$ 189,470	-318%
Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
OPERATIONS & MAINTENANCE								
Insurance	\$ 60,639	\$ 10,106	\$ 7,947	\$ 2,159	-27%	\$ -	\$ (7,947)	100%
Water	\$ 25,000	\$ 4,167	\$ 4,204	\$ (37)	1%	\$ 4,422	\$ 218	-5%
Gas & Electric	\$ 90,000	\$ 15,000	\$ 14,421	\$ 579	-4%	\$ 13,187	\$ (1,234)	9%
Trash Removal	\$ 6,000	\$ 1,000	\$ 928	\$ 73	-8%	\$ 1,341	\$ 414	-45%
Maintenance Supplies & Service	\$ 9,020	\$ 1,503	\$ 8,172	\$ (6,669)	82%	\$ 4,741	\$ (3,431)	42%
Custodial Supplies	\$ 16,500	\$ 2,750	\$ 2,231	\$ 519	-23%	\$ 2,914	\$ 683	-31%
Rentals	\$ 13,500	\$ 2,250	\$ 2,196	\$ 54	-2%	\$ 2,306	\$ 110	-5%
Telephone	\$ 6,000	\$ 1,000	\$ 496	\$ 504	-102%	\$ 673	\$ 177	-36%
Other Communications	\$ 2,500	\$ 417	\$ 376	\$ 41	0%	\$ 489	\$ 113	0%
Equipment Repair	\$ 82,500	\$ 13,750	\$ 36,000	\$ (22,250)	0%	\$ 28,794	\$ (7,206)	0%
Building Improvements	\$ 87,416	\$ 14,569	\$ -	\$ 14,569	0%	\$ 28,192	\$ 28,192	0%
Land Improvements	\$ 100,000	\$ 16,667	\$ 35,510	\$ (18,843)	0%	\$ -	\$ (35,510)	0%
Capital Repairs/Improvements Reserve	\$ 75,000	\$ 12,500	\$ -	\$ 12,500	0%	\$ -	\$ -	0%
Subtotal Operations & Maintenance	\$ 574,075	\$ 95,679	\$ 112,479	\$ (16,800)	15%	\$ 87,058	\$ (25,422)	23%

Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
ADMINISTRATIVE SUPPORT								
Computer Services	\$ 1,000	\$ 167	\$ -	\$ 167	#DIV/0!	\$ -	\$ -	#DIV/0!
Administrative Supplies	\$ 6,000	\$ 1,000	\$ 601	\$ 399	0%	\$ 2,477	\$ 1,876	0%
Guidance	\$ 32,500	\$ 5,417	\$ -	\$ 5,417	#DIV/0!	\$ -	\$ -	#DIV/0!
Travel, Meals, Etc.	\$ 2,500	\$ 417	\$ -	\$ 417	#DIV/0!	\$ 943	\$ 943	#DIV/0!
Office Supplies & Materials	\$ 5,000	\$ 833	\$ 1,502	\$ (668)	45%	\$ 2,170	\$ 668	-44%
Office Equipment	\$ 2,500	\$ 417	\$ -	\$ 417	#DIV/0!	\$ -	\$ -	#DIV/0!
Printing & Copying	\$ 750	\$ 125	\$ -	\$ 125	0%	\$ -	\$ -	0%
Postage & Shipping	\$ 750	\$ 125	\$ 408	\$ (283)	69%	\$ -	\$ (408)	100%
Advertising	\$ 15,000	\$ 2,500	\$ -	\$ 2,500	#DIV/0!	\$ -	\$ -	#DIV/0!
Medical Supplies	\$ 1,500	\$ 250	\$ 362	\$ (112)	31%	\$ -	\$ (362)	100%
Subtotal Administrative Support	\$ 67,500	\$ 11,250	\$ 2,872	\$ 8,378	-292%	\$ 5,590	\$ 2,717	-95%
Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
PROFESSIONAL SERVICES								
Legal Fees	\$ 100,000	\$ 16,667	\$ 11,680	\$ 4,987	-43%	\$ 65,447	\$ 53,768	-460%
Consultants	\$ 1,000	\$ 167	\$ -	\$ 167	0%	\$ -	\$ -	0%
Audit/Corporate Filing	\$ 32,000	\$ 5,333	\$ 2,800	\$ 2,533	-90%	\$ 2,750	\$ (50)	2%
Staff Retreat/Training/Professional Development	\$ 2,500	\$ 417	\$ 1,865	\$ (1,449)	0%	\$ -	\$ (1,865)	0%
Property / Misc. Taxes	\$ 1,000	\$ 167	\$ -	\$ 167	#DIV/0!	\$ -	\$ -	#DIV/0!
Subtotal Professional Services	\$ 136,500	\$ 22,750	\$ 16,345	\$ 6,405	-39%	\$ 68,197	\$ 51,852	-317%
Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
MISC								
Coaches Salaries	\$ 186,289	\$ 31,048	\$ -	\$ 31,048	0%	\$ -	\$ -	0%
Athletics - NEW	\$ 189,000	\$ 31,500	\$ 49,395	\$ (17,895)	0%	\$ -	\$ (49,395)	0%
Admin. Fee Reimbursement	\$ 3,000	\$ 500	\$ 150	\$ 350	-233%	\$ 4,350	\$ 4,200	-2800%
Association Dues & Conference Fees	\$ 15,000	\$ 2,500	\$ 2,929	\$ (429)	15%	\$ -	\$ (2,929)	100%
Fleet Management (Lease)	\$ 6,500	\$ 1,083	\$ 1,214	\$ (131)	11%	\$ 943	\$ (272)	22%
ROTC Program	\$ 60,000	\$ 10,000	\$ 7,315	\$ 2,685	-37%	\$ 10,775	\$ 3,460	-47%
Lunch Program	\$ 125,000	\$ 20,833	\$ -	\$ 20,833	#DIV/0!	\$ 2,719	\$ 2,719	#DIV/0!
Student Body Activity	\$ 25,000	\$ 4,167	\$ 471	\$ 3,696	-785%	\$ 4,806	\$ 4,335	-921%
Student Clubs - Fundraising	\$ -	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	#DIV/0!
AP Exams	\$ 10,000	\$ 1,667	\$ -	\$ 1,667	0%	\$ -	\$ -	0%
Dual Enrollment	\$ 15,000	\$ 2,500	\$ -	\$ 2,500	0%	\$ -	\$ -	0%
Graduation	\$ 35,000	\$ 5,833	\$ -	\$ 5,833	#DIV/0!	\$ 2,500	\$ 2,500	#DIV/0!
Middle States Accreditation	\$ 1,500	\$ 250	\$ -	\$ 250	0%	\$ -	\$ -	0%
Subtotal Misc	\$ 671,289	\$ 111,882	\$ 61,474	\$ 50,408	-82%	\$ 26,092	\$ (35,381)	58%
Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
DEBT SERVICE								
USDA Principal (Loan 2017)	\$ 256,740	\$ 42,790	\$ 42,790	\$ -	0%	\$ 42,790	\$ -	0%
USDA Interest (Loan 2017)	\$ 570,600	\$ 95,100	\$ 95,100	\$ -	0%	\$ 95,100	\$ -	0%
Subtotal Debt Service	\$ 827,340	\$ 137,890	\$ 137,890	\$ -	0%	\$ 137,890	\$ -	0%
Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
CONTINGENCY RESERVE								
Contingency Funds (Min. 2%)	\$ 174,604	\$ 29,101	\$ -	\$ 29,101	#DIV/0!	\$ -	\$ -	0%
Subtotal Contingency Reserve	\$ 174,604	\$ 29,101	\$ -	\$ 29,101	#DIV/0!	\$ -	\$ -	0%
Description	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
Subtotal Personnel	\$ 5,726,628	\$ 954,438	\$ 893,157	\$ 61,281	-7%	\$ 879,567	\$ (13,589)	2%
Subtotal Student Support	\$ 552,285	\$ 92,048	\$ 59,544	\$ 32,503	-55%	\$ 249,014	\$ 189,470	-318%
Subtotal Operations & Maintenance	\$ 574,075	\$ 95,679	\$ 112,479	\$ (16,800)	15%	\$ 87,058	\$ (25,422)	23%
Subtotal Administrative Support	\$ 67,500	\$ 11,250	\$ 2,872	\$ 8,378	-292%	\$ 5,590	\$ 2,717	-95%
Subtotal Professional Services	\$ 136,500	\$ 22,750	\$ 16,345	\$ 6,405	-39%	\$ 68,197	\$ 51,852	-317%
Subtotal Misc	\$ 671,289	\$ 111,882	\$ 61,474	\$ 50,408	-82%	\$ 26,092	\$ (35,381)	58%
Subtotal Debt Service	\$ 827,340	\$ 137,890	\$ 137,890	\$ -	0%	\$ 137,890	\$ -	0%
Subtotal Contingency Reserve	\$ 174,604	\$ 29,101	\$ -	\$ 29,101	0%	\$ -	\$ -	0%
TOTAL	\$ 8,730,221	\$ 1,455,037	\$ 1,283,762	\$ 171,275	-13%	\$ 1,453,408	\$ 169,646	-13%
Surplus / (Deficit)	\$ 0	\$ 0	\$ 2,999,231		100%	\$ 2,894,319	\$ 104,912	3%

Federal Funds	Preliminary Budget	FY25 Budget through 08-31	FY25 Actuals through 08-31	Budget v. Actuals	Change %	FY24 Actuals through 08-31	Actuals (CY) v. Actuals (PY)	Change %
Title II Part A	\$ 17,565	\$ 2,928	\$ 8,217	\$ (5,290)	64%	\$ -	\$ (8,217)	100%
Title IV	\$ 10,000	\$ 1,667	\$ 8,941	\$ (7,274)	81%	\$ -	\$ (8,941)	100%
Title I	\$ 17,855	\$ 2,976	\$ 10,541	\$ (7,565)	72%	\$ -	\$ (10,541)	100%
IDEA-B	\$ 112,722	\$ 18,787	\$ 96,026	\$ (77,239)	80%	\$ -	\$ (96,026)	100%

Perkins/Career Tech	\$ 7,469	\$ 1,245	\$ 5,922	\$ (4,677)	79%	\$ -	\$ (5,922)	100%
School Emergency Relief Funds (COVID)	\$ -	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	#DIV/0!
COVID IDEA 611	\$ -	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	#DIV/0!
Title II Part A	\$ 15,783	\$ 2,631	\$ 15,461	\$ (12,830)	83%	\$ 625	\$ (14,836)	96%
Title IV	\$ 10,000	\$ 1,667	\$ 9,228	\$ (7,561)	82%	\$ 4,802	\$ (4,426)	48%
Title I	\$ 16,773	\$ 2,796	\$ 16,720	\$ (13,925)	83%	\$ 10,459	\$ (6,261)	37%
IDEA-B	\$ 104,243	\$ 17,374	\$ 90,940	\$ (73,566)	81%	\$ 86,229	\$ (4,711)	5%
Perkins/Career Tech	\$ 6,856	\$ 1,143	\$ 6,793	\$ (5,650)	83%	\$ 1,765	\$ (5,028)	74%
School Emergency Relief Funds (COVID)	\$ -	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	#DIV/0!
COVID IDEA 611	\$ -	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	#DIV/0!
Title II Part A	\$ 14,429	\$ 2,405	\$ 14,429	\$ (12,024)	83%	\$ 10,757	\$ (3,672)	25%
Title IV	\$ 10,000	\$ 1,667	\$ 10,000	\$ (8,333)	83%	\$ 7,368	\$ (2,632)	26%
Title I	\$ 14,590	\$ 2,432	\$ 14,590	\$ (12,158)	83%	\$ 14,590	\$ -	0%
IDEA-B	\$ 100,722	\$ 16,787	\$ 100,722	\$ (83,935)	83%	\$ 100,722	\$ -	0%
Perkins/Career Tech	\$ 6,375	\$ 1,062	\$ 6,375	\$ (5,312)	83%	\$ 6,375	\$ -	0%
School Emergency Relief Funds (COVID)	\$ -	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	#DIV/0!
COVID IDEA 611	\$ 30,176	\$ 5,029	\$ 30,176	\$ (25,147)	83%	\$ 30,176	\$ -	0%
School Emergency Relief Funds (COVID)	\$ 105,938	\$ 17,656	\$ 105,938	\$ (88,281)	83%	\$ 96,767	\$ (9,170)	9%
TOTAL OF ALL FEDERAL FUNDS	\$ 601,496	\$ 100,249	\$ 551,019	\$ (450,769)	82%	\$ 370,635	\$ (180,384)	33%