

Narrative

The Gateway Charter School, Inc. d/b/a Gateway Lab School (GLS), a non-profit 501(c)(3) organization, will open in September 2011, pending approval from the Delaware Department of Education. GLS will ultimately serve students in grades 1 through 8 who would benefit from our differentiated, integrated arts, multi-sensory, experiential program that seeks to identify and capitalize on a student's strengths and interests while utilizing effective research-based techniques to help each student learn. Research has shown that students who struggle academically in the traditional school environment benefit greatly from this model of instruction (Teaching and Learning, <http://www.doe.k12.de.us/dess/tn/default.shtml>, DESS, 2007).

The GLS model is specific to Delaware students and aligned to the Delaware Content Standards. It is related to a model designed by the Lab School of Washington®, located in Washington, DC. The efficacy of the Lab School of Washington® (LSW) model is its unique special education approach specifically designed for students with learning disabilities and ADHD (see Hannaford, 1995; Heacox, 2002; Jensen, 2001; and Marzano, 2007). The LSW model was recognized as a National Diffusion Network Model Education Program by the United States Department of Education in 1995 (Smith, 2005). In an analysis of academic achievement data, the Lab School of Washington® documented that student achievement vastly exceeded their counterparts in other school settings (Smith, 2005). More than 90% of LSW students pursue higher education after graduation, while less than 13% of their learning disabled counterparts in other schools continue their education (Smith, 2005). The LSW has replicated its program at the Baltimore Lab School in Maryland and at the Academy in Manayunk in Philadelphia, PA with great success.

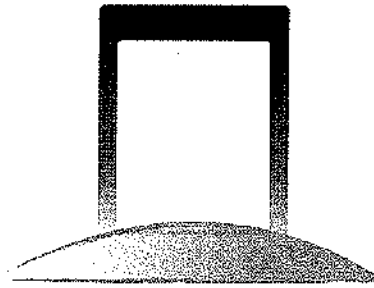
The founding board members of Gateway Lab School were inspired by the success of LSW and have collaborated with them to design an effective model in Delaware, which will give parents an alternative for their struggling students. The inspiration for Gateway Lab School not only comes from the personal experiences of several founding board members, but numerous heartbreaking accounts from parents of children who were unsuccessful in a traditional school environment. Despite the introduction of Response to Intervention, there is still an achievement gap between regular and special education students. Gateway Lab School will provide additional research-based practices that can be integrated with the mandates of Response to Intervention and Delaware Content Standards.

We understand that approximately 12% of students in area schools have been identified as special ed and have the accommodations they qualify for under law; however, Gateway Lab School will meet the needs of students with Individual Education Plans (IEPs) for a wide range of language-based learning disabilities alongside their grade level counterparts that have not been identified as Special Ed but whose parents are seeking an alternative to a traditional classroom.

The Gateway Lab School will serve students ages 8-13 in grades 3 through 7 in year one, adding 8th grade in year two, 2nd grade year three and 1st grade in year four. There will be three classes per grade with 12 students per class. The school will be centrally located in Newark, DE, serving students throughout New Castle County. In addition, the school will offer after-school tutoring and summer programs within the first four years of service. It will also provide innovative collaborative opportunities for pre-service and in-service education professionals throughout the state.

Many of the founding board and advisory board members have extensive expertise in special education issues, curriculum development, finance, fundraising, business development, and/or human resources. In addition, the board has developed a network of support with other charter School directors, the Delaware

Charter School Network and area consultants. With this highly skilled and dedicated team, the Gateway Lab School will bring a unique and much needed educational option to Delaware students.



DEC 28 2009

Gateway
Lab School

Proposal for new charter school opening in 2011

Submitted to the Delaware Department of Education
by the Board of Directors
Gateway Charter School, Inc.
December 2009

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DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

Gateway Lab School
Name of Proposed School

Pamela Draper
Name of Contact Person

Pamela Draper
Name of the Head of the Board of Directors

18 Elizabeth Ct.
Mailing Address of Contact Person

August 2011
Proposed Opening Date

302-275-2841
Telephone Number of Contact Person

1-8
Grades for School

302-213-9159
Fax Number of Contact Person

Pam.draper@gatewaylabschool.org
E-mail Address of Contact Person

First Year Enrollment
180
Total Number

3-7
First Year Grade Span

Second Year Enrollment
216
Total Number

3-8
Second Year Grade Span

Third Year Enrollment
252
Total Number

2-8
Third Year Grade Span

Fourth Year Enrollment
288
Total Number

1-8
Fourth Year Grade Span

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

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2011-2012) in each of the boxes below.

First Year Enrollment

Grade	Number
3 rd	36
4 th	36
5 th	36
6 th	36
7 th	36
Total 1st Year Enrollment	180

Second Year Enrollment

Grade	Number
3 rd	36
4 th	36
5 th	36
6 th	36
7 th	36
8 th	36
Total 2nd Year Enrollment	216

Third Year Enrollment

Grade	Number
2 nd	36
3 rd	36
4 th	36
5 th	36
6 th	36
7 th	36
8 th	36
Total 3rd Year Enrollment	252

Fourth Year Enrollment

Grade	Number
1 st	36
2 nd	36
3 rd	36
4 th	36
5 th	36
6 th	36
7 th	36
8 th	36
Total 4th Year Enrollment	288

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1. **Applicant Qualifications**

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

Pam Draper, a resident of Newark, DE, and a parent of two children – one with ADHD and the other with moderate learning disabilities – began exploring the opportunity presented through charter school education after learning of the Lab School of Washington® (LSW). Both of her children had been enrolled in traditional, integrated settings in Delaware public schools, yet neither flourished. Mrs. Draper contacted the Lab School of Washington® and was invited to visit. On January of 2007, Mrs. Draper met with LSW Director Sally Smith, a renowned educator with expertise in learning disabilities, and the staff of the Lab School. After this meeting, Mrs. Draper and the administrators of the Lab School realized that utilizing the methods of the Lab School of Washington® as a charter school in Delaware would open the doors of possibilities to a number of children who still struggled within the currently available public school programs.

Mrs. Draper serves as Chair of the Founding Board and lead writer for the charter application.

Dr. Jodi Forestieri of Bear, DE, is a certified Delaware teacher who currently serves as an Instructional Coach at Gauger-Cobbs School in Christina School District. Dr. Forestieri was invited to join a small task force established by Mrs. Draper to explore the possibility of implementing elements of the Lab School of Washington® as a charter school in Delaware. Upon commitment to applying for a charter school, Dr. Forestieri and Mrs. Draper began forming the Founding Board for the Gateway Lab School. Dr. Forestieri mapped the curriculum for the school to state standards, other components of the application, and will coordinate and write the required sample lesson plans.

Dr. Forestieri serves as Founding Board Secretary.

Sherlock Hack of Newark, DE, is an accountant and consultant for J.P. Morgan Chase. Mr. Hack's involvement with the school was established through his interests in supporting children through volunteer efforts in his church and community. Due to his extensive background in budget forecasting and accounting, he has been integral in the preparation of financial projections and budgeting for the charter application. He has worked with Innovative Schools Development Corporation and current charter School directors over the last two years to meet application requirements related to budgeting and finance.

Mr. Hack serves as Founding Board Treasurer.

Tom Stevenson of Wilmington, DE, is President of the Cash Connect division of WSFS. Mr. Stevenson brings extensive experience in the business community as well as a history of serving various youth organizations. Mr. Stevenson's professional and civic connections are essential to fundraising, and allow the Founding Board to bring professional advisors to the development of the application. He has researched possible locations for the school. He also assisted in editing the application and reviewing financial data.

Mr. Stevenson is a Founding Board Member.

Dr. Richard Holmes of Wilmington, DE, is a clinical psychologist in private practice. Dr. Holmes counsels children in his practice and is also a consultant with Kuumba Academy Charter School. Dr. Holmes' expertise and knowledge of academically challenged children and teens has helped provide insight and direction in various psychological, speech and occupational therapy programs that will be a vital part of the school. He is involved in reviewing aspects of the charter application that relate to the delivery of instruction and related services.

Dr. Richard Holmes is a Founding Board Member.

Joyce Henderson of Hockessin, DE, is the Assistant Director of Employer Outreach and Multi-Ethnic Programming at the University of Delaware. Ms. Henderson's extensive human resource management, project management, accounting, and auditing experience were drawn upon to write sections that relate to human resources, handbooks, and diversity in the application. Ms. Henderson has also committed to establishing a connection between the school and the university community to identify and develop staff development opportunities.

Joyce Henderson is a Founding Board Member.

Kevin Bucher of Wilmington, DE, is a Lab School of Washington@ alumnus, Co-Chair of the Lab School Alumni Association and Senior Marketing Manager at JP Morgan Chase. Mr. Bucher is assisting the board with student recruitment strategies. *Advisory Board Member*

Christine Madden M.Ed. (Ph.D. abd) of Wilmington, DE, is a Learning Disabilities Specialist and Owner/Educational Consultant at Alternative Connections, Inc.. She assisted in the application section that relates to identification and special education services delivery. *Advisory Board Member*

Pat Forrester of Wilmington, DE, a parent of an adult son with dyslexia, is a marketing strategist and owner of Forrester Communications. Mrs. Forrester is assisting in the application section that relates to student recruitment and school communications.

Advisory Board Member

Ashley Biden of Greenville, DE, is a Job Developer for the State of Delaware Division of Children, Youth and Families. Ms. Biden identifies work opportunities for teens that are wards of the State. Ms. Biden herself was a student with ADHD and understands the difficulties students face in traditional school settings. Ms. Biden is assisting the board in the areas of school climate and special education services. *Advisory Board Member*

Debra Pelinski is a Theatre Arts instructor at the University of Delaware. She has over 17 years experience teaching in traditional public and charter schools in Minnesota. Debra completed the theatre curriculum requirements for this application and is a liaison for the school to the local arts community.

Advisory Board Member

Sue Ogden is the Managing Director of Academics for KIPP Philadelphia Schools (KPS), and formally worked as an Educational Consultant and Vice Principal for Academics at Edison Charter School in Wilmington. She served as a general reviewer of the application.

Advisory Board Member

Sheldon Rennie of Middletown, DE, is a partner at Fox Rothschild in Wilmington, DE. He has graciously offered his professional expertise in the evaluation of legal agreements and documents. *Advisory Board Member*

Greg Lavelle, Delaware State Representative, has served as an advocate for Gateway Lab School and authored the amendment that allowed the school to be exempted from the state charter school moratorium in 2008.

Deborah Hudson, Delaware State Representative, has served as an advocate for Gateway Lab School and authored the amendment that allowed the school to be exempted from the state charter school moratorium in 2008.

Greg Meece, of Landenberg, PA, is the Director of the Newark Charter School. Mr. Meece offered insight into the application process and served as a general reviewer of the application.

Ed Emmett is Headmaster of Positive Outcomes Charter School in Camden, DE. Mr. Emmett served as a reviewer of the application and has shared his expertise in student and staff development at a charter school serving an academically-challenged student population.

Sen. Tom Carper of Wilmington, DE, has advocated for the school in Washington and in Delaware.

Karen Kaler, formerly of Newark, DE, was a member of the original GLS task force. Mrs. Kaler is the parent of a learning disabled child. Her husband was the former dean of the University Of Delaware School Of Engineering. *Former Founding Board Member*

Gabrielle Bradley, formerly of Newark, DE, is the parent of two sons - one with dyslexia and another with ADHD- and was among the members of the original task force. She moved from Delaware to Hong Kong due to her husband's work transfer. *Former Founding Board Member*

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

Mrs. Draper and Dr. Forestieri recruited the school's founding board in 2007 through personal associations based on the members' diverse experiences and expertise. The board has convened for 32 meetings as of December 2009. Additional advisory members of the group became involved through personal outreach by the founding board.

The Gateway Lab School founding board has a non-binding agreement with the Lab School of Washington® (LSW) to explore the general methodology developed by Professor Sally L. Smith and replicate the school's Academic Club Method™. LSW is an independent, non-

profit school internationally recognized for its innovative programs for children and adults with learning disabilities (Smith, 2005). The founding board will work with LSW to provide comprehensive, ongoing consultation and resource support focused on facility design; training of a director, hiring, orientation and training of staff; development of academic program and related services; marketing, development and other services as needed. The GLS Founding Board has also spoken with Baltimore Lab School and the Academy in Manayunk (Philadelphia, PA), which are replications of the LSW program.

Wings Academy is a charter school in Milwaukee, WI, focused on educating students with learning differences in an integrated environment. The Gateway Board has spoken with Nicola Ciurro and Danielle LaPorte, directors of Wings Academy, whose curriculum is based on the LSW's Academic Club Method™, which will also be a unique focus of the GLS program.

The Innovative Schools Development Corporation (ISDC) has been instrumental in providing administrative and technical assistance to a number of charter schools in Delaware. The ISDC advised the Founding Board on charter school law in Delaware, and assisted in developing expectations for the application and implementation phases of GLS upon application approval.

Three contractors provided proofreading and copy editing services for the application; Renee Fitzgibbons of Landenberg, PA has 23 years of experience in teaching and curriculum design. Suzanne P. Keller has over 16 years of experience teaching elementary and middle school students in Delaware and Georgia. Megan Kean of Kansas City, MO is the co-owner of Sage Writing and Editing Services and was an Editorial Coordinator for Elsevier Publishing. Megan provided copy-editing services for the final application.

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

Pamela T. Draper (Parent)
18 Elizabeth Ct.
Newark, DE 19711
302-738-1871

Jodi K. Forestieri, Ed.D (Certified Teacher & Parent)
224 Rushes Drive
Bear, DE 19701
302-839-5966

Sherlock O. Hack (Community Member)
1649 Smith Way
Newark, DE 19702
302-563-1300

Tom Stevenson (Community Member)
308 Old Kennett Rd.
Wilmington, DE 19807
302-283-4100

Dr. Richard Holmes (Parent & Community Member)
111 Chatham Place
Wilmington, DE 19810
302-738-6859

Joyce Henderson (Parent & Community Member)
305 Detjen Drive
Hockessin, DE 19707
302-766-0050

Gateway Lab School is proposing to operate in the Newark, DE area and will be open to all students in New Castle County. All of the board members currently live or work in the county.

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

Founding board members and school supporters will utilize personal and professional networks to ensure outreach to professionals, parents, and residents who may be interested in board membership. Special consideration will be given to individuals who are involved in various arts and student support organizations such as CHADD. Additionally, the founding board will continue to host school awareness meetings at venues throughout New Castle County, which may reveal additional potential board members. Once enrollment has been established in early 2011, the Founding Board will move to institute a permanent board of directors, expanding the current board size to approximately eleven members. At that time, teachers, parents, and interested community members will be invited through email, newspaper, and radio announcements to submit board membership applications. The board of directors will be required to maintain three parents of school students and three schoolteachers as members.

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

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

Dr. Forestieri has a master's degree in English Language Arts and a Doctorate in Innovation and Leadership from Wilmington University. She has extensive professional expertise in curriculum development, instructional strategies, program evaluation, adult education, Professional Learning Communities, Universal Design for Learning, Differentiated Instructions, Response to Intervention, and Inclusive Practices. Dr.

Forestieri has been part of the 502-alignment process for her district and is able to review curriculum materials to evaluate their effectiveness and compliance with state regulations. Further, she has studied each content area's content standards, and she will be able to ensure that the state standards are correctly aligned with the academic model of the Lab School of Washington. Additionally, Dr. Forestieri is participating in the Christina School District Aspiring Leaders program. Her background as an Instructional Coach and adjunct instructor with two colleges will ensure that the teaching cadre is well trained in the delivery of the approved curriculum and provided avenues for input and feedback.

Mrs. Draper, as a parent of two children with learning issues, is personally well versed on the distinct needs of children with learning differences. Through numerous meetings with the LSW staff, she can ensure that the essential elements of the LSW model are delivered appropriately.

Dr. Holmes has a background in child psychology, and has worked extensively with children with learning challenges. He currently provides assessments for students at Kuumba Academy charter school, and he is well versed on the expectations of the state as it relates to the delivery of curriculum and specialized services. He will be able to effectively review instructional strategies proposed for the school and provide input and feedback on these issues.

Mrs. Henderson has extensive work with diversity training, which will ensure not only equitable procedures for hiring but also the development of systemic processes, and procedures that will ensure equity in the delivery of services. She will add expertise in the delivery of instructional strategies for the entire school community as well.

Ms. Madden is a local learning disabilities specialist and has extensive experience consulting with area schools and universities on research-based instructional practices. She is very familiar with the Lab School's methodology as well as other methods of differentiated instruction. She will provide expert opinion and advice on the strategies implemented.

To maintain its collective experience, the board of Gateway Lab School will

- Participate in training on the curriculum and instructional strategies utilized at GLS. Each board member will participate in at least one type of strategy training provided to the teachers. Consequently, the board will be well versed in each instructional technique that will be used at the school.
- Have three certified teachers represented on the Board of Directors.
- Utilize the expertise of the Lab School of Washington® and nearby universities.
- Provide training in curriculum and instruction to new board members at least once per year.
- Receive monthly reports from the School director on curriculum and instructional strategies and identify areas for development and improvement as they arise.

2) **Business management, including but not limited to accounting and finance.**

Mrs. Draper is the co-owner of a local structured cabling business with her husband James. She is responsible for accounting, administration and marketing in her business. Previously, she served as a Senior Relationship Manager for Brandywine Global Investment Management in Philadelphia, PA where she was responsible for oversight of client service in the Wealth Management Group with assets under management of over \$4 billion. As a small business owner, Mrs. Draper is well aware of the need for business management and planning to ensure success and will apply those tenets to the Gateway Lab School.

Mr. Hack is an accountant who works as a consultant with area banking and financial service firms and is well versed on the management strategies necessary for financial success. As an active community volunteer, he is also aware of the need for similar strategies to ensure the success of a non-profit organization.

Mr. Stevenson brings extensive experience in business, serving in upper management at WSFS. He has a broad background in business strategic planning and financial analysis. As a community volunteer, he also has knowledge of non-profit management and fundraising.

Dr. Forestieri has a clear understanding of the costs and expenses incurred in the delivery of curriculum having been an Instructional Coach for the Christina School District and will be able to ensure realistic cost projections for a charter school. She also manages a small budget for the ELA Middle School curriculum development and professional development for Christina School District.

Dr. Holmes serves as a consultant to schools, and therefore has intimate knowledge of the costs and procedures associated with contracting outside consultants for charter schools.

Mrs. Henderson has over 20 years of experience in a number of business areas, including development & training, HR and accounting. In addition, as the president of a non-profit corporation, Mrs. Henderson has extensive knowledge of non-profit management.

To maintain its collective experience, the board will

- Work with the Delaware Department of Education Charter School Finance office as well as other departments within the DOE to provide training and technical assistance in the areas of accounting and finance.
- Continue to recruit board members with business expertise.
- Continue to consult with successful charter School directors to gain a thorough understanding of the state's accounting and finance standards for charter school operation.
- Employ experienced staff that will receive training in school finance and accounting.
- Receive monthly reports from the School director on business management and financial issues and identify areas for development and improvement as they arise.

3) Personnel management.

Mrs. Henderson has extensive human resource management and diversity experience and brings a wealth of resources in this area from her position at the University of Delaware. Further, she is versed on a number of the state regulations regarding personnel issues.

Dr. Forestieri has staff development and training experience as an Instructional Coach. She has provided services for teachers new to the state, district, or school as well as those on improvement plans to improve their teaching. She has observed many effective teachers and can assist with the job descriptions and interviews for potential staff.

Mr. Stevenson has an extensive personnel management background due to his management position in WSFS.

Mrs. Draper shares the personnel management responsibilities in her business.

To maintain its collective experience, the Board will

- Consult with DOE staff for state-specific recommendations and participate in all available training.
- Employ and provide training to administrative staff so that they are well versed in all aspects of personnel management and familiar with state regulations.
- Receive reports from the School director on personnel management issues and identify areas for development and improvement as they arise.

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

Dr. Forestieri has received extensive training in diversity issues as a teacher in the Christina School District. She has taught a graduate level Multicultural Education course for Wilmington University and a Culture and Diversity course at McDaniel College. Her dissertation title was An Investigation of the Inclusion of Multicultural Education in Public and Private Teacher Training Programs in the State of Delaware.

Mrs. Draper, as a minority business owner and parent of children identified with special needs, is highly sensitive to diversity issues and will bring personal insight into ensuring broad outreach for the school.

Mrs. Henderson has a proven background in diversity training, which will be invaluable to the delivery of an effective diversity model.

Dr. Holmes is a consultant with an urban charter school in Wilmington and offers professional expertise in diversity issues directly related to schools.

Mr. Stevenson is a board member and volunteers with several non-profit organizations that serve children in urban settings and has a wealth of experience in diversity as a business and community leader.

To maintain its collective experience the board will

- Participate in professional development programs offered by the Delaware Department of Education.
- Seek diversity in the student population by advertising the school's application process in a variety of forums and media outlets.
- Seek diversity among the school faculty, staff and Advisory Leadership Team.
- Make multicultural awareness central to the curriculum.
- Receive reports from the school director regarding diversity issues, to identify areas for board development and improvement as they arise.

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

Mrs. Draper served as a member of the federally funded committee on Teacher Quality Enhancement (TQE) at the University of Delaware and the Steering Committee for the Networks School in the Christina School district. She also has personal experience in addressing necessary education services for the learning disabled population.

Dr. Forestieri has extensive public school experience working with children with disabilities. She is well versed in inclusive schools research; multisensory, brain compatible learning, and differentiated instruction; flexible grouping; response to intervention; and experiential educational strategies. She is receiving additional training through the Christina School District Aspiring Leaders Program.

Mrs. Henderson has a work background in ensuring at-risk populations receive appropriate services through her position at the University of Delaware.

Mr. Stevenson has extensive experience with at-risk populations as a board member and volunteers with area agencies such as the Delaware Mentoring Council and Youth for Christ.

To maintain its collective experience the board will

- Employ certified Special Education teachers.
- Work with the staff in the Special Education department at DOE and use the AMSES manual as a reference to ensure that the school operates within state guidelines as they relate to at-risk populations and children with disabilities.
- Be provided with training and ongoing support from the Lab School of Washington®.
- Contract for professional services to provide occupational therapy, speech therapy and psychological services.
- Provide ongoing professional development opportunities in research-based strategies for the school staff and Board.
- Participate in training about the Response to Intervention model and Special Education Law.
- Seek grants that target programs for at-risk and disabled student populations.
- Receive reports from the school director regarding special education issues and identify areas for board development and improvement as they arise.

The Board of Gateway Lab School will ensure that the school is in full compliance with all federal and state statutes relating to the education of students with disabilities. Our plan provides for the free appropriate education to students with disabilities and will include a continuum of educational placements for students with disabilities.

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

Dr. Forestieri, as an Instructional Coach in the Christina School District, has a basic understanding of school operations and the appropriate facilities necessary for the delivery of the proposed charter school. She is receiving additional training in school operations as a member of the Aspiring Leaders Program.

Mrs. Draper is a member of Associated Builders and Contractors. As a small business owner working in the cabling field, she has a fundamental knowledge of operations and facilities issues.

Mr. Stevenson has both operations and facilities knowledge as a member of the senior management team at WSFS.

To maintain its collective experience the board will

- Consult with the School Plant Planning and Maintenance Department at DOE on school operations and facilities management.
- Hire experienced staff to spearhead and manage these functions.
- Receive reports from the school director regarding school operations and facility management issues and identify areas for board development and improvement as they arise.

Gateway Lab School will abide by all of the provisions of Regulation 275, § 4.1 including having certified teachers employed at the school and parent representatives on its Board of Directors, restricting the business of the school to educational purposes, having regular meetings of the Board of Directors, and complying with the Freedom of Information Act.

2. Form of Organization

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

Gateway Charter School, Inc. d/b/a Gateway Lab School is a 501(c)(3) corporation, incorporated in the State of Delaware on July 13, 2007. The corporate officers are:

Pamela T. Draper (President)
18 Elizabeth Ct.
Newark, DE 19711

Dr. Jodi Forestieri (Secretary)
224 Rushes Drive
Bear, DE 19701

Sherlock O. Hack (Treasurer)
1649 Smith Way
Newark, DE 19702

Gateway Charter School (d/b/a Gateway Lab School) Bylaws and Certificate of Incorporation are contained in the documents at the end of this application (see Bylaws in Appendix A and Certificate of Incorporation in Appendix B).

3. Mission, Goals and Educational Objectives

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

Purpose: The Gateway Lab School will provide an extraordinary educational opportunity for children who would benefit from our differentiated (see Pete & Fogarty, 2002; Jensen, 1998; and Gregory & Chapman, 2002), integrated arts (see Fiske, 1999; Jensen, 2001; and Smith, 2001), and multi-sensory (see Armstrong, 2003; Silver, Strong, & Perini, 2000) program that seeks to identify and capitalize on a student's strengths and interests while utilizing effective research-based techniques to help each student learn.

Mission: To provide an extraordinary educational opportunity for our students using arts-based, multi-sensory teaching techniques and curriculum that is aligned to Delaware Content standards in a safe, secure, and nurturing environment. The school plans to eventually serve the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology, and training.

Goals: The goal of Gateway Lab School is to prepare children who have struggled academically in the traditional classroom for success in high school and beyond. We will do this by using an academically rigorous, arts-based curriculum aligned to Delaware State content standards in an atmosphere that values each student's individuality and unique gifts, and helps them to articulate their learning styles which will lead to self-advocacy.

Philosophy: The Gateway Lab School philosophy is based on the belief that children, who have struggled to achieve academic success in the traditional school environment and learn differently, have the capacity to achieve academic success and to realize individual learning potential. The teachers and staff of Gateway Lab School will be committed to developing a sense of inquiry and love of learning in each student. This will be accomplished by focusing on providing interventions in the areas of reading, oral and written language, math and motor

skills. The social studies and humanities areas of study will be supplemented through the Academic Club Method™ developed at the Lab School of Washington®, which provides a unique program that incorporates art, music, drama and hands-on learning experiences (see Appendix C for a sample of the Academic Club curriculum). Students will also learn how to function effectively in school and society through tailored social skills/character development training and an understanding of how they best learn. An education at Gateway Lab School will include helping our students know the appropriate behavior in a given situation, knowing how to approach the unknown, knowing how to request additional support/accommodations, and knowing how to interact with other people. These skills are the foundation for functional living essential to the student population we will serve.

Core Beliefs:

- All children can learn and it is our responsibility to value their learning styles and unique gifts;
- The school community must respect each student's individuality and prize diversity;
- Schools have the responsibility to provide a safe, secure and nurturing environment for its students;
- Children who struggle academically in a traditional classroom can flourish in an environment that combines multi-sensory instruction, integrated arts, and learning by doing (experiential learning);
- A well-trained, enthusiastic and creative staff is essential to the success of every student;
- Clear behavior expectations and daily reinforcement of those expectations provide security that helps students focus on learning;
- Parent/caretaker involvement in their child's education has a positive effect on achievement;
- Research-based and innovative teaching methods as part of a rigorous instructional model are to be encouraged;
- Students at risk for academic failure need highly individual and structured experiences;
- Kindness, compassion and perseverance are essential to helping students be successful in learning and life;
- Schools should foster positive self-concept in students;
- Successes, grand or small, should be celebrated on a day-to-day basis;
- Organization and social skills are key components of educating academically challenged populations;
- All students should be able to articulate their strengths, weaknesses and learning styles, which will lead to self-advocacy.

Objectives:

- Provide intensive intervention using research-based strategies;
- Provide a curriculum that is aligned with the state recommended curriculum and in compliance with 502 regulations;
- Use integrated arts and multi-sensory experiences as way to teach rigorous academic material and foster a love and enjoyment of learning in our students;
- Provide students with access to technology as a tool for learning;
- Provide a responsive school and classroom environment that will educate students on how to function effectively in society through tailored social pragmatics and skills training;
- Prepare students to articulate their strengths, weaknesses, and learning styles, which will lead to self-advocacy;

- Train and support a quality staff to put the school's philosophy into action. Commit to teacher training and advanced professional development in research-based curricula. This job-embedded, intensive professional development program will be evaluated based on the application and implementation of the methodologies and evidenced in an increase of student achievement;
- Provide financial rewards for staff members who contribute to student success and meeting school goals;
- Support and educate parents with regard to school and home issues;
- Make parental involvement a central part of the school community;
- Work with students and faculty at area colleges and universities to provide opportunities for in-depth learning and specialization in research-based interventions for academically challenged populations for in-service and pre-service teachers;
- Provide information and resources to area public and private schools serving students who learn in both traditional and non-traditional ways through workshops, lectures, seminars, and effective training opportunities.

The mission, goals and objectives of Gateway Lab School are consistent with the restrictions on charter schools set forth in 14 Delaware Code, §506 and the legislative intent of 14 Delaware Code, §501 which is "intended to improve student learning; encourage the use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with measures of improved school and student performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community."

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

The school director, in collaboration with the advisory leadership team (comprised of parents and teachers), will provide a quarterly monitoring report to the board of directors that provides data for each objective. Annually, the board will review goals for student performance, inclusive of all data relative to the goals and achievement targets. The Lab School of Washington® will provide ongoing training, support and evaluation of the school's educational objectives to school administrators, staff and the board of directors. Current advisors to the founding board will also be available to provide assistance.

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

The Board of Gateway Lab School understands and agrees that it will enroll a minimum of 80% of its total authorized number of students on or before April 1st of each school year. The director of the school will provide written certification of the enrollment to the Department of Education and to the superintendent of each public school district in which one or more of the charter school's students reside. Gateway Lab School Admissions documents include a "Letter of Intent to Enroll" form, which contains relevant portions of 14 Delaware Code, Section 506 (see Appendix D). This form will require a parent or guardian's signature prior to the student's first year of attendance at the school. Letters will be kept on file at the school.

4. Goals for Student Performance

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

The DSTP or state determined equivalent will be used to measure whether students meet or exceed our goals. For first grade students, GLS will utilize the DIBELS assessment.

Performance Goal 1: All students (inclusive of subgroups) at Gateway Lab School (GLS) will make strong yearly progress in Reading.

Performance Goal 2: All students (inclusive of subgroups) at Gateway Lab School (GLS) will make strong yearly progress in Mathematics.

The Percent Meets or Exceeds document (see Appendix E) identifies DSTP percentages of students who meet or exceed the standard disaggregated by grade and ethnicity for the state and each of the northern Delaware districts over the past three years. This information will be used as a baseline in meeting our performance goals.

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

Performance Goal 1:

On the 2012 English Language Arts State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 3rd through 7th grade.

On the 2012 English Language Arts State Test, 89% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 3rd through 7th grade.

On the 2013 English Language Arts State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 3rd through 8th grade.

On the 2013 English Language Arts State Test, 95% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 3rd through 8th grade.

On the 2014 and 2015 English Language Arts State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 2nd through 8th grade.

On the 2014 and 2015 English Language Arts State Test, 100% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 2nd through 8th grade.

During the 2014-2015 school year 100% of GLS 1st grade students who were considered "intensive" by the DIBELS assessment at the beginning of the year will achieve "strategic" or above by the end of the year.

During the 2014-2015 school year 100% of GLS 1st grade students who were considered "strategic" by the DIBELS assessment at the beginning of the year will achieve "benchmark" by the end of the year.

English Language Arts DSTP Cut Scores for Grades 2-8

- 2nd grade - 261
- 3rd grade - 415
- 4th grade - 440
- 5th grade - 453
- 6th grade - 460
- 7th grade - 465
- 8th grade - 495

Performance Goal 2:

On the 2012 Mathematics State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 3rd through 7th grade.

On the 2012 Mathematics State Test, 83% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 3rd through 7th grade.

On the 2013 Mathematics State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 3rd through 8th grade.

On the 2013 Mathematics State Test, 92% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 3rd through 8th grade.

On the 2014 and 2015 Mathematics State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 2nd through 8th grade.

On the 2014 and 2015 Mathematics State Test, 100% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 2nd through 8th grade.

During the 2014-2015 school year 100% of GLS 1st grade students who were considered "intensive" by the Math Triumph Diagnostic and Placement Assessment at the beginning of the year will achieve "strategic" or above by the end of the year.

During the 2014-2015 school year 100% of GLS 1st grade students who were considered "strategic" by the Math Triumph Diagnostic and Placement Assessment at the beginning of the year will achieve "benchmark".

Mathematics DSTP Cut Scores for Grades 2-8

2nd grade - 351

3rd grade - 407

4th grade - 432

5th grade - 451

6th grade - 466

7th grade - 472

8th grade - 487

- c. **List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results)**
1. DSTP Math and Reading (or other test assigned by the state) will be given in March (or other date established by the department of education). These are required state test that measures performance on the state standards.
 2. DSTP Science and Social Studies (or other test assigned by the state) 4th grade in the Fall and 6th grade in the Spring or other date as established by the department of education. These are required state test that measures performance against the standards.
 3. Universal Screening Instruments: Treasures Reading Screening Instrument and Math Connect Assessment Masters will be given to all students in September, January, and May to screen for any intervention needs.
 4. DIBELS will be given in September, January, and May. It is a diagnostic instrument for beginning reading in the areas of phonemic awareness, phonics, and fluency.
 5. Progress Monitoring options include: Phonological Awareness Inventory, Phonics Inventory, Spelling Inventory, Decoding Inventory, and High Frequency Word Inventory. These will be given at 3-6 week intervals, as needed depending on the area of intervention. They measure progress on specific focus areas in reading after a period of instruction in order to establish the effectiveness of the intervention for each student.
 6. Math Triumphs Diagnostic and Placement Assessment and Progress Monitoring Tools: Progress monitoring for math content strands will be given at 3-6 week intervals, as needed depending on the level of intervention.
 7. Teacher Collaboratively Designed Assessments - Unit (TCDA-U) Will be given before beginning a unit and at the completion of the unit these assessments will measure attainment

of Grade Level Expectations and Unit Goals. These will be piloted during the first two years and will be completed by year 3.

- d. **Renewals/Modifications Only - Include a copy of the current signed Performance Agreement between the school and the Secretary of Education. Describe in detail the performance of the school on each of the objectives in the Performance Agreement. Place particular focus on the school's academic performance, including evaluation results from the DSTP and other measures. Discuss highlights and concerns.**
Gateway Lab School is not a Renewal or Modification Applicant.
- e. **Renewals/Modifications Only - Provide the charter Performance Agreement for the renewal period. Include a list of proposed measurable performance objectives with specific measurable targets for each year of the charter renewal period.**

Gateway Lab School is not a Renewal or Modification Applicant.

5. Evaluating Student Performance

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

DSTP: Standardized assessment instruments, including the DSTP (or other state assessment) will be used to provide summative information to evaluate student learning, teacher performance, and curriculum alignment. The DSTP will be used to assess reading, writing, mathematics, social studies, and science (as determined by the state). Student performance information from the DSTP will be used to inform instruction and identify areas for professional development for the staff or indicate a need to revise the curriculum and formative assessments to better help the students to reach proficiency with the standards.

Universal Screening Instruments: Treasures Reading Screening Instrument and Math Connect Assessment Masters

DIBELS and Math Triumphs Diagnostic and Placement Assessment (or other tools recommended by the state): The nationally recognized reading inventory (DIBELS) and the Math Triumphs Diagnostic and Placement Assessment will be used to provide more specific feedback on student progress in reading strands or math strands and will be used to monitor progress throughout the year. Results from the reading and math inventory will be used at the beginning, middle, and end of the year to identify specific areas of instruction for each student. Flexible grouping will be provided with small group instruction centered on identified areas of need. More frequent progress monitoring will be used to influence what is taught during the small group intervention.

Furthermore, Teacher Collaboratively Designed Assessments (TCDA) will be used for each unit in each content area as a pre and post test to make formative decisions about specific Grade Level Expectations. Content areas specialists will analyze the TCDA's for content validity to be sure they are standards based. All data will be used to inform instruction for each student.

7. Students with Special Needs

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

Gateway Lab School will be in full compliance with regulations regarding students with special needs. Our main focus is on designing an atmosphere where the adults in the community look for creative ways to meet the needs of students using a hands-on multi-sensory approach. There will be a certified special education teacher to monitor accommodations and Individual Education Plans. There will be a continuum of education services for students that will be focused on a Response to Intervention framework. We will use a process of screening, diagnosing, providing accommodations, and re-evaluating to facilitate the assurance of a free appropriate public education for all students. All work related to our Response to Intervention resources will go through our Student Support Team (Director, School Psychologist, Nurse, Reading or Math Interventionist, Special Education Coordinator, and at least two teachers that have the student). This group will act as the IEP team once a student has been identified as needing special education services. Our school will be fully inclusive. Flexible grouping will be a priority for initial interventions. More extensive interventions may include but not be limited to an additional period time set aside. GLS will provide free and appropriate education to students with disabilities and include a continuum of educational placements for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. Additionally, the board and staff of Gateway Lab School will comply with all regulations and restrictions related to children with disabilities in the 14 Delaware Code § 506.

- b. **Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.**

Gateway Lab School is not a Renewal or Modification school.

- c. **Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. (required)**

Gateway Lab School does not discriminate on the basis of disability in employment or its programs and activities.

The Board of Education recognizes its role in maintaining an open means of communication to listen to any recommended changes which will facilitate our compliance with this act. Systemic processes will be put into place that will safeguard each person's rights.

- d. **Complying with Title VI and VII of the Civil Rights Act of 1964. (required)**

Gateway Lab School does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, marital status, disability, or age in employment or its programs and activities.

The Board of Education recognizes its role in maintaining an open means of communication to listen to any recommended changes which will facilitate our compliance with this act. Systematic processes will be put into place that will safeguard each person's rights.

e. Complying with Title IX of the Education amendments of 1972. (required)

Gateway Lab School shall provide equal opportunities for students to participate in educational and extracurricular programs and other student services irrespective of race, ethnic or national origin, religion, gender, or economic status.

The Board of Education recognizes its role in maintaining an open means of communication to listen to any recommended changes which will facilitate our compliance with this act. Systemic processes will be put into place that will safeguard each person's rights.

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

A Math Interventionist and Reading Interventionist will be dually certified or eligible to be certified in special education and will provide interventions and be case managers to ensure that all appropriate services are being provided by the most qualified teachers. A full time special education coordinator will monitor all processes to be sure we are in compliance with IEP documentation and follow up on any due process complaints. Our hiring preference for the remaining staff will be for dual certification in elementary education and special education.

8. Economic Viability

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

See the document included in the additional documents section titled - Gateway Lab School - Economic Viability Part A (See Appendix P).

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

Contracted services will be for substitutes, occupational therapists, and speech & language specialists during the years they cannot be hired on as full time employees. Plans call for Substitutes to be hired directly by the school through a pool of qualified parent applicants. After-hours janitorial services will also be contracted (See template in Appendix Q).

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

Gateway Lab School will lease the school facilities from the owner/landlord of one of the identified properties and will pay for the lease with charter school start-up funds and local funds.

Gateway Lab School will be located in New Castle County in the greater Newark area with easy access to major routes to accommodate students coming from other areas of the county. The board is working with Emory Hill Real Estate Services and has identified several commercial sites with space to accommodate our student population. (See the attached list of potential sites in Appendix R) Each site provides ample space for parking and easy access for buses as well as space for outdoor PE activities for our students. As mentioned above the site will be leased. Our plans call for a signed lease agreement to be in place by January 2011.

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

The school facilities will be owned by the property owner. If the school should close, there will be no debt owed on the facilities because the school will be leasing space on a monthly basis and therefore will not be incurring any debt.

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

Please see the Charter School Budget Application Worksheets at the end of the proposal for the startup period and first year of school operations. In addition, the original budget revenue estimates from the Department of Education are attached to the Plan Year Budget.

Contract	Negotiation Period	Finalization Date	Signature Date
Building Lease	Sept – Oct. 2010	Early October 2010	End of Oct. 2010
Building Renovation	Oct.-Nov. 2010	Mid November 2010	End of Nov. 2010
Transportation	Dec 2010 – Jan 2011	Mid January 2011	Early February 2011
Food Service	May-June 2011	Mid June 2011	End of June 2011
Office Equipment Leases	May-June 2011	Mid June 2011	End of June 2011
Technology Equipment Leases	May-June 2011	Mid June 2011	End of June 2011
Related Services (Speech, Occupational Therapy)	May-June 2011	Mid June 2011	End of June 2011
Custodial Services (after hours)	May-June 2011	Mid June 2011	End of June 2011
	May-June 2011	Mid June 2011	End of June 2011

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

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. **THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED.** The budget spreadsheet is located at the following link: <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/new%20charter%20budget%20worksheet%20sample%20blank.xls>.

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates located at the following link: <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/Revenue%20Estimates.xls>. Should you have questions in accessing, completing or understanding this spreadsheet please contact Scott Kessel, Education Associate for Charter School Finance at (302) 735-4040. These revenue estimates will be

used to complete the on line budget worksheets located at the following link: <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/new%20charter%20budget%20worksheet%20sample%20blank.xls>. Estimates for federal program revenues may be obtained from Mrs. Tammy Korosec, Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from Julia Webster, Charter Schools Office, who can be reached at (302) 735-4020. Estimates for state, local and federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as students actually enroll and staff is hired.

The applicant must consult Scott Kessel regarding online forms for revenue projection at 302-735-4040 or skessel@doe.k12.de.us.

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

Please see the Plan Year budget at the end of this proposal. Funds from the Federal Charter School Start-up Program will be utilized during this period.

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

The school will operate using the state and local funds provided. The board has identified grants that the school may be qualified for; however, any funds received through fundraising will be used to provide for enhanced services and/or technology for students and professional development for school staff. The school's operating budget will not be dependent on fundraising. All funds will be deposited into the school's state account upon receipt.

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

Thoughtful planning has been undertaken by the board of Gateway Lab School to ensure a balanced budget. The board is committed to meeting 80% of enrollment by April 1, 2011 through the marketing plan outlined in section 9-L. Discussions with other charter school directors and local education professionals indicate that applications to GLS will exceed

capacity in the first year of operation based on the student population our program is designed to reach.

The revenue projections in this application were made with state and local funds, and federal charter start up funds expected to be available to the school. In addition, Gateway Charter School, Inc. is an approved 501(c)(3) corporation and will seek out all available grant opportunities.

Please see the attached budget for further details on the minimum number of students the school may enroll each year to maintain financial viability.

9. Administrative and Financial Operations

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

Gateway Lab School will connect to the DFMS and PHRST systems to process cash accounting and payroll transactions. Upon approval of the charter, the Board will appoint an "interim director" who will work with the Board treasurer and the Department of Education finance office in order to ensure that proper processes and procedures are in place to handle cash and monetary transactions. The Board may also contract with a local accounting firm that has experience in school finance to establish proper processes and procedures prior to initial funding.

No later than January 2011, a permanent director will be hired. The director (with oversight from the Board) will be responsible for all financial and payroll transactions until the school opens. Once the school opens, these duties will become the primary responsibility of the administrative assistant with oversight from the director. Both the director and the administrative assistant will participate in all DOE training related to the proper use of both systems and related reporting. All financial reporting will be done in accordance with standards established by the Government Accounting Standards Board (GASB).

In addition, prior to the opening of the school, the Board and director will work together to implement the guidelines for internal controls as outlined in Section II (*Internal Controls*) of the State Budget in Accounting Manual. The school intends to have at least two staff members trained on the DFMS and PHRST systems to ensure adequate backup. A contractual relationship with an accounting firm experienced in the DFMS and PHRST systems may also be established to ensure proper controls during the first few years of operation.

The Board of Gateway Lab school understands and does ensure that it (along with the school administrative team) is responsible for establishing and maintaining an effective system of internal control. Gateway Lab School policies and procedures shall be in writing, and will reasonably ensure that:

- All assets can be accounted for and safeguarded against waste, loss, unauthorized use and misappropriation, and;
- The transactions are clearly documented, and the documentation is available for examination

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

The Gateway Lab School (GLS) Board is responsible for overseeing and governing the school and its administration. Among the duties of the board is to establish the mission, goals and governing principles for the school and ensure they are followed and updated as needed. Board members will be selected based on a target list of skills that include: curriculum development, special needs, finance, business planning and development, real estate and development, community development, teacher and parental involvement.

The school's board will be responsible for the following:

- Hiring the director
- Approving operating budgets
- Reviewing financial reports and providing direction to the school's administration
- Creating performance indicators
- Measuring school performance
- Reviewing the performance of the school director
- Ensuring compliance to all state and federal regulations
- Ensuring that all reports are accurate and comply with appropriate procedures

Gateway Lab School will be governed by Board members as outlined in the relevant Bylaws of the school (see Appendix A). Board members will be given policy and procedure guidelines in the key areas of overseeing and guiding the operations of a public charter school, prior to the school's opening. Each board candidate will be required to complete a board member application form. The school will require that each board member become familiar with the school charter and with state and federal laws and regulations. The board will conduct business in a public forum in monthly meetings. All financial and other data will be available for public review.

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

No management agreement has been established with an outside management group. The school director position will manage and oversee all aspects of the daily operation. The Director's roles and responsibilities will include:

- Manage, operate, and administer the school on behalf of the board.
- Oversee selection, orientation, retention, and dismissal of all staff.
- Formulate and manage the budget.
- Recruit students and staff.

- Evaluate performance of staff.
- Supervise all personnel on site.
- Evaluate the educational program.
- Provide leadership in planning, scheduling, and matters of management.
- Emphasize and monitor student achievement and student conduct.
- Manage the environment to make it healthy, safe and conducive to learning.
- Monitor conformance to all state and federal laws and all Board policies.
- Take actions necessary to properly and efficiently operate a public charter school.

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

Parent and faculty participation plays an essential role in the Gateway Lab School model. Parents and teachers will serve as members of the Advisory Leadership Team, which will function under a distributed leadership model (Spillane & Diamond, 2007). This team will assist the director in operations and planning, and evaluate the school's curricular and instructional practices. All decisions will be the responsibility of the director. From this team, individuals may be asked to lead efforts to include more participants that will focus on particular topics, such as school climate, parents and community relations, school improvement planning, problem solving team, or others as needed.

The board of directors will consist of at least three parents and at least three teachers as well as numerous community members. In this capacity, teachers and parents will be able to influence the decisions made for the school. Along with this, parents, teachers, and students will have opportunities to express needs, concerns, and suggestions through focus groups, surveys, and conferences, which will in turn impact decisions, made for Gateway Lab School.

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

Hiring of the director will commence by the school board as soon as practical after the charter is approved (or by January 2011). The director must have at least a master's degree and experience with curriculum development, supervision, and professional development. The director has the responsibility of making recommendations to the school board regarding the hiring of teachers and staff. All teachers and staff are required to be certified according to the requirements of his/her job description.

Position	Hiring timeline
Director	January 2011
Administrative Assistant	February 2011
Teachers and Other Staff	February - May 2011

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

Gateway Lab School intends to recruit Delaware certified teachers before the opening of the school through career fairs at area colleges. The Board will also use local newspapers, radio, and online job sites that are both general, and specific to education placement. Additionally, the Lab School of Washington® will also assist in the recruitment and hiring of qualified teachers.

The following is the order of preference:

- Master's degree and certified or able to be certified by the state of Delaware in the area of special education.
- Bachelor's degree and certified or able to be certified by the state of Delaware in the area of special education.
- Bachelor's degree and certified or able to be certified by the state of Delaware in the area of elementary education or curricular specialty such as art, music, or physical education.
- Bachelor's degree but not certified in the state of Delaware.

The hiring of non-certified teachers will be used as a last resort. If non-certified teachers are hired they must meet the following requirements:

- Have passed the PRAXIS I.
- Have a nationally accredited degree in a core subject area.

Completion of an alternative certification program within a two year time period will be a condition of continued employment. Utilization of the PRAXIS II test will also be offered to uncertified teachers. No uncertified teachers will be hired over the state regulation of 35%. Any uncertified teacher will be assigned a mentor to assist him or her as the teacher demonstrates compliance with all regulations and provides a viable and consistent education to our students. All teachers will be required to maintain compliance with state and federal certification guidelines.

If the state of Delaware returns to a cluster program for professional development, all staff will be encouraged to complete the maximum number of clusters through a variety of incentives that will assist in the completion of their coursework.

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

Gateway Lab School is reviewing the hiring practices, salary structures and professional development concepts of other charter schools and local school districts. Teachers and staff will be hired based on their qualifications for the desired position. The school will comply with all federal, state, and local statutes governing fair hiring practices.

(Please see Appendix S) for a copy of the proposed Teacher Handbook.

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

The GLS school board expects that the director will establish an evaluation procedure and timeline that follows the Delaware Performance Appraisal System for all staff members. This procedure will be established prior to the opening of the school. All teachers with less than three years of experience and full certification will be considered on a one-year cycle, which includes two formative evaluations and one summative evaluation until the successful completion of a full cycle. All teachers with more than three years experience and full certification will be put on a one- or two-year cycle dependent upon the initial formative evaluation, walk-through visits, and interactions during professional development. Any teacher on initial license will be on a one-year cycle until reaching a continuing license.

- i. Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school. (Renewal/Modifications – provide original documentation and any changes)**

The school will be held accountable to the parents of children at the school through the following:

- The school board is comprised of parents, community members and certified teachers.
- The advisory leadership team will include teachers and parents to assist in monthly decision-making.
- A Parent/Teacher Association that will provide an opportunity for members to stay informed on school matters and to support students and school activities.
- The school board will hold both a semi-annual and annual review of the progress of the school.
- Yearly, the school will conduct beginning and end-of-the-year parent and student surveys and report findings to the school board.
- School achievement data, school improvement plan, and financial status will be available to parents and community through the website.

- j. If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5. (Renewal/Modifications – provide original documentation and any changes)**

The school does not have a contract with a management company and has no plans to contract any portion of the schools operation to an outside group. The board of directors does intend to sign a non-binding letter of intent with the Lab School of Washington® to provide various training to GLS staff and to assist with designing a school model that incorporates LSW methods. The terms of the agreement including costs will be worked out

upon approval of the school's charter. An estimate of costs is included in the attached budget.

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

Gateway Lab School will be managed solely by the school's board of directors.

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

In mid-2007, the Board of Gateway Lab School began publicizing its program through its website (www.gatewaylabschool.org) and the first in a series of parent and advocate information meetings. Gateway Lab School will begin student recruitment upon application approval. With the consideration that approval may come in April 2010, the recruitment timetable would be as follows:

April

GOAL: Create recruitment materials that include detailed information about the GLS program and admission procedures

- 1) Approve all recruitment print materials, including fliers, small newsletters, and larger press kits.
- 2) Identify costs of newspaper advertising and advertising in local special interest magazines.
- 3) Identify costs of developing and maintaining school website which will feature up-to-the-day recruitment fair notices.

May

GOAL: Distribute printed materials via hard copy and the internet that offer details regarding GLS program and admission procedures and to gather feedback on interest in GLS.

- 1) Print all recruitment materials.
- 2) Distribute newsletters to libraries in New Castle County, private tutoring facilities (such as Huntington Learning Centers), organizations that support students with learning differences (such as the various school district special education support groups), organizations that support students with ADHD (such as CHADD), and consultative

professionals who work with students struggling academically (such as speech and language pathologists, occupational therapists, etc.).

- 3) Distribute press kits to all New Castle County media.
- 4) Schedule recruitment meetings at various public locations in New Castle County, including meetings of support groups and community organizations (such as the Rotary, Lions Clubs, churches, etc.).
- 5) Utilize social media avenues like Facebook, Twitter and a dedicated blog to reach parents of potential students.
- 6) Respond to queries from all interested parties.

June

GOAL: Begin accepting applications for Gateway Lab School and create enough interest to have at least half of the total seats filled by end of month.

- 1) Follow up with all organizations that received the GLS newsletter.
- 2) Contact each media outlet individually.
- 3) Begin recruitment meetings.
- 4) Update website to reflect current information regarding recruitment and application information.
- 5) Begin accepting applications.

July

GOAL: Continue to recruit and admit students to the school.

- 1) Continue recruitment meetings
- 2) Accept applications

August

GOAL: Create a level of excitement about the school to a broader student population through a presence at community events and have all seats filled with at least one applicant.

- 1) Identify community events and the cost involved in having a table.
- 2) Begin attending community events and pass out flyers.
- 3) Connect to media with human interest stories.
- 4) Continue with recruitment meetings.
- 5) Update website to reflect current information regarding recruitment and admissions activities.

September

GOAL: Attend community events and collaborative events with partners (such as fundraisers). Achieve more applicants than seats available.

- 1) Communicate with organizations and collaborating partners and ensure that board members/founding members attend events sponsored by those organizations.
- 2) Place flyers in private tutoring facilities and summer school programs.
- 3) Complete and conclude recruitment meetings.
- 4) Continue placing human interest stories with key media outlets.
- 5) Update website on a regular basis.
- 6) Hold an Open House for prospective parents.
- 7) Advertise application procedures and deadlines.
- 8) Begin accepting applications.

October

GOAL: Hold another Open House for interested parents.

- 1) Continue with ads placed in local media outlets with Open House dates and application procedures and deadlines.
- 2) Continue accepting applications.

November/December

GOAL: Complete lottery process and to ensure a full complement of students at opening

- 1) Inform all applicants of lottery process and date.
- 2) Place advertisements in local media regarding final application deadline and lottery process.
- 3) Update website on a regular basis.
- 4) Continue recruitment efforts.
- 5) Update website regularly.
- 6) Keep in contact with private tutoring organizations and individuals and consultative professionals.
- 7) Begin active recruitment phase in September of each calendar year.

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

GLS will have a preference in admission to children in grades 3 through 7 in the first year that would benefit from differentiated, integrated arts, multi-sensory, experiential program that seeks to identify and capitalize on a student's strengths and interests while utilizing effective research based techniques to help each student learn. Additionally, the school will accept students regardless of race, color, creed, sex, national origin, age, or disability in accordance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, § 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Within the framework of the aforementioned student preference, the following classification of students will be afforded preference in the admissions policy to Gateway Lab School. In cases of limited open positions, these three preferences are rank ordered in the following sequence:

1. Children of the Founding Board and Gateway Lab School board members. This number is not to exceed 5% of total seats available.
2. Children of Gateway Lab School staff members.
3. Children with siblings concurrently enrolled.

Children of founding board and GLS board members

Children, stepchildren, long-term foster children, and children over whom a Gateway Lab School Board member has legal guardianship will receive preferential placement in open positions.

Children of staff members

Children, stepchildren, long-term foster children, and children over whom a professional staff member has guardianship will receive preferential placement in open positions.

Children with siblings concurrently enrolled

In Delaware Code, Title 14, Chapter 5, §506, charter schools are authorized to give "sibling preference" relative to admission. In the common definition of sibling, "one of two or more individuals having the same parent or parents," (American Heritage Dictionary) is not adequate to define those more complex definitions of sibling in today's world of reorganized families. Secondly, in determining the intent of this law, as

well as other attendance/admissions laws in the state, the role of residency is critical in school attendance. It appears that this law was intended to be convenient to families of a common household in order to not disrupt family life. Keeping in mind the common definition as above and the common residency, the Gateway Lab School shall recognize these relationships as valid under sibling preference:

1. Any individuals having the same parent or parents, either natural or adoptive.
2. Any individuals who are stepsiblings and share a common custody or legal residency arrangement, each of whom have to have a natural or adoptive parent at the same residence.
3. Any foster sibling who has remained or is expected to remain in the household in excess of four years.

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

The founders of the school shall be established by the Founding Board in September 2011 by a ¾ majority vote of the Founding Board. Consideration of founders shall be based on their participation on the Founding Board, the Advisory Board or in assisting the Founding Board in establishing the school. Their participation may include the following: formulating and interpreting policy, making decisions related to educational and support programs, making decisions related to building design and development, planning and decision-making regarding budget and finances, communication with the public, partnerships with nonprofit and governmental agencies, marketing and outreach programs, personnel planning, consultant services and other services as needed.

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

The school, in the first year of operation, will advertise application requirements and deadlines for 3rd through 7th grades. We will conditionally admit all students with complete applications that apply before the deadline. Students will be added as applications are received on a first-come, first-served basis. All applications received after the deadline date, but postmarked by the deadline, will be considered received by the deadline. If undersubscribed at a grade level, all students meeting the application requirements and deadline date will be admitted, and students who apply after the deadline will be admitted on a first-come first-served basis until the desired enrollment at each grade is obtained. If oversubscribed at a grade level by the deadline date, we will publicize and hold the lottery in public, applying preference as stated in the charter and allowed by state law. The lottery will be held on the first Wednesday in January each year to correspond as closely as possible with the established choice deadline, in compliance with requirements of Delaware Code 14, Sec. 506. After the lottery takes place, we will announce which grades have a waiting list at the school, on the website, and in the newspaper. It should be clearly noted that these applications would only be valid for one year. New applications for the following year will need to be submitted for the next year's consideration; the waiting list will not carry over from year to year. Up

through September 30th (when funding for the school, based on the number of students, is determined), Gateway Lab School will use the waiting list for admissions. After October 1st, the school may fill any openings as space permits, using the waiting lists already established by the lottery.

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

The timetable for the application and admission process is outlined in Section 9-L (Please see the Application for Admission in Appendix T). This timetable is scheduled prior to the School Choice process, in order to broaden parental options. With the exception of Year 1, Gateway Lab School's application process spans from early October through the second week in December. The lottery will be held in mid- January, if necessary. After the lottery is held, parents are notified within five days. Parents have one month to enroll their child(ren) in the school. The GLS timetable is similar to the School Choice timeline and assures timely notification to parents and to the superintendents of New Castle County school districts such that the April 1 notification deadline is met.

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

Please see Gateway Lab School Administrative Tasks in (Appendix U) for a detailed description of tasks with timeline.

10. Insurance

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

Gateway Lab School will obtain insurance in the following amounts and timeframes:

Type of Insurance	Coverage Amount	Purchasing Timeframe
Directors and Officers Insurance	\$1 Million	Upon charter approval
Errors and Omissions Insurance	\$1 Million	Upon charter approval
General Liability	\$1 Million	Upon charter approval
Property Insurance	Based on property value	Upon occupancy

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

11. Student Discipline and Attendance

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

The GLS Student Handbook/Student Rights and Responsibilities Manual will be included in the application for enrollment packet (See Appendix V). The Student Code of Conduct (SCOC) will be explained to each parent when the student is accepted for enrollment in the school (see Appendix V). Teachers will review the SCOC with their students on the first day of class and each parent or guardian will be required to review and sign the SCOC along with their child.

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

A significant portion of the GLS student population is expected to have identified disabilities. The school plans to use Responsive Classrooms® to create an atmosphere that recognizes and rewards good behavior and includes students in the establishment of class rules. GLS will follow the policies found in the DOE Administrative Manual for Services for Exceptional Students (AMSES). The student's IEP team will be immediately involved in determining the appropriateness of special education services and behavioral manifestation determination decisions. The school will report inappropriate behavior to parents through both verbal and written notification. Written reports will be completed for all disciplinary actions. All GLS staff will receive training to ensure that DOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

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

All incidents reportable under 14 DE Code, §4112 will be reported as required by law or regulation to the appropriate agency. The school director is responsible for providing the safety of students and the security of school property. The school director or acting director in the case of the director's absence shall promptly report evidence of criminal offenses which occur in the school environment, including incidents which occur on or in connection with school buses. Additionally, evidence of crimes that have occurred off school property but which come to the attention of school authorities SHALL BE reported.

Delaware Code requires mandatory reporting of the offenses listed in 14 DE Code, §4112. Gateway Lab School employees who have reliable information that would lead a reasonable person to believe that one of the following has occurred on school property or at a school function must immediately report the incident to the school director or acting director:

- Student, school volunteer, or school employee has been the victim of a violent felony, assault III, unlawful sexual contact III; or
- School employee has been the victim of offensive touching, terroristic threatening; or
- Student under 18 has been the victim of sexual harassment, as defined under Title 11 of the Delaware Code; or
- Person on school property has drugs or weapon or bomb, or dangerous instrument.

The school director or acting director will make every effort to notify the parent(s)/guardian(s) and will conduct a thorough investigation. In the case of violent felonies, the school director will contact police first and then the victim's parents and DOE will be notified. If the investigation finds good reason to believe that a crime has been committed, there will be an immediate report to the police for any violent felony, drugs, weapon, bomb, or dangerous instrument, and within three days report for any other crime listed under Section 4112. In addition, reporting to police is not applicable if the offense is sexual harassment, but the school director must file a written report with the Department of Education.

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

The school attendance policy can be found in the student handbook (Appendix V). Student attendance is an important part of the learning process and students are expected to attend all classes. Attendance policies will be communicated to students at the beginning of each school year and will be available in writing and on the school website. Parents and guardians will be required to sign the student handbook along with students, indicating that they have reviewed all policies and procedures. The policy requires that students attend every day in accordance with 14 DE Code, §153. The following attendance policy is contained in the student handbook:

SCHOOL HOURS

The school day begins at 8:00 a.m. and ends at 3:45 p.m. The school doors will open at 7:45 a.m. and all students should be in their seats by 8:00 a.m. The school expects that students who are driven to school by parents or guardians be dropped off and picked up promptly within the hours of school operation. See School Calendar for the first year in (Appendix W).

ABSENCE

When a student is absent, a parent/guardian must inform the school by 10:00a.m. After an absence from school, the student must submit a written excuse signed by a parent or guardian in order for the absence to be excused. Written notes may be hand-delivered, faxed or e-mailed with a scanned signature. If no written excuse is presented at this time, the student shall have three (3) school days in which to provide an excuse.

The following is a list of reasons for an excused absence:

- Illness of child – a physician's note may be requested.
- Scheduled appointments to a physical or mental healthcare provider, including but not limited to a physician, dentist, orthodontist, or 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 School director.
- Suspension from school.

Following such an absence, the student shall be allowed to make up all work missed, to take tests which were missed and to submit any assignments which became due during the absence. The time allowed for taking tests or turning in assignments shall be twice the number of school days or number of class meetings missed due to the absence. A teacher may extend the time for making up work missed if circumstances of the situation merit such action. A student whose absence was unexcused may receive a failing grade for all assignments missed or tests given during the period of the unexcused absence.

While an unexcused absence may result in a failing grade for all assignments due or tests missed, other instructional materials or assignments missed during the absence may be obtained at the initiation of the student.

The following are mandatory school attendance requirements for public school students in grades K-12 (Delaware Code). These requirements apply at Gateway Lab School:

1. Following the 10th day of an unexcused absence by a student, the school shall immediately notify the parent(s)/guardian(s), and a visiting teacher from the District shall visit the student's home.
2. Following the 15th day of an unexcused absence by a student, the student's parent(s)/guardian(s) shall be notified by certified mail to appear at the school within ten days of notification for a conference and counseling.
3. Following the 30th day of an unexcused absence by a student, the school shall refer the case for prosecution.
4. Following the completion of prosecution of the case and the subsequent failure of the student to return to school within five school days thereof, the school shall immediately notify the Department of Services for Children, Youth and Their Families requesting intervention services by the department. The department shall contact the family within ten (10) business days.

At the 15th excused or unexcused absence the school director will meet with the student and parents and make a ruling from among the following options:

1. Allow credit for the course(s) missed.
2. Require a make-up course in summer school (60 hours) to receive credit.
3. Require an original credit course in summer school (120 hours) to receive credit.
4. Dismissal

EARLY DISMISSALS AND LATE ARRIVALS

In the event that an appointment cannot be scheduled before or after school hours, parents should provide a written note for an early dismissal or late arrival. Students must be picked up by a parent/guardian and be signed in and out in the school office.

Students and parents must recognize that a parental note of explanation does not automatically excuse the lateness. Reasons such as car trouble, personal business, heavy traffic, needed at home, etc. while understandable, are not acceptable excuses, and will be listed as unexcused. Reasons such as personal illness, medical or other physical or mental healthcare appointments and appearances in court will be considered as excused lateness when verified by a note from home.

12. Health and Safety

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

The health and safety of Gateway Lab School students, staff and guests are of supreme importance to the operation of the school. A registered nurse will be responsible for operating in accordance with the Nursing Technical Assistance Manual issued by the Department of Education. Prior to opening, GLS will adopt and implement a comprehensive set of health, safety, and risk management policies in accordance with state regulations. These policies will be developed by the director, staff nurse, and the school's insurance carriers and at a minimum will address the following topics:

- Immunizations
- School health record keeping requirements
- Physical exams and screening
- Administration of medications and treatments
- Student nutrition policy
- Tobacco policy
- Health education
- School attendance
- Release of a student to someone other than their parent, guardian, or relative caregiver
- Safe management and disposal of chemicals

These policies will be incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

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

The school director will be directly responsible for ensuring that criminal background checks are completed prior to an individual staff member's employment, in accordance with Chapter 85 of Title 11 as outlined below. The results will be documented in the employee's personnel file by either the director or his/her designee.

Title 11, Chapter 85

§8571 Screening procedure required.

(a) Any person seeking employment with a public school shall be required to submit fingerprints and other necessary information in order to obtain the following:

(1) Report of the individual's entire criminal history record from the State Bureau of Identification or a statement from the State Bureau of Identification that the State Bureau of Identification Central Repository contains no such information relating to that person.

(2) A report of the individual's entire federal criminal history record pursuant to the Federal Bureau of Investigation appropriation of Title II of Public Law 92-544 [28 U.S.C. § 534]. The State Bureau of Identification shall be the intermediary for the purposes of this section and the public school shall be the screening point for the receipt of said federal criminal history records.

(b) All information obtained pursuant to subsection (a) of this section shall be forwarded to the public school which will assess the information and make a determination of suitability for employment. The person seeking employment shall be provided with a copy of all information forwarded to the public school pursuant to this subsection. Information obtained under this subsection is confidential and may only be disclosed to the chief school officer and the chief personnel officer of the public school, and one person in each public school, as defined in § 8570(4) of this title, who shall be designated to assist in the processing of criminal background checks, receive training in confidentiality and be required to sign an agreement to keep such information confidential. The State Bureau of Identification may release any subsequent criminal history to the public school.

c. Describe the process that will be used to ensure that:

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

Gateway Lab School will comply with applicable provisions of local, state, and federal law by:

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

Proof of a student's recent physical examination and immunizations will be collected from all students at the time of enrollment including physician certification. The information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as part

of the student record. Confidentiality of all student health records will be maintained to protect the privacy of the student and family.

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

The school nurse will have oversight of reviewing and monitoring student health records. When requirements are not met, parents will be notified and the student may not attend school until all immunizations and screenings are in compliance.

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

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

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

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

(5) Monitoring student health and maintaining health records.

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

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

A licensed registered nurse will be on staff at all times. In addition, the school staff will be provided with initial CPR training and periodic refresher courses at the school by trained professionals.

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

Each nurse will serve as a member of IEP teams when medically related issues are discussed and provide medical information during evaluation processes.

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

Gateway Lab School will be located in New Castle County in the greater Newark area with easy access to major routes to accommodate students coming from other areas of the county. The board has identified several commercial sites (See Appendix R) with space to accommodate our student population. The board will use the National Clearinghouse for Educational Facilities (NCEF) checklist (see Appendix X) as a guide for ensuring a safe school environment. Each site provides ample space for parking and easy access for buses as

well as space for outdoor PE activities for our students. As mentioned above the site will be leased. Our plans call for a signed lease agreement to be in place by January 2011.

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

The new school facilities will be in full compliance with applicable building codes for public schools. The facilities will be accessible for individuals with disabilities. Expected renovations will involve outfitting existing commercial space to accommodate within the first four years: 17 classrooms, a main office, and 16 other areas including a gym, library, offices for nurses (2), PE teachers (2), contracted services, psychologist, special education teacher, dean of students, administrative assistant, director, reading specialist, math specialist, custodian, Academic Club™ teacher, occupational therapist, and clerical.

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

The board of Gateway Lab School will use building maintenance practices prescribed by the Delaware Department of Education's School Safety Audit guidelines. In addition, prior to and during the renovation of the school site, the board will use the National Clearinghouse for Educational Facilities (NCEF) checklist (see Appendix X) as a guide for ensuring a safe school environment. The comprehensive NCEF checklist was designed in conjunction with the U.S. Department of Education's office of Safe and Drug-free Schools, to assess the safety of school facilities and grounds.

In addition to the measures described above, the board will establish a school safety committee that will consist of the school director, a board member, staff, and parents to ensure that the school continues to maintain safety standards established by the state and to comply with the annual Safety School Audit as required by 14 Delaware Code, §618 (1).

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

Square-footage has been calculated for a gymnasium in the renovation estimates in the attached budget. Gateway Lab School does not anticipate that the location of the gymnasium will add further safety issues; however, the school will use the Department of Education School Safety Audit guidelines to govern the safety and security of all areas within the school and on school grounds.

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

Gateway Lab School plans to contract with a local school bus company for transportation. Contracts will be for a hub busing system where students will be transported from various sites around the county. Pick-up locations will be established based on where students reside within the county. Possible vendors include Advanced Students, Boulden, and First Student.

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

As mentioned in letter h. above, students will be transported via bus using the hub busing system. Exact locations will be identified based on where the students live.

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

All GLS students will normally be transported in the same way. The need for specialized transportation will be determined by the IEP process.

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

The dean of students will have oversight of school transportation operations and will work along with the school director and the bus company to plan the routes and select bus stop locations. The need for bus aides will be determined based on evaluation of individual student IEPs. School bus discipline is outlined in the Student Code of Conduct and school administrators will provide all bus drivers with the code as well as training on reporting any violation of bus rules.

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

Gateway students will have the option to bring lunch from home or purchase a hot lunch. The GLS model addresses not only the educational needs of our target population, but the physical health and nutritional needs of our students. Studies show that nutritional factors such as food additives, refined sugars, food sensitivities/allergies, and fatty acid deficiencies have all been linked to ADHD and learning disabilities (Schnoll, Burshteyn & Cea-Aravena, 2003). Based on the research, GLS will provide the opportunity for parents/guardians to purchase hot lunches with organic and/or natural ingredients free of additives, pesticides and hormones for students up to five days per week. The board is reviewing proposals from two possible contractors, Francine's Organic Kids which currently services 12 schools in northern Delaware, and Munchworks, a division of Christina school district's Networks School for Entrepreneurial Science.

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

Not applicable

13. Student and School Data

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

Gateway Lab School will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education regulations regarding the handling and disclosure of students' records. All Gateway Lab School staff will receive training on FERPA and DOE regulations that pertain to the disclosure of student records.

In general, all staff will understand that under FERPA written permission must be obtained from the parent or eligible student in order to release any information from a student's education record with the exception of the following instances in which FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

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

Gateway Lab School will utilize the state's E-School Plus system. The use of this system should aid in timely transfer of student data and records to other schools and the DOE. Our staff will be fully trained on the system prior the opening of school. A primary indicator of our successful planning efforts during the first year of operation will be timely obtaining 100% of our student record prior to the opening of our program.

14. Management Companies

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

Gateway Lab School will be managed solely by the school's board of directors.

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SUMMARY FOR GATEWAY CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

Plan Year - Operating Year 4

REVENUE SUMMARY

	Plan Yr. 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
a) State Appropriations	\$ -	\$ 2,082,088	\$ 2,324,302	\$ 2,747,288	\$ 3,160,302
b) School District Local Fund Transfers	\$ -	\$ 981,681	\$ 1,161,928	\$ 1,376,828	\$ 1,586,477
c) Charter School Federal Funds (2)	\$ 125,000	\$ 300,000	\$ 300,000	\$ -	\$ -
d) Other Federal Funds (3)	\$ -	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
e) Construction Loans (4)	\$ -	\$ -	\$ -	\$ -	\$ -
f) Equipment Loans (5)	\$ -	\$ -	\$ -	\$ -	\$ -
g) Other Loans (6)	\$ -	\$ -	\$ -	\$ -	\$ -
h) Other (7)	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 125,000	\$ 3,423,749	\$ 3,846,230	\$ 4,184,116	\$ 4,796,779

EXPENSE SUMMARY

OPERATING YEARS

	Plan Yr. 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries (8)					
a) Teachers	\$ -	\$ 856,780	\$ 989,967	\$ 1,180,589	\$ 1,294,869
b) Principal/Administrative	\$ 31,000	\$ 116,237	\$ 109,708	\$ 109,703	\$ 171,953
c) Nurse	\$ -	\$ 6,408	\$ 7,296	\$ 8,678	\$ 8,727
d) Clerical	\$ -	\$ 58,510	\$ 53,174	\$ 53,174	\$ 79,761
e) Custodial	\$ -	\$ 23,531	\$ 23,604	\$ 23,604	\$ 23,604
f) Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -
g) Other	\$ -	\$ 73,241	\$ 88,758	\$ 148,078	\$ 175,842
Other Employer Costs (9)					
h) Health Insurance (10)	\$ -	\$ 255,221	\$ 240,974	\$ 265,107	\$ 326,252
i) Pension (11)	\$ -	\$ 145,518	\$ 159,574	\$ 157,521	\$ 233,758
j) FICA (11)	\$ 8,060	\$ 70,410	\$ 82,049	\$ 95,572	\$ 113,105
k) Medicare (11)	\$ 530	\$ 34,030	\$ 39,656	\$ 46,181	\$ 54,866
l) Worker's Compensation (11)	\$ 485	\$ 31,918	\$ 37,185	\$ 48,325	\$ 51,273
m) Unemployment Insurance (11)	\$ 310	\$ 2,614	\$ 3,279	\$ 3,820	\$ 4,521
n) Other Benefits (12)	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL PERSONNEL	\$ 40,755	\$ 1,674,588	\$ 1,845,257	\$ 2,190,516	\$ 2,539,131

EXPENSE SUMMARY (continued)

	OPERATING YEARS				
	Plan Yr. 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Student Support					
a) Transportation (13) \$	-	103,390	125,916	146,132	166,925
b) Cateria (14) \$	-	6,500	8,000	8,000	8,000
c) Extra Curricular \$	-	-	-	-	-
d) Supplies and Materials \$	1,600	55,715	73,690	50,660	50,680
e) Textbooks \$	-	-	-	-	-
f) Computers \$	4,800	42,300	61,000	19,000	19,000
g) Contracted Services (16) \$	-	113,964	165,421	212,568	220,205
h) Other (16) \$	-	-	-	-	-
SUBTOTAL STUDENT SUPPORT	\$ 6,400	\$ 321,969	\$ 434,027	\$ 436,360	\$ 464,820
Operations and Maintenance of Facilities					
i) Insurance (Property/Liability) \$	500	59,609	83,718	86,937	108,000
j) Rent (17) \$	6,000	596,090	837,182	869,368	1,080,000
k) Mortgage (17) \$	-	-	-	-	-
l) Utilities \$	5,000	70,442	84,272	97,662	105,696
m) Maintenance \$	-	6,000	8,000	6,000	6,000
n) Telephones/Communications \$	1,000	6,000	6,500	7,260	7,996
o) Construction (17) \$	-	-	-	-	-
p) Renovation (17) \$	-	150,000	120,000	120,000	150,000
q) Other (18) \$	-	-	-	-	-
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$ 12,500	\$ 886,141	\$ 1,137,772	\$ 1,187,224	\$ 1,457,684

EXPENSE SUMMARY (continued)

	OPERATING YEARS				
	Plan Yr. 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Administrative/Operations Support (19)					
a) Equipment Lease/Maintenance \$	4,426	12,000	13,200	14,520	15,972
b) Equipment Purchase \$	-	25,000	15,000	20,000	15,000
c) Supplies and Materials \$	-	15,000	16,500	18,150	19,965
d) Printing and Copying \$	5,000	15,000	20,000	22,000	24,000
e) Postage and Shipping \$	1,000	3,000	3,000	3,000	3,000
f) Other (20) \$	-	-	-	-	-
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$ 10,426	\$ 70,000	\$ 67,700	\$ 77,670	\$ 77,937
Management Company (21)					
g) Fees \$	25,000	181,000	166,000	80,000	35,000
h) Salaries/Other Employee Costs \$	29,909	53,174	46,073	29,973	29,973
i) Curriculum \$	-	126,321	36,798	47,762	49,925
j) Accounting and Payroll \$	-	30,000	30,000	30,000	30,000
k) Other (22) \$	-	-	15,000	15,000	15,000
SUBTOTAL MANAGEMENT COMPANY	\$ 54,909	\$ 380,495	\$ 293,871	\$ 202,735	\$ 159,498

EXPENSE SUMMARY SUBTOTAL					
	Plan Yr. 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel \$	40,785	\$ 1,674,588	\$ 1,846,257	\$ 2,190,516	\$ 2,539,131
Student Support \$	6,400	\$ 321,639	\$ 434,027	\$ 436,380	\$ 464,820
Operations and Maintenance of Facilities \$	12,500	\$ 888,141	\$ 1,137,772	\$ 1,187,224	\$ 1,457,684
Administrative/Operations \$	10,428	\$ 70,000	\$ 67,700	\$ 77,670	\$ 77,987
Management Company \$	54,909	\$ 380,485	\$ 288,871	\$ 202,735	\$ 159,468
GRAND TOTAL ALL EXPENSES	\$ 125,000	\$ 3,345,093	\$ 3,779,626	\$ 4,094,525	\$ 4,699,070

EXPENSE AND REVENUE SUMMARY					
	Plan Yr. 09	YEAR 1	YEAR 2	YEAR 3	YEAR 4
EXPENSE SUMMARY	\$ 125,000	\$ 3,345,093	\$ 3,779,626	\$ 4,094,525	\$ 4,699,070
REVENUE SUMMARY	\$ 125,000	\$ 3,423,749	\$ 3,846,230	\$ 4,184,116	\$ 4,786,779
DIFFERENCE	\$ -	\$ 78,656	\$ 66,604	\$ 89,590	\$ 87,710

SATEWAY CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

	STATE LOCAL & LOANS REVENUE				
	OPERATING YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
a) State Appropriations	\$0	\$2,082,068	\$2,324,202	\$2,747,288	\$3,160,302
b) School District Local Fund Transfers	\$0	\$981,681	\$1,161,928	\$1,376,828	\$1,565,477
c) Construction Loans (4)	\$ -	\$ -	\$ -	\$ -	\$ -
d) Equipment Loans (5)	\$ -	\$ -	\$ -	\$ -	\$ -
e) Other Loans (6)	\$ -	\$ -	\$ -	\$ -	\$ -
STATE LOCAL & LOANS REVENUE	\$ -	\$ 3,063,749	\$ 3,486,230	\$ 4,124,116	\$ 4,726,779

(1) Refer to the instructions that pertain to the application packet for approval to renew a charter school

(4) include estimated terms and appropriate amortization schedule

(5) include terms for each intended contract (ex. Furniture, computers, copiers, etc.)

(6) include estimated terms and definition of resource

STATE LOCAL & LOANS EXPENSES

	OPERATING YEARS					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	FTE	
Personnel Salaries (8)	\$ -	\$ -	\$ -	\$ -	\$ -	0
a) Teachers	\$0	\$666,750	\$723,237	\$797,288	\$874,859	34
b) Principals/Administrative	\$0	\$118,237	\$130,408	\$142,579	\$154,750	3
c) Nurse	\$0	\$8,408	\$9,110	\$9,821	\$10,532	0
d) Clerical	\$0	\$58,510	\$63,574	\$68,638	\$73,702	3
e) Custodial	\$0	\$23,531	\$25,174	\$26,817	\$28,460	1
f) Substitutes	\$0	\$0	\$0	\$0	\$0	0
g) Other	\$0	\$73,241	\$78,241	\$83,241	\$88,241	3
Other Employer Costs (9)	\$ -	\$ -	\$ -	\$ -	\$ -	0
a) Health Insurance (10)	\$ -	\$255,221	\$276,241	\$297,261	\$318,281	45
b) Pension (11)	\$ -	\$145,518	\$156,538	\$167,558	\$178,578	3
c) FICA (11)	\$ -	\$70,410	\$75,430	\$80,450	\$85,470	3
d) Medicare (11)	\$ -	\$34,030	\$36,050	\$38,070	\$40,090	3
e) Worker's Compensation (11)	\$ -	\$31,916	\$33,936	\$35,956	\$37,976	3
f) Unemployment Insurance (11)	\$ -	\$2,814	\$2,934	\$3,054	\$3,174	1
g) Other Benefits (12)	\$ -	\$ -	\$ -	\$ -	\$ -	0
SUBTOTAL PERSONNEL	\$0	\$1,674,888	\$1,846,287	\$2,017,686	\$2,189,081	45

(8) Provide detail showing how personnel salary amounts and FTE are calculated

(9) include Other Employer Costs for all employees listed in all categories of state, federal and local salaries

(10) include projected annual health insurance expenses for all employees paid from state, federal and local sources; contact the Education Associate for School State Funds for the most current state health insurance averages for new charter applicants

(11) Contact the Education Associate for School State Funds for the most current rates for pension, FICA, medicare, worker's compensation and unemployment insurance

(12) Provide description of benefit items not already accounted for on this page in "h" through "r"

STATE LOCAL & LOANS EXPENSES (continued)

	OPERATING YEARS					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	FTE	
Student Support	\$ -	\$ -	\$ -	\$ -	\$ -	0
a) Transportation (13)	\$ -	\$103,380	\$125,916	\$148,452	\$170,988	0
b) Cafeteria (14)	\$ -	\$6,500	\$8,000	\$9,500	\$11,000	0
c) Extra Curricular	\$ -	\$ -	\$ -	\$ -	\$ -	0
d) Supplies and Materials	\$ -	\$5,716	\$7,360	\$9,004	\$10,648	0
e) Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	0
f) Computers	\$ -	\$42,300	\$ -	\$ -	\$ -	0
g) Contracted Services (15)	\$ -	\$113,564	\$165,421	\$217,278	\$269,135	0
h) Other (16)	\$ -	\$ -	\$ -	\$ -	\$ -	0
SUBTOTAL STUDENT SUPPORT	\$ -	\$ 221,150	\$ 308,705	\$ 397,230	\$ 489,771	0

Operations and Maintenance of Facilities									
D	Insurance (Property/Liability)	\$	59,608	\$	88,718	\$	86,937	\$	108,000
D	Rent (17)	\$	596,090	\$	637,182	\$	669,398	\$	1,060,002
K	Mortgage (17)	\$	-	\$	-	\$	-	\$	-
D	Utilities	\$	70,442	\$	84,272	\$	97,652	\$	105,696
no	Maintenance	\$	6,000	\$	6,000	\$	6,000	\$	6,000
n	Telephone/Communications	\$	6,000	\$	6,600	\$	7,280	\$	7,986
o	Construction (17)	\$	-	\$	-	\$	-	\$	-
p	Renovation (17)	\$	150,000	\$	120,000	\$	120,000	\$	150,000
q	Other (18)	\$	-	\$	-	\$	-	\$	-
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$	988,141	\$	1,197,772	\$	1,197,224	\$	1,457,684

- (13) Provide details of how amount calculated and in includes intended transportation contract if available
- (14) Provide details of how amount calculated and includes intended food service contract if available
- (15) Itemize all contracted services (ex. Speech, psychologists, other special education services, and any other service contracts)
- (16) Itemize all other student support not already accounted for on this page in "a" through "g"
- (17) Provide terms of intended contractual arrangement and detail of intended structural and renovation changes to include timeline of completion
- (18) Identify and itemize all not previously accounted for on this page in "r" through "p"

STATE LOCAL & LOANS EXPENSES (continued)						
OPERATING YEARS						
	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
Administrative/Operations Support (19)	\$ -	\$ 12,000	\$ -	\$ 14,520	\$ -	\$ 15,972
Equipment Lease/Maintenance	\$ -	\$ 25,000	\$ -	\$ 20,000	\$ -	\$ 15,000
Equipment Purchase	\$ -	\$ 15,000	\$ -	\$ 18,150	\$ -	\$ 19,365
Supplies and Materials	\$ -	\$ 15,000	\$ -	\$ 22,000	\$ -	\$ 24,000
Printing and Copying	\$ -	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ 3,000
Postage and Shipping	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (20)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$ -	\$ 70,000	\$ -	\$ 77,670	\$ -	\$ 77,937
Management Company (21)	\$ -	\$ 30,465	\$ 62,571	\$ 60,000	\$ 28,973	\$ 35,000
Salaries/Other Employee Costs	\$ -	\$ -	\$ -	\$ 47,782	\$ 49,525	\$ 80,000
Curriculum	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000	\$ 30,000
Accounting and Payroll	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000	\$ 15,000
Other (22)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL MANAGEMENT COMPANY	\$ -	\$ 30,465	\$ 62,571	\$ 202,735	\$ -	\$ 159,499

(19) Provide intended contractual arrangements to include costs
 (20) Identify and itemize all not previously accounted for on this page in "a" through "e"
 (21) Identify and itemize terms of all intended contracts
 (22) Identify and itemize all not previously accounted for on this page in "g" through "i"
 (23) Regulation 275 requires a minimum 2% (of total revenue) contingency reserve in the budget each year, if amount listed in contingency reserve is less than the contingency minimum check amount; provide itemized detail and calculations showing how contingency minimum will be met

STATE, LOCAL & LOANS EXPENSES SUBTOTAL						
	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
Personnel	\$ -	\$ 1,674,588	\$ 1,846,957	\$ 2,190,516	\$ 2,539,101	\$ 2,539,101
Student Support	\$ -	\$ 321,668	\$ 379,027	\$ 376,380	\$ 404,820	\$ 404,820
Operations and Maintenance of Facilities	\$ -	\$ 888,141	\$ 1,137,772	\$ 1,187,224	\$ 1,457,684	\$ 1,457,684
Administrative/Operations	\$ -	\$ 70,000	\$ -	\$ 77,570	\$ 77,937	\$ 77,937
Management Company	\$ -	\$ 30,465	\$ 62,571	\$ 202,735	\$ 159,499	\$ 159,499
STATE, LOCAL & LOANS TOTAL EXPENSE	\$ -	\$ 2,985,053	\$ 3,416,627	\$ 4,034,525	\$ 4,638,070	\$ 4,638,070

STATE, LOCAL & LOANS EXPENSES AND REVENUE						
	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
STATE, LOCAL & LOANS TOTAL EXPENSES (from page 4)	\$ -	\$ 2,985,053	\$ 3,416,627	\$ 4,034,525	\$ 4,638,070	\$ 4,638,070
STATE, LOCAL & LOANS TOTAL REVENUE (from page 1)	\$ -	\$ 3,063,749	\$ 3,498,230	\$ 4,124,116	\$ 4,726,779	\$ 4,726,779
DIFFERENCE	\$ -	\$ 78,696	\$ 81,603	\$ 89,591	\$ 97,710	\$ 97,710

GATEWAY CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

**FEDERAL REVENUE
OPERATING YEARS**

	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
a) Charter School Federal Funds (2)	\$ 125,000	\$ 300,000	\$ 300,000	\$ 60,000	\$ 60,000
b) Other Federal Funds (3)	\$	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
FEDERAL TOTAL REVENUE	\$ 125,000	\$ 360,000	\$ 360,000	\$ 60,000	\$ 60,000

- (1) Refer to the instructions that pertain to the application packet for approval to renew a charter school
 (2) Charter School Federal Funds are federal start-up and/or dissemination funds
 (3) Other Federal Funds include but are not limited to Title I through Title VII; contact the Education Associate for Federal Funds for a current and complete list

**FEDERAL EXPENSES
OPERATING YEARS**

		Plan Yr 11		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
		\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$	FTE
a)	Teachers	\$	0.0	\$	0.0	\$	0.0	\$	0.0	\$	0.0
b)	Principal/Administrative	\$ 31,000	0.5	\$	0.0	\$	0.0	\$	0.0	\$	0.0
c)	Nurse	\$	0.0	\$	0.0	\$	0.0	\$	0.0	\$	0.0
d)	Clerical	\$	0.0	\$	0.0	\$	0.0	\$	0.0	\$	0.0
e)	Custodial	\$	0.0	\$	0.0	\$	0.0	\$	0.0	\$	0.0
f)	Substitutes	\$	0.0	\$	0.0	\$	0.0	\$	0.0	\$	0.0
g)	Other	\$	0.0	\$	0.0	\$	0.0	\$	0.0	\$	0.0
			0.5		0		0		0		0
Other Employer Costs (9)											
h)	Health Insurance (10)	\$		\$		\$		\$		\$	
i)	Pension (11)	\$		\$		\$		\$		\$	
j)	FICA (11)	\$ 8,080		\$		\$		\$		\$	
k)	Medicare (11)	\$ 830		\$		\$		\$		\$	
l)	Worker's Compensation (11)	\$ 485		\$		\$		\$		\$	
m)	Unemployment Insurance (11)	\$ 310		\$		\$		\$		\$	
n)	Other Benefits (12)	\$		\$		\$		\$		\$	
SUBTOTAL PERSONNEL		\$ 40,765		\$ -		\$ -		\$ -		\$ -	

- (8) Provide detail showing how personnel salary amounts and FTE are calculated
 (9) Include Other Employer Costs for all employees listed in all categories of state, federal and local salaries
 (10) Include projected annual health insurance expenses for all employees paid from state, federal and local sources; contact the Education Associate for School State Funds for the most current state health insurance average for new charter applicants
 (11) Contact the Education Associate for School State Funds for the most current rates for pension, FICA, medicare, worker's compensation and unemployment insurance
 (12) Provide description of benefit items not already accounted for on this page in "l" through "m"

FEDERAL EXPENSES (continued)
OPERATING YEARS

		Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
		\$	\$	\$	\$	\$
Student Support						
a)	Transportation (13)	\$ -	\$ -	\$ -	\$ -	\$ -
b)	Cafeteria (14)	\$ -	\$ -	\$ -	\$ -	\$ -
c)	Extra Curricular	\$ -	\$ -	\$ -	\$ -	\$ -
d)	Supplies and Materials	\$ 1,600	\$ -	\$ -	\$ 41,000	\$ 41,000
e)	Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -
f)	Computers	\$ 4,800	\$ -	\$ 61,000	\$ 18,000	\$ 19,000
g)	Contracted Services (15)	\$ -	\$ -	\$ -	\$ -	\$ -
h)	Other (16)	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL STUDENT SUPPORT		\$ 6,400	\$ -	\$ 61,000	\$ 68,000	\$ 60,000
Operations and Maintenance of Facilities						
i)	Insurance (Property/Liability)	\$ 500	\$ -	\$ -	\$ -	\$ -
j)	Rent (17)	\$ 6,000	\$ -	\$ -	\$ -	\$ -
k)	Mortgage (17)	\$ -	\$ -	\$ -	\$ -	\$ -
l)	Utilities	\$ 5,000	\$ -	\$ -	\$ -	\$ -
m)	Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
n)	Telephone/Communications	\$ 1,000	\$ -	\$ -	\$ -	\$ -
o)	Construction (17)	\$ -	\$ -	\$ -	\$ -	\$ -
p)	Renovation (17)	\$ -	\$ -	\$ -	\$ -	\$ -
q)	Other (18)	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$ 12,500	\$ -	\$ -	\$ -	\$ -

- (13) Provide details of how amount calculated and in include intended transportation contract if available
 (14) Provide details of how amount calculated and include intended food service contract if available
 (15) Itemize all contracted services (ex. Speech, psychologists, other special education services, and any other service contracts)
 (16) Itemize all other student support not already accounted for on this page in "a" through "q"
 (17) Provide terms of intended contractual arrangement and detail of intended structural and renovation changes to include timeline of completion
 (18) Identify and itemize all not previously accounted for on this page in "r" through "t"

FEDERAL EXPENSES (continued)
OPERATING YEARS

		Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
		\$	\$	\$	\$	\$
Administrative/Operations Support (19)						
a)	Equipment Lease/Maintenance	\$ 4,426	\$ -	\$ 13,200	\$ -	\$ -
b)	Equipment Purchase	\$ -	\$ -	\$ 15,000	\$ -	\$ -
c)	Supplies and Materials	\$ -	\$ -	\$ 16,500	\$ -	\$ -
d)	Printing and Copying	\$ 5,000	\$ -	\$ 20,000	\$ -	\$ -
e)	Postage and Shipping	\$ 1,000	\$ -	\$ 3,000	\$ -	\$ -
f)	Other (20)	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT		\$ 10,426	\$ -	\$ 67,700	\$ -	\$ -
Management Company (21)						
g)	Fees	\$ 25,000	\$ 160,505	\$ 103,429	\$ -	\$ -
h)	Salaries/Other Employee Costs	\$ 29,909	\$ 53,174	\$ 46,073	\$ -	\$ -
i)	Curriculum	\$ -	\$ 126,321	\$ 36,798	\$ -	\$ -
j)	Accounting and Payroll	\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -
k)	Other (22)	\$ -	\$ -	\$ 15,000	\$ -	\$ -
SUBTOTAL MANAGEMENT COMPANY		\$ 54,909	\$ 360,000	\$ 231,300	\$ -	\$ -

- (19) Provide intended contractual arrangements to include costs
 (20) Identify and itemize all not previously accounted for on this page in "a" through "e"
 (21) Identify and itemize terms of all intended contracts
 (22) Identify and itemize all not previously accounted for on this page in "g" through "j"
 (23) Regulation 275 requires a minimum 2% (of total revenue) contingency reserve in the budget each year; if amount listed in contingency reserve is less than the contingency minimum check amount; provide itemized detail and calculations showing how contingency minimum will be met

FEDERAL EXPENSES SUBTOTAL					
	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	\$	\$	\$	\$	\$
Personnel	\$ 40,785	\$ -	\$ -	\$ -	\$ -
Student Support	\$ 6,400	\$ -	\$ 61,000	\$ 60,000	\$ 60,000
Operations and Maintenance of Facilities	\$ 12,500	\$ -	\$ -	\$ -	\$ -
Administrative/Operations	\$ 10,426	\$ -	\$ 67,700	\$ -	\$ -
Management Company	\$ 54,909	\$ 360,000	\$ 231,300	\$ -	\$ -
FEDERAL TOTAL EXPENSES	\$ 125,000	\$ 360,000	\$ 360,000	\$ 60,000	\$ 60,000

FEDERAL EXPENSES AND REVENUE					
	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
FEDERAL TOTAL EXPENSES (from page 5)	\$ 125,000	\$ 360,000	\$ 360,000	\$ 60,000	\$ 60,000
FEDERAL TOTAL REVENUE (from page 1)	\$ 125,000	\$ 360,000	\$ 360,000	\$ 60,000	\$ 60,000
DIFFERENCE	\$ -	\$ (0)	\$ 0	\$ -	\$ -

FINANCIAL ASSUMPTIONS

Student count

Personnel Salaries (6)

- 1 Teachers
- 2 Principal/Administrative
- 3 Nurse
- 4 Clerical
- 5 Custodial
- 6 Substitutes
- 7 Other

Other Employer Costs (9)

- 8 Health Insurance (10)
- 9 Pension (11)
- 10 FICA (11)
- 11 Medicare (11)
- 12 Worker's Compensation (11)
- 13 Unemployment Insurance (11)
- 14 Other Benefits (12)

Student Support

- 13 Transportation
- 14 Cafeteria
- 15 Extra Curricular
- 16 Supplies and Materials
- 17 Textbooks
- 18 Computers/Technology
- 19 Contracted Services (15)
- 20 Other (16)

Operations and Maintenance of Facilities

- 21 Insurance/Prop Lta
- 22 Rent
- 23 Mortgage (17)
- 24 Utilities
- 25 Maintenance
- 26 Telephone/Communications
- 27 Construction (17)
- 28 Renovation (17)
- 29 Other (18)

Administrative/Operations Support (19)

- 30 Equipment Lease/Maintenance
- 31 Equipment Purchase
- 32 Supplies and Materials
- 33 Printing and Copying
- 34 Postage and Shipping
- 35 Other (20)

Management Company (21)

- 36 Fees
- 37 Prof Dev/Salaries/Other Employee Costs
- 38 Curriculum
- 39 Accounting and Payroll
- 40 Other (22)

GATEWAY_CHARTER_SCHOOL_Application_Budget_Estimate

Footnotes

From State Estimates
 From State Estimates, 6 mths of State estimate (Jan-June)
 From State Estimates
 From State Estimates
 From State Estimates
 From State Estimates
 From State Estimates

State Estimates
 State Estimates:Allocated from OEC Rates
 State Estimates:Allocated from OEC Rates
 State Estimates:Allocated from OEC Rates
 State Estimates:Allocated from OEC Rates
 State Estimates:Allocated from OEC Rates
 State Estimates:Allocated from OEC Rates

From State Estimates: Also need a final contract
 Estimated Basic Vending cost: Students expected to bring lunch
 Supplies, Equipment, furniture: See Itemized list
 Technology; PCs/Software/programs/License: See Itemized list
 Est cost for Speech therapist/Psychologist/PT Nurses

10% of Lease value: Estimate
 See Summary of Square footage lab(\$18 sqft)
 Inclusive of leasehold improvements and grounds maintenance
 From State Estimates + \$20K higher estimated cost;
 To bring cost inline with other Charter Schools averages
 Estimate: Additional for Snow removal; lawn care; etc
 Estimate: 10% increase after 2010;
 Estimated: Amt that will be used to renovate classes,
 build gym & Outdoor play area.
 Contingency funds for unaccounted facility cost

Estimates: Copiers, Printers, etc.; 10% increase after 2010;
 Estimates: Phones, Faxes, etc;
 Estimates: 10% increase after 2010;
 Estimated: Based on Charter schools average
 Estimated: Based on Charter schools average

Lab School of Washington Mgt fees: Contract
 Professional dev: See Itemized data
 Estimate: See Itemized data
 Outsourced Accounting Estimated Fees
 Audit/Legal fees

	2012	2013	2014	2015
31,000	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	255,221	240,974	285,107	326,252
0	145,518	169,574	197,521	233,758
8,060	70,410	82,048	95,572	113,105
930	34,030	39,656	46,191	54,686
485	31,918	37,195	43,325	51,273
310	2,814	3,278	3,820	4,521
9,785	539,911	572,728	671,536	783,574
0	103,390	125,916	146,132	166,925
0	6,500	8,000	8,000	8,000
0	0	0	0	0
1,600	55,715	73,690	50,660	50,690
4,800	42,300	61,000	19,000	19,000
0	113,964	165,421	212,558	220,205
0	0	0	0	0
8,400	321,869	434,027	436,380	464,820
500	59,809	83,718	86,937	108,000
6,000	596,090	837,182	868,966	1,080,002
0	0	0	0	0
5,000	70,442	84,272	97,662	105,898
0	6,000	6,000	6,000	6,000
1,000	6,000	6,600	7,260	7,986
0	0	0	0	0
0	150,000	120,000	120,000	150,000
0	0	0	0	0
12,500	888,141	1,137,772	1,187,224	1,457,684
4,426	12,000	13,200	14,520	15,972
0	25,000	15,000	20,000	15,000
0	16,500	18,150	19,965	19,965
5,800	15,000	20,000	22,000	24,000
1,000	3,000	3,000	3,000	3,000
0	0	0	0	0
10,426	70,000	67,700	77,670	77,937
25,000	181,000	166,000	80,000	35,000
29,909	53,174	46,073	29,973	29,973
0	126,321	36,798	47,762	49,525
0	30,000	30,000	30,000	30,000
0	0	15,000	15,000	15,000
54,909	530,495	283,871	202,735	159,498

12/22/2009

1.) Grade Configuration:	1-8	2.) Student Total:	179
		Regular:	71
		Special:	108
3.) District:			
0 Appalachian	90 Christiana	0 Laurel	
17 Brandywine	36 Colonial	0 Milford	
0 Caesar Rodney	0 Delmar	38 Red Clay	
0 Cape Henlopen	0 Indian River	0 Seaford	
0 Capital	0 Lake Forest	0 Smyrna	
		0 Woodbridge	
4.) Transportation Eligible Students:	154	5.) Meals served but not prepared by the school	

Charter School Location New Castle

0	
Student Total =	179
Kindergarten Students =	0.00
Regular Students 1-3 =	43.00
Regular Students 4-6 =	14.00
Regular Students 7-12 =	14.00
AUT Students =	10.00
DB Students =	0.00
ED Students =	0.00
EMD Students =	0.00
HFPD Students =	0.00
LC Students =	0.00
LD Students =	71.00
OHI Students =	27.00
OI Students =	0.00
PS Students =	0.00
SMD Students =	0.00
SP Students =	0.00
TBI Students =	0.00
TMD Students =	0.00
VI Students =	0.00
Unit size Kindergarten students =	17.4
Unit size regular students 1-3 =	17.4
Unit size regular students 4-6 =	20
Unit size regular students 7-12 =	20
Unit size AUT students =	4
Unit size DB students =	4
Unit size ED students =	10
Unit size EMD students =	16
Unit size HFPD students =	8
Unit size LC students =	8.8
Unit size LD students =	8
Unit size OHI students =	8
Unit size OI students =	8
Unit size PS students =	10
Unit size SMD students =	6
Unit size SP students =	1
Unit size TBI students =	6
Unit size TMD students =	6
Unit size VI students =	8

FY 2014 Estimated Cost per Position

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

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

Professional & Curriculum Development - Teacher to Teacher Cadre =	\$37,250	\$782,850
Division II Units (No Vocational Courses) =	\$37,250	\$37,250
Division II - Energy - Current Unit Value =	\$37,250	\$37,250
Division II - Equization - Unit Value =	\$51,261	\$51,261
Academic Excellence Division II =	\$54,488	\$7,826
Division III Reading Resource Teacher =	\$82,090	\$1,269
Division III Math Specialist =	\$84,958	\$84,958
Academic Excellence Division II =	\$86,824	\$0
Academic Excellence Allotment =	\$43,139	\$8,038
Tuition Reimbursement =	\$44,394	\$0,888
Student Discipline Programs =	\$43,989	\$0,457
Extra Time for Students K-12 =	\$37,250	\$0
Early Intervention Reading (K-5) =	\$40,300	\$8,408
MCA Annual Maintenance =	\$37,250	\$86,830
LEP =	\$29,256	\$68,610
Technology Block Grants =	\$29,501	\$23,531
Tax Relief Funds =	\$28,644	\$0
Student Transportation Amount =	\$10,177	\$11,296
	\$43,989	\$10,025

Total Salary Costs =		\$1,134,676
FY 2007 DEC Rate =	25.09%	\$284,660
Health Insurance For FTE =	\$8,811	\$255,221

Subtotal Personnel Revenue = \$1,073,523

Other State Sources (based on Latest Available Values)

0		
Professional & Curriculum Development - Teacher to Teacher Cadre =	\$	288
Division II Units (No Vocational Courses) =	\$	70
Division II - All Other Costs - Current Unit Value =	\$	3,115
Division II - Energy - Current Unit Value =	\$	2,402
Division II - Equization - Unit Value =	\$	6,485
Academic Excellence Division II =	\$	4,856
Division III Reading Resource Teacher =	\$	6,485
Division III Math Specialist =	\$	6,485
Academic Excellence Division II =	\$	2,843
Academic Excellence Allotment =	\$	-
Tuition Reimbursement =	\$	-
Student Discipline Programs =	\$	32,600
Extra Time for Students K-12 =	\$	-
Early Intervention Reading (K-5) =	\$	-
MCA Annual Maintenance =	\$	10,101
LEP =	\$	-
Technology Block Grants =	\$	-
Tax Relief Funds =	\$	-
Student Transportation Amount =	\$	10,960

Subtotal Other Sources = \$417,786

Less: FY 06 Giveback = \$ 10,916

Grand Total State Sources = \$2,082,068

Amounts Loaded = \$ -

Remainder to Load = \$2,082,068

GATEWAY CHARTER SCHOOL: New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.

Please enter the following information:
 Click in next box and select grade configuration from drop down mp 1-3
 Click in next box and select county from drop down menu: New Castle
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

State Funding	Local Funding	Total Funding
\$2,082,068	\$981,681	\$3,063,749

UNITS 21.00

	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,642	\$0
Regular Students 1-3 =	21.00	\$2,984	\$62,664
Regular Students 4-6 =	7.00	\$2,908	\$20,556
Regular Students 7-12 =	7.00	\$17,961	\$125,727
AUT Students =	5.00	\$2,255	\$11,275
DB Students =	0.00	\$12,544	\$0
ED Students =	0.00	\$5,018	\$0
EMD Students =	0.00	\$3,345	\$0
HHPD Students =	0.00	\$9,359	\$0
ILC Students =	0.00	\$6,834	\$0
LD Students =	36.00	\$6,272	\$225,792
O-H Students =	0.00	\$8,953	\$0
OJ Students =	0.00	\$8,953	\$0
PS Students =	0.00	\$5,018	\$0
SMD Students =	0.00	\$8,953	\$0
SP Students =	0.00	\$50,175	\$0
TBI Students =	0.00	\$8,943	\$0
TMD Students =	0.00	\$8,943	\$0
VI Students =	0.00	\$5,272	\$0
Totals	90.00		\$907,260

	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,987	\$0
Regular Students 1-3 =	9.00	\$1,987	\$17,701
Regular Students 4-6 =	3.00	\$1,711	\$5,133
Regular Students 7-12 =	3.00	\$1,711	\$5,133
AUT Students =	2.00	\$6,556	\$13,111
DB Students =	0.00	\$6,556	\$0
ED Students =	0.00	\$3,422	\$0
EMD Students =	0.00	\$2,291	\$0
HHPD Students =	0.00	\$5,704	\$0
ILC Students =	0.00	\$3,979	\$0
LD Students =	14.00	\$4,278	\$59,892
O-H Students =	5.00	\$4,704	\$23,520
OJ Students =	0.00	\$5,704	\$0
PS Students =	0.00	\$3,422	\$0
SMD Students =	0.00	\$5,704	\$0
SP Students =	0.00	\$42,222	\$0
TBI Students =	0.00	\$5,704	\$0
TMD Students =	0.00	\$5,704	\$0
VI Students =	0.00	\$4,278	\$0
Totals	56.00		\$133,485

	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$3,058	\$0
Regular Students 1-3 =	9.00	\$3,058	\$27,523
Regular Students 4-6 =	3.00	\$2,555	\$7,665
Regular Students 7-12 =	3.00	\$8,088	\$24,264
AUT Students =	2.00	\$13,477	\$26,954
DB Students =	0.00	\$13,477	\$0
ED Students =	0.00	\$5,591	\$0
EMD Students =	0.00	\$3,534	\$0
HHPD Students =	0.00	\$8,954	\$0
ILC Students =	0.00	\$0,486	\$0
LD Students =	14.00	\$5,728	\$80,192
O-H Students =	5.00	\$9,684	\$48,420
OJ Students =	0.00	\$9,684	\$0
PS Students =	0.00	\$5,591	\$0
SMD Students =	0.00	\$8,954	\$0
SP Students =	0.00	\$53,607	\$0
TBI Students =	0.00	\$9,684	\$0
TMD Students =	0.00	\$9,684	\$0
VI Students =	0.00	\$8,738	\$0
Totals	38.00		\$210,257

	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$4,018	\$0
Regular Students 1-3 =	4.00	\$4,018	\$16,071
Regular Students 4-6 =	1.00	\$3,906	\$3,906
Regular Students 7-12 =	1.00	\$3,996	\$3,996
AUT Students =	1.00	\$17,878	\$17,878
DB Students =	0.00	\$17,878	\$0
ED Students =	0.00	\$4,991	\$0
EMD Students =	0.00	\$4,961	\$0
HHPD Students =	0.00	\$14,652	\$0
ILC Students =	0.00	\$8,128	\$0
LD Students =	7.00	\$6,789	\$47,523
O-H Students =	3.00	\$11,632	\$34,896
OJ Students =	0.00	\$11,632	\$0
PS Students =	0.00	\$6,991	\$0
SMD Students =	0.00	\$11,632	\$0
SP Students =	0.00	\$69,910	\$0
TBI Students =	0.00	\$11,632	\$0
TMD Students =	0.00	\$11,632	\$0
VI Students =	0.00	\$8,738	\$0
Totals	17.00		\$126,687

9-7th grade class per grade	Students per class	CHS(15%)	AUT(5%)	Normal(40%)
District Breakdown:	LD/ED(40%)	14	6	35
10% = Chisagoas	35	5	2	18
20% = Chisagoas	14	5	2	16
20% = Rock County	7	3	1	7
10% = Hennepin	72	27	9	72
180				

\$105

FY 2007
State Funding

Charter School Revenue Calculation - Estimate

12/22/2006

1) Grade Configuration:	1-4	2) Student Total:	218		
		Regular:	91		
		Special:	127		
3) Districts:					
	D Appalachain	108	Christie	0	Laurel
	22	44	Catawba	0	Milford
	0	0	Darwin	44	York City
	0	0	Indian River	0	Stanford
	0	0	Lake Forest	0	Strom
				0	Woodruff
4) Transportation Eligible Students:	184	5) Meals served last year prepared by the school:			

Charter School Location Near Castle

Student Total = 218			
Kindergarten Students =	0.00	Unit also Kindergarten students =	17.4
Regular Students 1-3 =	19.00	Unit also regular students 1-3 =	17.4
Regular Students 4-6 =	19.00	Unit also regular students 4-6 =	20
Regular Students 7-12 =	10.00	Unit also regular students 7-12 =	20
AUT Students =	10.00	Unit also AUT students =	6
DE Students =	0.00	Unit also DE students =	4
ED Students =	0.00	Unit also ED students =	19
EMJ Students =	0.50	Unit also EMJ students =	15
EHFD Students =	0.00	Unit also EHFD students =	0
ICD Students =	0.00	Unit also ICD students =	0.0
LD Students =	10.00	Unit also LD students =	0
OE Students =	81.00	Unit also OE students =	0
OI Students =	0.00	Unit also OI students =	0
PE Students =	0.00	Unit also PE students =	10
SIAD Students =	0.00	Unit also SIAD students =	5
SP Students =	0.00	Unit also SP students =	1
TBI Students =	0.00	Unit also TBI students =	5
TAD Students =	0.00	Unit also TAD students =	5
VI Students =	0.00	Unit also VI students =	0

FY 2007 Estimated Cost per Position
New Assumptions: use per talent table charter average salary information
Revised/Modified Assumptions: expect the last salary average for your school

Administrative Support	1.00	\$38,110	\$914,645
Administrative Support	1.00	\$37,305	\$37,305
Administrative Support	1.00	\$37,978	\$37,978
Administrative Support	1.00	\$47,456	\$47,456
Administrative Support	1.00	\$52,000	\$52,000
Administrative Support	1.00	\$25,000	\$1,100
Administrative Support	1.00	\$28,844	\$28,844
Administrative Support	1.00	\$26,661	\$0
Administrative Support	1.00	\$70,000	\$7,000
Administrative Support	1.00	\$40,992	\$7,474
Administrative Support	1.00	\$27,303	\$3,735
Administrative Support	1.00	\$27,303	\$0
Administrative Support	1.00	\$40,551	\$7,200
Administrative Support	1.00	\$37,303	\$32,500
Administrative Support	1.00	\$26,587	\$53,174
Administrative Support	1.00	\$27,604	\$22,094
Administrative Support	1.00	\$26,597	\$0
Administrative Support	1.00	\$10,890	\$18,223
Administrative Support	1.00	\$41,691	\$10,840

Total Salary Costs =		\$1,270,000
FY 2007 CEO Rate =	28.00%	\$361,754
Health Insurance Per FTE =	\$7,500	\$240,074
Subtotal Personnel Revenue =		\$1,669,974

Other State Revenue (Based on a Salary Available Value)

Professional & Curriculum Development =		\$	290
Teacher to Teacher Ombuds =		\$	70
Division I Units (No Vocational Courses) =	24.00	\$	70,088
Division II - All Other Costs - Current Unit Value =	9,278	\$	2,578
Division II - Energy - Current Unit Value =	2,578	\$	155,160
Division III - Equalization - Unit Value =	6,449	\$	5,825
Academic Excellence Division II =		\$	0,965
Division III Reading Reserve Teachers =		\$	0,965
Division III Math Specialist =		\$	2,883
Academic Excellence Division I =		\$	-
Academic Excellence Attentional =		\$	-
Tuition Reimbursement =		\$	02,500
Student Discipline Programs =		\$	-
Extra Time for Students (K-12) =		\$	-
Early Intervention Reading (K-4) =		\$	12,702
MSA Award Maintenance =		\$	-
LSP =		\$	-
Technology Block Grants =		\$	-
Tax Relief Funds =		\$	-
Student Transportation Account =		\$	240,074

Subtotal Other Sources =	\$490,000
Less: FY 06 Giveback =	\$ 12,562
Grand Total State Sources =	\$2,324,902
Amounts Loaded =	\$ -
Remainder to Load =	\$2,324,902

GATEWAY CHARTER SCHOOL: New Charter School Estimated State and Local Fund Calculations

YBLZ

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:
 Click in next box and select grade configuration from drop down menu 1-3
 Click in next box and select county from drop-down menu: New Castle
 Enter the number of students in this row calls below by school district and student type and the estimated funds will calculate below.

State Funding	Local Funding	Total Funding
\$2,324,302	\$1,161,928	\$3,486,230

UNITS 24.00

	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,442	\$0
Regular Students 1-3 =	26.00	\$2,884	\$74,974
Regular Students 4-6 =	5.00	\$2,509	\$12,544
Regular Students 7-12 =	5.00	\$2,509	\$12,544
AUT Students =	0.00	\$12,544	\$0
DB Students =	0.00	\$6,018	\$0
ED Students =	0.00	\$3,946	\$0
EMD Students =	0.00	\$8,363	\$0
HHPD Students =	0.00	\$5,634	\$0
ILC Students =	43.00	\$6,272	\$269,691
LD Students =	18.00	\$8,363	\$150,534
OH Students =	0.00	\$8,363	\$0
PS Students =	0.00	\$8,363	\$0
SMD Students =	0.00	\$8,363	\$0
SP Students =	0.00	\$50,175	\$0
TBI Students =	0.00	\$8,363	\$0
TMD Students =	0.00	\$8,363	\$0
VI Students =	0.00	\$8,363	\$0
Totals	108.00		\$589,341

	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,957	\$0
Regular Students 1-3 =	11.00	\$1,957	\$21,527
Regular Students 4-6 =	4.00	\$1,711	\$6,844
Regular Students 7-12 =	2.00	\$8,566	\$17,111
AUT Students =	0.00	\$3,422	\$0
DB Students =	0.00	\$2,222	\$0
ED Students =	0.00	\$5,704	\$0
EMD Students =	0.00	\$3,970	\$0
HHPD Students =	0.00	\$4,218	\$0
ILC Students =	17.00	\$6,274	\$106,658
LD Students =	5.00	\$6,274	\$31,370
OH Students =	0.00	\$6,274	\$0
PS Students =	0.00	\$6,274	\$0
SMD Students =	0.00	\$6,274	\$0
SP Students =	0.00	\$64,124	\$0
TBI Students =	0.00	\$6,274	\$0
TMD Students =	0.00	\$6,274	\$0
VI Students =	0.00	\$6,274	\$0
Totals	44.00		\$199,379

	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$3,088	\$0
Regular Students 1-3 =	11.00	\$3,088	\$34,079
Regular Students 4-6 =	4.00	\$2,695	\$10,781
Regular Students 7-12 =	2.00	\$2,695	\$5,390
AUT Students =	0.00	\$12,477	\$0
DB Students =	0.00	\$3,477	\$0
ED Students =	0.00	\$5,391	\$0
EMD Students =	0.00	\$3,594	\$0
HHPD Students =	0.00	\$3,594	\$0
ILC Students =	17.00	\$5,288	\$89,896
LD Students =	5.00	\$6,738	\$33,690
OH Students =	0.00	\$6,738	\$0
PS Students =	0.00	\$6,738	\$0
SMD Students =	0.00	\$6,738	\$0
SP Students =	0.00	\$53,997	\$0
TBI Students =	0.00	\$6,738	\$0
TMD Students =	0.00	\$6,738	\$0
VI Students =	0.00	\$6,738	\$0
Totals	44.00		\$251,964

	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$4,016	\$0
Regular Students 1-3 =	6.00	\$4,016	\$24,096
Regular Students 4-6 =	2.00	\$3,486	\$6,971
Regular Students 7-12 =	2.00	\$3,486	\$6,971
AUT Students =	1.00	\$17,478	\$17,478
DB Students =	0.00	\$17,478	\$0
ED Students =	0.00	\$6,991	\$0
EMD Students =	0.00	\$4,861	\$0
HHPD Students =	0.00	\$11,882	\$0
ILC Students =	9.00	\$5,829	\$52,461
LD Students =	3.00	\$8,739	\$26,217
OH Students =	0.00	\$11,882	\$0
PS Students =	0.00	\$5,829	\$0
SMD Students =	0.00	\$11,882	\$0
SP Students =	0.00	\$69,910	\$0
TBI Students =	0.00	\$11,882	\$0
TMD Students =	0.00	\$11,882	\$0
VI Students =	0.00	\$8,739	\$0
Totals	22.00		\$185,194

District Breakdown	3-6th grade/3 classes per grade/21 students per class		
	LD/ED(00%)	OH(15%)	AUT(5%)
50% = Christina	43	18	5
20% = Colonial	17	6	2
20% = Red Clay	17	6	2
10% = Brandywine	22	3	1
Totals	219	32	11

FY 2007
State Funding

Charter School Revenue Calculation - Estimate

12/22/2009

1.) Grade Configuration:	1-8	2.) Student Total:	253
		Regular:	101
		Special:	152
3.) Districts:			
	0 Ansonville	126 Chyline	0 Laurel
	25 Brandywine	51 Colonial	0 Millard
	0 Cochar Pathway	0 Delmar	51 Red Clay
	0 Cape Fearway	0 Indian River	0 Seaford
	0 Capital	0 Lake Forest	0 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	100	5.) Meals served but not prepared by the school:	
	Charter School Localize New Castle		

Student Total = 253

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	51.00	Unit size regular students 1-3 =	17.4
Regular Students 4-5 =	20.00	Unit size regular students 4-5 =	20
Regular Students 6-12 =	20.00	Unit size regular students 6-12 =	20
AUT Students =	13.00	Unit size AUT students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EVD Students =	0.00	Unit size EVD students =	15
HPD Students =	0.00	Unit size HPD students =	6
IC Students =	0.00	Unit size IC students =	8.6
LD Students =	100.00	Unit size LD students =	100
CH Students =	39.00	Unit size CH students =	39
CI Students =	0.00	Unit size CI students =	6
PS Students =	0.00	Unit size PS students =	10
SD Students =	0.00	Unit size SD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	5

FY 2007 Estimated Cost per Position
New Applicants - as per latest state charter average salary information
Current and Resignation Applicants - as per the last salary average for your school

Principal	\$38,110	\$37,100
Assistant Principal	\$37,363	\$37,363
Director of Special Education	\$37,478	\$37,478
Director of Student Services	\$47,962	\$47,962
Director of Instruction	\$52,320	\$52,320
Director of Facilities	\$54,023	\$54,023
Director of Transportation	\$52,244	\$52,244
Director of Community Relations	\$55,051	\$55,051
Director of Safety	\$43,804	\$43,804
Director of Health Services	\$42,962	\$42,962
Director of Career Center	\$37,363	\$37,363
Director of Adult Education	\$37,363	\$37,363
Director of Gifted/Talented	\$40,831	\$40,831
Director of International Studies	\$37,363	\$37,363
Director of Career Development	\$28,597	\$28,597
Director of Student Support Services	\$23,004	\$23,004
Director of Instructional Technology	\$28,697	\$28,697
Director of Student Services	\$19,869	\$19,869
Director of Health Services	\$41,891	\$41,891

Total Salary Costs =		\$1,516,990
FY 2007 OED Rate =	25.44%	\$388,429
Health Insurance Per FTE =	\$7,329	\$285,107
Subtotal Personnel Revenue =		\$1,200,618

Other State Sources (Based on Latest Available Values)

Professional & Career/On Job Development -	\$	286
Teacher to Teacher Guide =	\$	70
Division II Units (#6 Vocational Course) =	29.00	\$
Division II - 08 Career Costs - Current Unit Value =	\$	90,935
Division II - Energy - Current Unit Value =	\$	77,462
Division III - Recognition - Unit Value =	\$	107,445
Academic Excellence Division III =	\$	6,630
Division III Reading Resource Teacher =	\$	6,466
Division III Math Specialist =	\$	6,465
Academic Excellence Division III =	\$	3,148
Academic Excellence Allowance =	\$	-
Tuition Reimbursement =	\$	-
Student Discipline Programs =	\$	10,500
Extra Time for Students K-12 =	\$	-
Early Intervention Funding (K-2) =	\$	-
MCI/Parent Mentorship =	\$	14,277
LEP =	\$	-
Technology Block Grants =	\$	-
Tax Relief Funds =	\$	-
Student Transportation Amount =	\$	146,102

Subtotal Other Sources =	\$571,352
Less: FY 06 Giveback =	\$ 14,560
Grand Total State Sources =	\$2,747,268
Amounts Loaded =	\$ -
Remainder to Local =	\$2,747,268

GATEWAY CHARTER SCHOOL: New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop down menu: New Castle
 Click in next box and select county from drop down menu:
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

State Funding	Local Funding	Total Funding
\$2,747,288	\$1,376,828	\$4,124,116

UNITS **29.00**

	#	Local Pupil Rate	Amount
33. Cobleskill			
Kindergarten Students =	0.00	\$1,412	\$0
Regular Students 1-3 =	31.00	\$2,064	\$63,984
Regular Students 4-6 =	10.00	\$2,600	\$26,000
Regular Students 7-12 =	10.00	\$1,509	\$15,090
AUT Students =	6.00	\$12,544	\$75,264
DB Students =	0.00	\$12,544	\$0
ED Students =	0.00	\$5,018	\$0
EMD Students =	0.00	\$3,945	\$0
HHPD Students =	0.00	\$6,363	\$0
ILC Students =	0.00	\$5,934	\$0
LD Students =	60.00	\$4,272	\$256,320
OH Students =	18.00	\$4,363	\$78,534
OI Students =	0.00	\$0	\$0
PS Students =	0.00	\$4,018	\$0
SMD Students =	0.00	\$9,963	\$0
SP Students =	0.00	\$5,175	\$0
TBI Students =	0.00	\$4,363	\$0
TMD Students =	0.00	\$6,363	\$0
VI Students =	0.00	\$4,272	\$0
Totals	120.00		\$807,312

	#	Local Pupil Rate	Amount
31. Schoharie			
Kindergarten Students =	0.00	\$1,967	\$0
Regular Students 1-3 =	12.00	\$1,967	\$23,604
Regular Students 4-6 =	4.00	\$1,711	\$6,844
Regular Students 7-12 =	4.00	\$1,711	\$6,844
AUT Students =	3.00	\$4,556	\$13,668
DB Students =	0.00	\$4,556	\$0
ED Students =	0.00	\$4,222	\$0
EMD Students =	0.00	\$9,281	\$0
HHPD Students =	0.00	\$4,704	\$0
ILC Students =	0.00	\$4,979	\$0
LD Students =	20.00	\$4,278	\$85,560
OH Students =	6.00	\$5,704	\$34,224
OI Students =	0.00	\$5,704	\$0
PS Students =	0.00	\$3,422	\$0
SMD Students =	0.00	\$5,704	\$0
SP Students =	0.00	\$4,222	\$0
TBI Students =	0.00	\$5,704	\$0
TMD Students =	0.00	\$5,704	\$0
VI Students =	0.00	\$4,278	\$0
Totals	51.00		\$194,182

	#	Local Pupil Rate	Amount
22. Red Bank			
Kindergarten Students =	0.00	\$3,096	\$0
Regular Students 1-3 =	12.00	\$2,177	\$26,124
Regular Students 4-6 =	4.00	\$1,761	\$7,044
Regular Students 7-12 =	3.00	\$2,596	\$7,788
AUT Students =	3.00	\$14,177	\$42,531
DB Students =	0.00	\$14,177	\$0
ED Students =	0.00	\$5,291	\$0
EMD Students =	0.00	\$3,924	\$0
HHPD Students =	0.00	\$4,664	\$0
ILC Students =	0.00	\$6,268	\$0
LD Students =	20.00	\$6,738	\$134,760
OH Students =	6.00	\$4,944	\$29,664
OI Students =	0.00	\$4,944	\$0
PS Students =	0.00	\$5,291	\$0
SMD Students =	0.00	\$3,924	\$0
SP Students =	0.00	\$4,607	\$0
TBI Students =	0.00	\$4,944	\$0
TMD Students =	0.00	\$4,944	\$0
VI Students =	0.00	\$5,291	\$0
Totals	51.00		\$206,913

	#	Local Pupil Rate	Amount
31. Schoharie			
Kindergarten Students =	0.00	\$4,016	\$0
Regular Students 1-3 =	6.00	\$4,016	\$24,096
Regular Students 4-6 =	2.00	\$3,468	\$6,936
Regular Students 7-12 =	2.00	\$3,468	\$6,936
AUT Students =	1.00	\$17,478	\$17,478
DB Students =	0.00	\$17,478	\$0
ED Students =	0.00	\$4,651	\$0
EMD Students =	0.00	\$0	\$0
HHPD Students =	0.00	\$11,662	\$0
ILC Students =	0.00	\$4,126	\$0
LD Students =	10.00	\$4,798	\$47,980
OH Students =	4.00	\$11,532	\$46,128
OI Students =	0.00	\$11,532	\$0
PS Students =	0.00	\$4,981	\$0
SMD Students =	0.00	\$11,532	\$0
SP Students =	0.00	\$6,910	\$0
TBI Students =	0.00	\$11,662	\$0
TMD Students =	0.00	\$11,662	\$0
VI Students =	0.00	\$6,739	\$0
Totals	26.00		\$185,252

2023-24 District Breakdown	INDEX (%)	CH (%)	AUT (%)	Normal (60%)
50% - Cobleskill	128	16	6	61
20% - Red Bank	50	8	3	19
10% - Schoharie	50	8	3	18
10% - Schoharie	25	4	1	10
10% - Schoharie	25	4	1	10
Totals	252	101	13	100

FY 2007
State Funding

Charter School Revenue Calculation - Estimate

12/22/2006

1.) Grade Configuration:	1-8	2.) Student Total:	289
		Regular:	115
		Special:	174
3.) Districts:			
0 Appoquinimink	143	Christina	0
28 Brandywine	59	Colonial	0
0 Casco Rodney	0	Delmar	59
0 Cape Henlopen	0	Indian River	0
0 Capital	0	Lake Forest	0
		Laurel	0
		Milford	0
		Red Clay	0
		Seymour	0
		Stonycreek	0
		Woodbridge	0
4.) Transportation Eligible Students:	217	6.) Meals served but not prepared by the school:	
Charter School Location		Near Goals	

Student Total = 289

Kindergarten Students =	0.00	7564.32	17.4
Regular Students 1-5 =	69.00	7564.32	17.4
Regular Students 6-8 =	23.00	4536.59	20
Regular Students 7-12 =	28.00	7564.32	20
AUT Students =	14.00	4536.59	4
DB Students =	0.00	7564.32	4
ED Students =	0.00	7564.32	10
EMD Students =	0.00	6673.54	16
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.8
LD Students =	116.00	Unit size LD students =	116.00
OH Students =	44.00	3050.80	8
OI Students =	0.00	3050.80	8
PS Students =	0.00	2662.78	10
SMD Students =	0.00	2662.78	6
SP Students =	0.00	1331.39	1
YS Students =	0.00	1331.39	1
TMD Students =	0.00	5305.56	6
VI Students =	0.00	3550.37	8

FY 2007 Estimated Cost per Position
New Recruits; as per latest state/charter average salary information
Renewal and Modification Applicants; as per the last salary average for your school

Professional - Elementary	\$38,110	\$1,819,525
Professional - Middle/Junior High	\$37,263	\$37,263
Professional - High School	\$37,278	\$37,278
Professional - Special Ed	\$47,465	\$47,465
Professional - Support Staff	\$52,220	\$19,897
Professional - Other	\$35,529	\$1,851
Administrative - Elementary	\$22,244	\$124,488
Administrative - Middle/Junior High	\$55,991	\$55,991
Administrative - High School	\$43,804	\$9,196
Administrative - Special Ed	\$43,804	\$16,111
Administrative - Support Staff	\$37,263	\$4,837
Administrative - Other	\$37,263	\$0
Instructional - Elementary	\$46,331	\$9,727
Instructional - Middle/Junior High	\$37,263	\$42,241
Instructional - High School	\$26,587	\$7,761
Instructional - Special Ed	\$23,604	\$23,604
Instructional - Support Staff	\$28,587	\$0
Instructional - Other	\$18,929	\$24,826
Other	\$11,651	\$16,605

Total Salary Costs =		\$1,735,256
FY 2007 OER Rate = 25.03%		\$437,322
Health Insurance Per FTE = \$7,820		\$286,262
Subtotal Personnel Revenue =		\$3,530,131

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =	\$	286
Teacher to Teacher Ratio =	\$	70
Division II Units (No Vocational Courses) = 32.00		
Division II - All Other Costs - Current Unit Value = \$ 3,279	\$	104,928
Division II - Energy - Current Unit Value = \$ 2,678	\$	86,696
Division II - Equalization - Unit Value = \$ 6,495	\$	206,880
Academic Excellence Division II =	\$	7,499
Division III Reading Resource Teacher =	\$	6,466
Division III Math Specialist =	\$	8,465
Academic Excellence Division II =	\$	3,804
Academic Excellence Division II =	\$	-
Tuition Reimbursements =	\$	-
Student Discipline Programs =	\$	32,500
Extra Time for Students K - 12 =	\$	-
Early Intervention Reading (K - 3) =	\$	-
McWhorter Maintenance =	\$	16,308
LEP =	\$	-
Technology Block Grants =	\$	-
Tax Relief Funds = \$	\$	-
Student Transportation Annual =	\$	166,926

Subtotal Other Sources = \$637,828

Loss: FY 06 Giveback = \$ 16,655

Grand Total State Sources = \$3,160,302

Amounts Loaded = \$ -

Remainder to Load = \$3,160,302

GATEWAY CHARTER SCHOOL: New Charter School Estimated State and Local Fund Calculations

VR 4

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in text box and select grade configuration from drop down menu: New Castle

Click in text box and select county from drop down menu:

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

State Funding	Local Funding	Total Funding
\$3,160,302	\$1,566,477	\$4,726,779

UNITS **32.00**

	#	Local Pupil Rate	Amount
33 Christian			
Kindergarten Students =	0.00	\$1,442	\$0
Regular Students 1-3 =	34.00	\$2,884	\$98,043
Regular Students 4-6 =	11.00	\$2,506	\$27,566
Regular Students 7-12 =	7.00	\$3,959	\$27,713
AUT Students =	0.00	\$12,444	\$0
DB Students =	0.00	\$8,076	\$0
ED Students =	0.00	\$3,946	\$0
HFPD Students =	0.00	\$8,383	\$0
ILC Students =	0.00	\$5,004	\$0
LD Students =	0.00	\$5,272	\$0
OH Students =	0.00	\$2,828	\$0
PS Students =	0.00	\$3,016	\$0
SMD Students =	0.00	\$2,863	\$0
SP Students =	0.00	\$6,175	\$0
TBI Students =	0.00	\$8,383	\$0
TMD Students =	0.00	\$5,272	\$0
VI Students =	0.00	\$5,272	\$0
Totals	143.00		\$183,368

	#	Local Pupil Rate	Amount
34 Colonial			
Kindergarten Students =	0.00	\$1,987	\$0
Regular Students 1-3 =	14.00	\$1,987	\$27,818
Regular Students 4-6 =	5.00	\$1,711	\$8,556
Regular Students 7-12 =	5.00	\$1,711	\$8,556
AUT Students =	0.00	\$6,556	\$0
DB Students =	0.00	\$8,556	\$0
ED Students =	0.00	\$3,482	\$0
HFPD Students =	0.00	\$2,881	\$0
ILC Students =	0.00	\$5,704	\$0
LD Students =	0.00	\$4,278	\$0
OH Students =	0.00	\$3,979	\$0
PS Students =	0.00	\$5,704	\$0
SMD Students =	0.00	\$3,482	\$0
SP Students =	0.00	\$5,704	\$0
TBI Students =	0.00	\$3,482	\$0
TMD Students =	0.00	\$5,704	\$0
VI Students =	0.00	\$4,278	\$0
Totals	52.00		\$220,685

	#	Local Pupil Rate	Amount
32 Local Only			
Kindergarten Students =	0.00	\$3,088	\$0
Regular Students 1-3 =	14.00	\$3,088	\$43,232
Regular Students 4-6 =	5.00	\$2,695	\$13,477
Regular Students 7-12 =	3.00	\$2,695	\$8,085
AUT Students =	0.00	\$13,477	\$0
DB Students =	0.00	\$5,391	\$0
ED Students =	0.00	\$3,094	\$0
HFPD Students =	0.00	\$4,994	\$0
ILC Students =	0.00	\$5,269	\$0
LD Students =	0.00	\$5,738	\$0
OH Students =	0.00	\$3,610	\$0
PS Students =	0.00	\$5,391	\$0
SMD Students =	0.00	\$3,984	\$0
SP Students =	0.00	\$5,907	\$0
TBI Students =	0.00	\$8,984	\$0
TMD Students =	0.00	\$5,738	\$0
VI Students =	0.00	\$5,738	\$0
Totals	50.00		\$146,598

	#	Local Pupil Rate	Amount
31 Remediation			
Kindergarten Students =	0.00	\$4,918	\$0
Regular Students 1-3 =	7.00	\$4,918	\$34,426
Regular Students 4-6 =	2.00	\$3,498	\$6,996
Regular Students 7-12 =	2.00	\$3,498	\$6,996
AUT Students =	1.00	\$17,478	\$17,478
DB Students =	0.00	\$3,981	\$0
ED Students =	0.00	\$4,981	\$0
HFPD Students =	0.00	\$11,692	\$0
ILC Students =	0.00	\$8,128	\$0
LD Students =	0.00	\$8,739	\$0
OH Students =	0.00	\$11,692	\$0
PS Students =	0.00	\$8,981	\$0
SMD Students =	0.00	\$11,692	\$0
SP Students =	0.00	\$8,981	\$0
TBI Students =	0.00	\$11,692	\$0
TMD Students =	0.00	\$11,692	\$0
VI Students =	0.00	\$8,739	\$0
Totals	26.00		\$211,638

1-5th grade/3 class per grade/12 students per class	OH(16%)	AUT(5%)	Normal(40%)
District Breakdown	22	7	57
50% = Christian	9	3	23
20% = Colonial	9	3	23
20% = Red Clay	4	1	12
10% = Snowyelle	4	1	12
Totals	43	14	116

Summary

	Preparation Yr	Yr 1 - 2012	Yr 1 - 2013	Yr 1 - 2014	Yr 1 - 2015
Supplies	\$ 315.00	\$ 27,950.00	\$ 32,740.00	\$ 38,740.00	\$ 44,740.00
Equipment & Furniture	\$ 1,600.00	\$ 55,715.00	\$ 73,690.00	\$ 50,690.00	\$ 39,415.00
Curriculum	\$ -	\$ 126,321.46	\$ 36,798.11	\$ 47,762.40	\$ 49,525.02
Professional Development	\$ 29,909.00	\$ 53,174.00	\$ 46,072.50	\$ 29,972.50	\$ 29,972.50
Technology	\$ 4,800.00	\$ 42,300.00	\$ 61,000.00	\$ 19,000.00	\$ 19,000.00
Total	\$ 36,624.00	\$ 305,460.46	\$ 250,300.61	\$ 186,164.90	\$ 182,652.52

ITEMIZED COST

Purchases	Cost per Item	Preparation Yr		Year 2		Year 3		Year 4		Year 5	
		#	Cost	#	Cost	#	Cost	#	Cost	#	Cost
Technology											
Computer - Desktop/laptop w/ DVD	\$ 900.00	1	\$ 900.00	30	\$ 27,000.00	30	\$ 27,000.00	5	\$ 4,500.00	10	\$ 9,000.00
Printer	\$ 900.00	1	\$ 900.00	14	\$ 12,600.00	14	\$ 12,600.00	3	\$ 2,700.00	9	\$ 8,100.00
Projector	\$ 900.00	1	\$ 900.00	6	\$ 5,400.00	12	\$ 10,800.00	5	\$ 4,500.00	4	\$ 3,600.00
Elmo	\$ 900.00	1	\$ 900.00	6	\$ 5,400.00	12	\$ 10,800.00	5	\$ 4,500.00	4	\$ 3,600.00
Sound Equipment	\$ 2,500.00		\$ -	0	\$ -	1	\$ 2,500.00	1	\$ 2,500.00	0	\$ -
Copier (Lease?)	\$ 1,500.00	1	\$ 1,500.00	0	\$ -	1	\$ 1,500.00	1	\$ 1,500.00	1	\$ 1,500.00
Fax/Scanner	\$ 300.00	1	\$ 300.00	0	\$ -	1	\$ 300.00	0	\$ -	0	\$ -
Laminator	\$ 300.00		\$ -	1	\$ 300.00	1	\$ 300.00	0	\$ -	0	\$ -
Listening Stations	\$ 100.00		\$ -	0	\$ -	24	\$ 2,400.00	6	\$ 600.00	4	\$ 400.00
TOTAL			\$ 4,800.00		\$ 42,600.00		\$ 61,000.00		\$ 19,000.00		\$ 19,000.00
Curriculum											
Reading			\$ -		\$ 28,714.34		\$ 2,725.56		\$ 9,588.71		\$ 11,444.85
Math			\$ -		\$ 35,184.47		\$ 4,470.22		\$ 8,225.77		\$ 5,110.96
Social Studies			\$ -		\$ 11,488.07		\$ 2,376.60		\$ 741.66		\$ 741.66
Science	\$ 15.57		\$ -	180	\$ 2,802.60	216	\$ 3,363.12	252	\$ 3,923.64	288	\$ 4,484.16
Computer Literacy	\$ 11.00		\$ -	180	\$ 1,980.00	216	\$ 2,376.00	252	\$ 2,772.00	288	\$ 3,168.00
Music			\$ -		\$ 10,185.65		\$ 1,843.68		\$ 1,959.42		\$ 1,754.19
Art			\$ -		\$ 6,085.73		\$ 1,124.34		\$ 897.55		\$ 897.55
Dance	\$ 50.00		\$ -	2	\$ 100.00	2	\$ 100.00	2	\$ 100.00	2	\$ 100.00
Theatre			\$ -		\$ 4,609.95		\$ 921.99		\$ 921.99		\$ 921.99
PE			\$ -		\$ 88.95	0	\$ -	0	\$ -	0	\$ -
Health			\$ -		\$ 11,489.70		\$ 2,376.60		\$ 741.66		\$ 741.66
Educational Software	\$ 20.00		\$ -	180	\$ 3,600.00	216	\$ 4,320.00	252	\$ 5,040.00	288	\$ 5,760.00
Sheet music for Boomwhackers	\$ 18.00		\$ -	0	\$ -	0	\$ -	15	\$ 270.00	0	\$ -
Library Books	\$ 50.00		\$ -	180	\$ 9,000.00	216	\$ 10,800.00	252	\$ 12,600.00	288	\$ 14,400.00
TOTAL			\$ -		\$ 128,821.26		\$ 36,788.31		\$ 47,782.40		\$ 49,828.02
Professional Development											
Reading ASSIST	\$ 700.00	1	\$ 700.00	18	\$ 12,600.00	3	\$ 2,100.00	3	\$ 2,100.00	3	\$ 2,100.00
DIBELS	\$ 250.00	1	\$ 250.00	18	\$ 4,500.00	3	\$ 750.00	3	\$ 750.00	3	\$ 750.00
Notes	\$ 750.00	3	\$ 2,250.00	0	\$ -	0	\$ -	0	\$ -	0	\$ -
Lab School of Washington	\$ 2,300.00	11	\$ 25,300.00	11	\$ 25,300.00	11	\$ 25,300.00	4	\$ 9,200.00	4	\$ 9,200.00
Responsive Classrooms			\$ 659.00		\$ 659.00	0	\$ 7,000.00	0	\$ 7,000.00	0	\$ 7,000.00
Travel	\$ 150.00	5	\$ 750.00	10	\$ 1,500.00	10	\$ 1,500.00	10	\$ 1,500.00	10	\$ 1,500.00
Substitutes	\$ 140.00		\$ -	50	\$ 7,000.00	50	\$ 7,000.00	50	\$ 7,000.00	50	\$ 7,000.00
After-school Workshop	\$ 16.15		\$ -	100	\$ 1,615.00	150	\$ 2,422.50	150	\$ 2,422.50	150	\$ 2,422.50
TOTAL			\$ 29,909.00		\$ 53,174.00		\$ 46,072.50		\$ 29,972.50		\$ 29,972.50
Furniture											
Cubby holes	\$ 100.00		\$ -	0	\$ -	0	\$ -	29	\$ 2,900.00	37	\$ 3,700.00
Teacher Desk for computer	\$ 150.00	1	\$ 150.00	30	\$ 4,500.00	3	\$ 450.00	6	\$ 900.00	6	\$ 900.00
Teacher chair	\$ 100.00	1	\$ 100.00	30	\$ 3,000.00	3	\$ 300.00	6	\$ 600.00	6	\$ 600.00
File cabinet	\$ 150.00	1	\$ 150.00	30	\$ 4,500.00	3	\$ 450.00	6	\$ 900.00	6	\$ 900.00
Storage cabinet	\$ 200.00	1	\$ 200.00	0	\$ -	0	\$ -	38	\$ 7,800.00	6	\$ 1,200.00
Small group kidney table	\$ 150.00		\$ -	19	\$ 2,850.00	5	\$ 750.00	6	\$ 900.00	6	\$ 900.00
Book shelves/rack	\$ 100.00	1	\$ 100.00	0	\$ -	33	\$ 3,300.00	6	\$ 600.00	6	\$ 600.00
Student tables	\$ 100.00		\$ -	67	\$ 6,700.00	15	\$ 1,500.00	34	\$ 3,400.00	16	\$ 1,600.00
Chairs	\$ 80.00		\$ -	245	\$ 19,600.00	75	\$ 6,000.00	290	\$ 23,200.00	160	\$ 12,800.00
Computer table for students	\$ 500.00		\$ -	0	\$ -	24	\$ 12,000.00	3	\$ 1,500.00	3	\$ 1,500.00
AV cart	\$ 400.00	1	\$ 400.00	6	\$ 2,400.00	12	\$ 4,800.00	5	\$ 2,000.00	4	\$ 1,600.00
Projection Screen	\$ 150.00	1	\$ 150.00	6	\$ 900.00	7	\$ 1,050.00	6	\$ 900.00	6	\$ 900.00
Extension Cords	\$ 25.00	1	\$ 25.00	30	\$ 750.00	10	\$ 250.00	5	\$ 125.00	4	\$ 100.00
Connector Cards	\$ 25.00	1	\$ 25.00	30	\$ 750.00	10	\$ 250.00	6	\$ 150.00	4	\$ 100.00
White board	\$ 300.00	1	\$ 300.00	18	\$ 5,400.00	5	\$ 1,500.00	6	\$ 1,800.00	4	\$ 1,200.00
Poppable Barres	\$ 213.00		\$ -	0	\$ -	0	\$ -	0	\$ -	4	\$ 852.00
Portable Mirrors	\$ 458.00		\$ -	0	\$ -	0	\$ -	0	\$ -	4	\$ 1,832.00
Portable Dance floors	\$ 223.00		\$ -	0	\$ -	0	\$ -	0	\$ -	2	\$ 448.00
Specialized equipment	\$ 100.00		\$ -	0	\$ -	0	\$ -	1	\$ 100.00	1	\$ 100.00
Stand & poles for background	\$ 70.00		\$ -	1	\$ 70.00	1	\$ 70.00	1	\$ 70.00	1	\$ 70.00
Material for background	\$ 12.00		\$ -	10	\$ 120.00	10	\$ 120.00	10	\$ 120.00	10	\$ 120.00
Paint for scenery	\$ 45.00		\$ -	10	\$ 450.00	10	\$ 450.00	10	\$ 450.00	10	\$ 450.00
Costumes	\$ 40.00		\$ -	10	\$ 400.00	10	\$ 400.00	10	\$ 400.00	10	\$ 400.00
Frogs	\$ 20.00		\$ -	10	\$ 200.00	10	\$ 200.00	10	\$ 200.00	10	\$ 200.00
Risers	\$ 620.00		\$ -	0	\$ -	0	\$ -	1	\$ 620.00	1	\$ 620.00
Boomwhackers	\$ 40.00		\$ -	0	\$ -	0	\$ -	2	\$ 80.00	0	\$ -
Instruments	\$ 300.00		\$ -	2	\$ 600.00	0	\$ -	2	\$ 600.00	0	\$ -
Playground pack	\$ 3,125.00		\$ -	1	\$ 3,125.00	10	\$ 31,250.00	0	\$ -	1	\$ 3,125.00
Sports equipment storage	\$ 300.00		\$ -	1	\$ 300.00	1	\$ 300.00	0	\$ -	0	\$ -
Wall shelves	\$ 200.00		\$ -	0	\$ -	24	\$ 4,800.00	6	\$ 1,200.00	4	\$ 800.00
Custodial equipment	\$ 2,500.00		\$ -	1	\$ 2,500.00	1	\$ 2,500.00	1	\$ 2,500.00	1	\$ 2,500.00
Medical equipment	\$ 2,500.00		\$ -	1	\$ 2,500.00	1	\$ 2,500.00	1	\$ 2,500.00	1	\$ 2,500.00
TOTAL			\$ 1,500.00		\$ 25,715.00		\$ 23,680.00		\$ 50,690.00		\$ 39,315.00
Supplies											
Basic office supplies	\$ 150.00	1	\$ 150.00	31	\$ 4,650.00	34	\$ 5,100.00	40	\$ 6,000.00	48	\$ 7,200.00
Art materials	\$ 50.00		\$ -	180	\$ 9,000.00	216	\$ 10,800.00	252	\$ 12,600.00	288	\$ 14,400.00
Academic Club supplies	\$ 200.00		\$ -	15	\$ 3,000.00	18	\$ 3,600.00	21	\$ 4,200.00	24	\$ 4,800.00
Nurse supplies	\$ 25.00		\$ -	180	\$ 4,500.00	216	\$ 5,400.00	252	\$ 6,300.00	288	\$ 7,200.00
Envelopes	\$ 50.00	1	\$ 50.00	2	\$ 100.00	2	\$ 100.00	2	\$ 100.00	2	\$ 100.00
Printer paper	\$ 35.00	1	\$ 35.00	120	\$ 4,200.00	138	\$ 4,760.00	160	\$ 5,600.00	184	\$ 6,440.00
Printer toner	\$ 80.00	1	\$ 80.00	30	\$ 2,400.00	36	\$ 2,880.00	48	\$ 3,840.00	60	\$ 4,800.00
Laminator film	\$ 50.00		\$ -	2	\$ 100.00	2	\$ 100.00	2	\$ 100.00	2	\$ 100.00
TOTAL			\$ 315.00		\$ 27,966.00		\$ 29,740.00		\$ 38,740.00		\$ 44,740.00

SQUARJE FOOT CALCULATIONS

Positions	Year 2	Year 3	Year 4	Year 5
Director		1	1	1
Dean of Students		1	1	1
Front Office (clerical)		2	2	2
Administrative Assistant		1	1	1
Nurse		1	2	2
Custodian		Contracted		
Physical Therapy		Contracted		
Occupational Therapy		Contracted		
Speech and Language		Contracted		
Psychologist		1	1	1
Special Education Coordinator		2	3	3
Reading Specialist		1	1	1
Math Specialist		1	1	1
Core Teachers		17	20	23
Art		1	1	1
Music		1	1	1
PE		2	2	2
Drama	Music and Core Teachers		1	1
Dance	PE Teachers			1
Academic Club	Held in current classrooms			

Total Sq. Ft. for Building	33,116	46,510	48,298	60,000
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Cost @\$16.00 sq ft	\$	529,858	\$	744,162	\$	772,770	\$	960,002
Cost @\$18.00 sq ft	\$	596,090	\$	837,182	\$	869,366	\$	1,080,002

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ASSURANCES

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

- 1) **Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.**
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all State administrative and financial systems listed in **14 Delaware Code, Section 512 (9)** including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.
- 8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.
- 9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.
- 10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.

- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's **Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools** to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of **29 Delaware Code, Sections 10002, 10003 and 10004**.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with **14 Delaware Code, Section 512(1)**.
- 17) Comply with the requirements for reporting school crimes as described in **14 Delaware Code, Section 4112**.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.

- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.
- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.

38) Maintain corporate status as described in Title 14, Del. C. § 504.

39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.

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

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

12/8/09
Date of Signature

Gateway Lab School
Name of the Charter School

Pamela J. Waper
Signature of the Chairperson of the Board of Directors

[Signature]
Signature of Member of the Board of Directors

[Signature]
Signature of Member of the Board of Directors

[Signature]
Signature of Member of the Board of Directors

[Signature]
Signature of Member of the Board of Directors

[Signature]
Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

7/09

An account of the Board of Directors of the University of the State of New York, for the year ending June 30, 1911, is hereby submitted to the Legislature in accordance with the provisions of the Constitution of the State of New York.

The Board of Directors of the University of the State of New York, for the year ending June 30, 1911, is hereby submitted to the Legislature in accordance with the provisions of the Constitution of the State of New York.

1911/12
State of New York

James M. Smith
Chairman of the Board

James M. Smith
Chairman of the Board

James M. Smith
Chairman of the Board

James M. Smith
Chairman of the Board

James M. Smith
Chairman of the Board

James M. Smith
Chairman of the Board

James M. Smith
Chairman of the Board

James M. Smith
Chairman of the Board

James M. Smith
Chairman of the Board

James M. Smith
Chairman of the Board

1911