

Gates School
 CSP Grant Funding Application- Proposal Narrative
 Table of Contents

Section	Section Title/Topics	Page
1	The School and Its Stakeholders	
	a. Mission of the Charter School and Relationship with Sponsor	2
	b. Need for the Charter School	5
	c. Support for the Charter School	8
	d. Involvement in the Charter School	10
2	Financial Sustainability	
	a. Plan for Financial Viability of the Charter School	13
	b. Contingency Plan for Unanticipated Budget Reductions	16
	c. Justification for Three-year Budget	18
3	Governance and Management Plan	
	a. Plan to Manage the Charter School and the Subgrant	25
	b. Project director's responsibilities and duties in managing the subgrant	33
	c. Charter school's planning initiative	34
	d. Compliance	34

Section 1: The School and Its Stakeholders

a. Mission of the Charter School and Relationship with Sponsor.

Gates School is an Alternative Education Campus (AEC) public charter school for at risk students (Competitive Priority # 4) , grades K-8 with an explicit mission of closing achievement gaps(Competitive Priority # 3) by providing an exceptional, evidence-based, multisensory education for students with dyslexia to open the gates to their individual and academic potential in an environment that empowers students to develop a positive and socially conscious self-image. We believe that all students at Gates School will possess unique and remarkable talents and it is our job to empower students to discover and use these talents.

Dyslexia is the most common specific learning disability affecting reading and is characterized by unexpected difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension, fluency and reduced reading experience that can impede growth of vocabulary and background knowledge (Lyon, Shaywitz, & Shaywitz, 2003). We know from Dr. Sally Shaywitz’s extensive research on dyslexia that reading is not a natural or instinctive process. It is acquired and must be directly and explicitly taught. How reading is taught can drastically affect the ease with which a child learns to transform what are essentially abstract squiggles on a page into meaningful letters, then sounds, then words and finally into entire sentences and paragraphs. Reading represents a code, which about 70-80 percent of children can break after a year of instruction. For others, breaking the code remains a mystery even after several years of reading instruction.

Research has shown that the most effective, evidence-based intervention for dyslexia and language-based learning differences is instruction from highly skilled and well-trained teachers who have expertise in the structure of English language and who use researched based curriculum taught well and with fidelity (Gough and Tunmer). A structured language approach such as Orton-Gillingham is designed

primarily for use with students who have difficulty with reading, spelling, and writing. The essential curricular content and instructional practices that characterize a structured language approach are derived from scientific evidence about how people learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such persons to read and write. A structured language approach is always focused upon the unique learning needs of individual students. All teachers at Gates School will be specially trained to assist at risk students to close achievement gaps by using best practices in structured language and multisensory teaching approaches, utilizing auditory, visual, tactile, and kinesthetic modalities in every class throughout the school. According to the Yale Center for Dyslexia and Creativity, visual aids, technology and creativity help bring life into learning. When teachers use these strategies, they not only help dyslexic students learn, but engage and improve learning for all students in the class.

The following framework will be implemented at Gates School with fidelity and in a rigorous manner with a primary focus on reading, writing, reading fluency and reading comprehension:

- *High-quality, scientifically based classroom instruction.* All students receive high-quality' research-based instruction in general education classrooms using the Orton-Gillingham approach (such as the Wilson Reading System, Project Read and Math-U-See). According to the Wilson Reading System literature, by employing Wilson's evidence-based instructional models, school districts can put together a powerful literacy action plan that meets states' rigorous college- and career-readiness standards, closes the reading gap for struggling students and builds a solid foundation for learners. This directly aligns with Gates School's mission and focus.

- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students'

instructional needs are based on multiple data points taken in context over time using standardized and curriculum-based measures, such as AIMS web, DIBELS Next, informal assessments and teacher observations.

●*Leveled instruction.* A leveled approach is used to efficiently differentiate instruction for all students. Gates School incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs. Every student has a 55 minute Fundamentals of Reading through Orton-Gillingham (FROG) class. FROG-2 level students receive small group instruction with others who are achieving at similar levels and progressing at similar rates. FROG-3 level students require more intensive instruction and interventions, have Individual Education Plans (IEPs), and are taught by a Special Education teacher.

●*Leadership Development, Innovative Thinking and Movement.* Through the social-emotional curriculum *The Leader in Me*, students are empowered to become self-confident leaders and learn skills they need to become successful in life. Gates School's commitment to innovative scheduling and learning practices will be exemplified by the Friday afternoon schedule. The final two hours of the day will be for Gates University activities. Gates University will represent opportunities for students to participate in activities such as field trips, clubs, research, art, drama, and service learning projects that augment classroom instruction. Adding novelty to the schedule is an innovation that is meant to heighten students' curiosity and enthusiasm for learning as well as to build on the strengths typical to many dyslexic individuals. The goal of Gates University projects, activities, and experiences is to develop and strengthen the natural gifts of students.

Additionally, students at Gates School will have many opportunities to explore their creative side in the Imagination Station. Teachers will coordinate time in the Imagination Station to fit within their lesson plans. For example, students may be studying the colonial era in social studies and use time in the Imagination Station to design and sew clothing typical of that time period. In science, students may be discussing weather and can use the green screen in the Imagination Station to become weather broadcasters. The final 30 minutes of each day, except Friday, is practice work time. Students will rarely

have assignments of traditional homework so that their evenings are free for activities of choice and relaxing with family and friends. Students will participate in PE every day and will have another scheduled movement break throughout the day.

Gates School has been authorized through the Charter Institute at Erskine, receiving conditional approval on April 8, 2020. The Charter Institute at Erskine is a statewide charter school district and will serve as the Local Education Agency (LEA) for Gates School. As part of a statewide charter school district, students may enroll at Gates School through an open-enrollment admissions process and are eligible to attend regardless of their location in state of South Carolina, as the Charter Institute at Erskine's district boundaries are the state's borders. Even with this flexibility, Gates School will primarily focus its school marketing plan on the school districts of Charleston, Berkeley and Dorchester Counties. Gates School will adhere to all requirements of the Charter Institute at Erskine as its LEA and embraces the academic, financial, and operations accountability standards set forth by the Charter Institute at Erskine. Gates School is excited to partner with the Charter Institute at Erskine to provide an academically rigorous, highly structured, and successful school that helps to support those students with reading related challenges and close the educational gap in South Carolina.

b. Need for the Charter School.

According to the Yale Center for Dyslexia and Creativity, 20 percent of the population is affected by dyslexia. It is the most common of all neuro-cognitive disorders. Put another way, one in every five students in any given classroom is an at-risk dyslexic student. Our current public schools are struggling to identify these children and are not equipped to educate them in an effective manner.

In addition to having difficulty with reading, writing and spelling, students with dyslexia often experience challenges with social skills, time management skills, comprehension and memory. They often suffer from poor self-esteem and feelings of failure and inadequacy.

Gates School is an opportunity to close achievement gaps and open the gates to academic success for those underserved dyslexic learners in Charleston and surrounding areas. Gates School is capable of providing the unique type of instructional approach that students with dyslexia need.

Our target area of Berkeley, Charleston and Dorchester Counties has a large pool of students in grades 1 – 5 as evidenced by the SC Department of Education’s most recent headcount data taken in July 2019:

ACTIVE ENROLLMENT IN SOUTH CAROLINA PUBLIC SCHOOL DISTRICTS BY GRADE					
2018-19 180 Day Headcount					
Source: 180th Day Extraction, July, 2019 (QDC4)					
District	Grade Level				
	1	2	3	4	5
Berkeley 01	2,720	2,637	2,786	2,882	2,954
Charleston 01	3,930	3,877	3,801	3,996	3,890
Dorchester 02	1,839	1,885	1,939	2,043	2,132
TOTAL	8,489	8,399	8,526	8,921	8,976

The SC Revenue and Fiscal Affairs Office estimates that as of July 1, 2018 the population in Charleston County is 405,905, Berkeley County is 221,091 and Dorchester County is 160,647. All three Counties have seen exponential population growth since the 2010 census and all three are projected to continue to see growth rates rise through at least July of 2030.

Statistics show that among Berkeley, Charleston and Dorchester Counties, there are almost 12,000 students with disabilities who have IEP’s:

Total Students with IEP's by District	
Source: NCES District Directory Information 2018-2019	
Berkeley 01	4,179
Charleston 01	4,752
Dorchester 02	3,007
TOTAL	11,938

Results from the SC SDE, Office of Special Education Services Child Count Data collected in October of 2018 show that there were 1,421 students in Berkeley County identified as having a primary diagnosis of SLD, 1,800 in Charleston County and 969 in Dorchester County.

These data points allow us to reasonably infer that student achievement and school success in our target area of the Lowcountry is waning, and the number of students with disordered learning and specialized educational needs is quite great. *The Post and Courier* reported on August 20, 2018 that 4,059 third grade students failed the reading test administered by the state. It also needs to be considered that this area of South Carolina is continuing to rapidly grow in population, so the number of children experiencing difficulties related to dyslexia will only continue to rise.

Current remedial opportunities for the dyslexic learner are scarce. Our public school systems do not have the necessary resources to teach an at risk student with dyslexia using the curriculum that best supports the way they learn. Private psychoeducational testing for dyslexia is extremely costly (ranging from \$1800-2500) and is not covered by insurance. Private tutoring using the Orton-Gillingham approach is usually between \$65-125 per session and it is recommended that the child attend at least twice a week. Unfortunately, there are not even enough certified Orton-Gillingham tutors in the area to assist all of the families that are looking for services. There is a private school opportunity for children with dyslexia in the Charleston area but tuition is upwards of \$28,000 and not a viable option for the majority of families.

Gates School intends to offer dyslexic learners the environment they need to become successful and close existing achievement gaps at no financial burden to families. Gates School will open with 125 students in grades 1-5. The school will add a grade level each year through 8th grade and then add kindergarten in its 5th year of operation. Students will be taught using direct, explicit, multisensory techniques in which teachers continuously spiral back to ensure that students have been taught concepts to mastery.

c. Support for the Charter School.

Gates School spent over a year assessing the need for a dyslexia focused charter school in the Lowcountry by hosting several community interest meetings, participating in community events and talking with the public. The overwhelming response from parents, the community and our local and state delegation drove us to conclude that this is a very sought-after concept. Our first public community meeting had over 40 people in attendance and within 48 hours, more than 40 people had filled out parent interest forms through our Facebook page.

It is imperative that marketing for Gates School is extensive and covers as many socioeconomic populations as possible throughout the Lowcountry. Gates School has been in contact with multiple local psychoeducational specialists who have all offered their support of a public charter school for students whose primary diagnosis is dyslexia or related reading challenges. These are the professionals who conduct the educational testing used to determine if a diagnosis of dyslexia is warranted. These psychoeducational specialists will be able to refer students to Gates School.

The Medical University of South Carolina's Department of Developmental-Behavioral Pediatrics (specifically Mary Kral, PhD) is highly supportive of Gates School's endeavor. She will be another valuable student referral source and as she has access to a diverse group of families.

Several members of the local and state delegation as well as town council members have offered their support of Gates School including Mayor John Tecklenburg (Charleston), Mayor Will Haynie (Mount Pleasant), Mayor Keith Summey (North Charleston), Representative Nancy Mace, Representative

Gary Clary, Senator Rex Rice, Mount Pleasant Town Council Member Jake Rambo, Charleston County Council member Elliott Summey and former Representative Phil Owens.

Gates School will be partnering with several local dyslexia specific organizations, such as the SC Chapter of the International Dyslexia Association, the Orton-Gillingham Center of Charleston, the SC Chapter of Decoding Dyslexia and the Greater Charleston Area Dyslexia Support Group, who will all act as sources of referral for the school.

Gates School Planning Committee members met with administrators at Trident Academy (a local private school for children with learning challenges) to inform them of our mission to bring a public charter school specific to dyslexic learners to the area. Trident Academy has also offered their support to Gates School.

Lakes and Bridges Charter School was the inspiration for the concept of Gates School. Gates School Planning Committee members contacted the LABCS Founding Board to obtain guidance on how to bring their concept to the Charleston area. Committee members were invited to spend a day at LABCS to see the concept in action and talk with Heidi Bishop, the Founding Principal. LABCS has been and will continue to be a very supportive partner to us.

As previously stated, the Gates School Planning Committee has held several community informational meetings about the possibility of opening a public charter school whose primary focus is dyslexia and related reading challenges. The table below lists these meetings that were held in racially diverse communities and the number of community members in attendance.

Date	Location	Attendance
2/20/2019	The Exchange, Mt Pleasant	40
3/13/2019	Arthur W. Christopher Community Center, (downtown Charleston)	9
4/23/2019	Seacoast Church, Mt Pleasant	4

8/24/2019	Greater Charleston Dyslexia Parent Support Group (Palmetto Islands Co. Park)	6
9/12/2019	Rollins Edwards Community Center, Summerville	7
9/13/2019	IDA Tennis Social (Mt Pleasant)	55
9/19/2019	Rollins Edwards Community Center, Summerville	7
10/23/2019	James Island Town Hall	12
11/2/2019	IDA SC Conference (Mt Pleasant)	150
11/22/2019	The home of Stephanie Sams	13
12/21/2019	The home of Stephanie Sams	30
01/23/2020	Orton-Gillingham Center of Charleston	4
03/12/2020	The Exchange, Mt Pleasant (meeting was held virtually & in person)	

Gates School has already formed an outreach committee who will continue to distribute rack cards and information to pediatrician’s offices, preschools, churches and various places where families can be reached throughout the Lowcountry. Our website (www.dyslexiacharter.org) and Facebook page (Gates School) will remain active and assist in marketing and spreading the word about Gates School. As of June 3, 2020, 219 families have filled out a parent interest form indicating they would like their child to attend Gates School.

d. Involvement in the Charter School.

Gates School realizes that parent and community involvement is crucial to the success of the school. Parents will be given multiple opportunities to be highly involved members of the school community. From helping in classrooms, serving as a board member, acting as a recess monitor, to

leading groups during Gates University time, Gates School welcomes and encourages parent and community participation.

Gates School recognizes the importance of and strives to build strong parent, student and community connections. Due to the nature of the school, parents will find great support amongst each other as they navigate their child's learning challenges. Parents will be expected to take an active role in their child's education at Gates School. They will be highly involved in discussions related to the academic and behavioral goals and progress for their child. Parents and students will have daily access to student's grades, progress notes, assessment data, and teacher's notes through online communication programs (such as, but not limited to, PowerSchool Parent Portal, etc.).

Several school-wide events and fundraisers will be held throughout the year to bring students, parents / guardians and community members together. For example, Gates School may have an art night where students will welcome family and community members to tour the "Gates Art Gallery" where their work is proudly displayed.

Gates School intends to be actively connected to the community. Planning committee members have talked to several local businesses that are interested in discussing further partnerships once the school comes to fruition. With the use of The Leader In Me curriculum, community and local business leaders will play an essential role in encouraging the social growth of Gates School students.

In accordance with South Carolina law, the parents of Gates School will have a continued presence and voice in the governance of the school in part through the way governing board members are selected. In compliance with South Carolina's current charter school law, the number of Directors shall be nine (9). With the exception of the first year, where no more than 50% of the board will have terms for one (1) year as determined by the initial Board, the term of membership shall be for continuous two (2) year renewable terms, unless removed. The Board of Directors shall be made up of no more than fifty percent (50%) of members who are appointed and no less than fifty percent (50%) who are elected by the

employees and the parents/guardians of Gates School students. If there is an odd number of Board Members, the majority must be elected. Gates School will follow the current charter school law, and in the event the law changes concerning the election or makeup of the Board, the law will supersede Gates School election process and bylaws without amendment. Fifty percent (50%) of members must have a background in either business or K-12 education. When there is an odd number of members, the extra member must have a background in business or K-12 education. Currently enrolled Gates School parents will actively be encouraged to serve on the Board and shall at minimum represent 30% of the Board the remaining members will be members of the local community.

Gates School's admission application will be available on its website as well as through paper format to facilitate offering convenient ways to apply to the school. In targeting the wide array of diverse communities that are present in the Lowcountry, we plan to do outreach at events that are specifically targeting underrepresented communities in our region and partner with individuals in the community who can help us reach these students and families.

As previously noted, private testing for dyslexia is very costly (\$1800-2500). Gates School will offer free screenings for students who do not have any test information identifying them as having dyslexia or a related reading challenge.

Parents / guardians who are interested in having their child attend Gates School will be required to return a completed application by a specific date to become a part of the lottery process. Parents / guardians will be alerted of the lottery process well in advance to ensure they have adequate time to submit their application. The lottery will be conducted by the Public Charter School Alliance and will follow any guidelines set forth by the Charter Institute at Erskine and the South Carolina charter school law. If a student believes he or she has been unfairly denied admission to the school, Gates School will make the student's family aware of their right to appeal admission decisions to the Charter Institute at Erskine.

Section 2: Financial Stability

a. Plan for Financial Viability of the Charter School.

With purposeful planning and thorough assessment, the Gates School has verified the need for this specific program. Berkeley and Dorchester counties have a large pool of students in grades 1 – 5 as evidenced by the most recent headcount data taken in July 2019 which statistics show that among Berkeley, Charleston and Dorchester (2) counties, there are almost 12,000 students with disabilities who have IEP's.

The Post and Courier reported on August 20, 2018 that 4,059 third grade students failed the reading test administered by the state. National studies have shown that students who struggle with reading by the end of third grade have significantly lower graduation rates. In fact 35% of these students do not graduate and for students of color the rate is a staggering 65%. As such, we are confident that the school will not only meet, but also exceed, the enrollment numbers needed for financial viability.

The Gates School budget and financial plan provide clear evidence that the design for school is economically sound. The proposed Five-Year Detailed Budget, with accompanying Three-Year Cash Flow and Ten-Year Budget Plan, is based on “reasonable estimates that reflect choices throughout the rest of the application”, but those estimates (assumptions) also stand on relevancy, reliability, and are therefore, realistic. The budget takes a conservative approach for anticipated revenues over the anticipated 10 years of its charter contract. The budget is projected to have positive net income in each operating year based on revenue from state dollars before any fundraising, grants, and federal revenues.

Close attention has been paid to those areas that represent the bulk of our expenditures, salaries (and payroll liabilities), facility costs, instruction materials and insurance. We paid particular attention to the needs of special education and various professional services. In the end, we are confident that our diligent fiscal management protocols and our firm commitment as exceptional stewards of public funds clearly demonstrate superior sustainability and financial success.

Operational expenses, including salaries, are forecast to grow in order to retain quality employees. The Gates School has budgeted its teacher salaries at an average of \$48,000 and our goal is to

be close to the tri-county pay scale. The Gates School's budget also includes extensive professional development which is needed for our program and a very desirable employee benefit. The school has budgeted at the high end of the range based on researched facility cost expenses and seeks to maintain facility expenses at no more than 15% of total revenues on an annual basis. The budget anticipates classrooms that are approximately 600 sq. feet and will include seating and tables for 15 students, a teacher desk, one kidney table for small group instruction, a common meeting area for mini-lessons, and a classroom library. The school anticipates leasing space through its five-year budget and paying for facility expenses out of operating dollars due to having minimal assets to secure a loan for the purchase and ownership of a facility. Once the school starts to attain a larger fund balance, the board will look at facility expansion and potential facility ownership options to help secure its own space. From day one, the Board will develop a multi-year fundraising plan to ensure facility needs are met.

The Gates School will follow best practices in developing its fundraising plan. From the creation of a leadership team, fundraising calendar, and fervent focus on the various revenue domains (individuals, grants, corporations, and impact capital) the Gates School will develop a sophisticated fundraising program, rather than rely on candy bar sales and raffles. The Gates School will follow the models set forth from the best performing independent and public school foundations. We have already begun cultivating lead donors and begun a dialogue with several foundation staff.

We have researched the SC Boards Association, several school districts and the advice of auditors to compile necessary information for the development of "best practices" financial policies and internal controls that will serve as the cornerstone of our fiscal management. The Board, via its finance committee, will establish those internal cost control standards as well as financial policies and procedures to ensure financial compliance and to facilitate annual financial audits, the audit procedures, and the audit requirements for public charter schools. Pursuant to instructions received from our meetings with auditors, the Finance Audit Committee will be responsible for the overall financial accounting and audit functions at the school. Duties will include:

- Working with school leadership to draft and submit to the Board for approval an annual

budget,

- Meeting with the principal and business manager on a monthly basis to review the budget report, cash flow and financial performance,
- Establishing fiscal policy and procedure in accordance with GAAP,
- Issuing the RFP and overseeing the selection process for an annual independent auditor,
- Establish an audit timeline and schedule for fieldwork,
- Reviewing and presenting the results of the annual audit for Board approval,
- Draft the Management Discussion and Analysis (MD&A) that accompanies the audit report,
- Contribute to the preparation and review of the annual Form 990
- Review potential financing / leasing options,
- Draft and oversee implementation of organizational and functional level internal controls.

Additionally, we are aware of the different categorical funding available to us (Federal, Education Improvement Act, the Education Accountability Act, Education Lottery Act, State Restricted, etc) through the funding manual. While the EFA is the backbone to our funding, these alternative funding sources would be apportioned across our line item expenses in accordance with the *Financial Accounting Handbook* (fund, function, object dimensions) to properly fund our program.

As part of its board professional development, the entire board will receive training and knowledge relative to South Carolina charter school financing and ways to effectively monitor the school's budget. For the complete annual budgets, revenue and expenditure account codes will be in accordance with the South Carolina Department of Education ("SDE") Financial Accounting Handbook for South Carolina school districts and GASB financial and accounting standards. Currently, the Gates School Planning Committee is evaluating financial service providers (outsourcing or maintaining in-house financial services) and will ultimately select the process that best suits the schools' fiscal needs and establishes us as sound stewards of public funds. The Planning Committee has had initial conversations with two in state accounting vendors that have experience in charter school financial management and has

reserved funds in the budget in anticipation of a relationship with an experienced charter school financial services provider. The Gates School will adhere to the reporting procedures, policies, and regulations that apply to all public schools in South Carolina for the school's budget and financial reporting. A certified public accounting firm will conduct an annual audit of all financial records. The audit will be conducted in the same manner as all schools in the SCPCSD and adhere to state and district deadlines. Gates School will adhere to accounting, auditing, and reporting procedures and requirements of the SCPCSD. The board will set a goal to have no findings in each annual audit. The Board of Directors will receive, review, and approve the auditor's report prior to official reporting and make any changes or improvements as needed.

b. Contingency Plan for Unanticipated Budget Reductions.

We have studied and are cognizant of the history of reduction in statewide funding (2008) as well as other unexpected "changes" to assumptions and plans. In this regard we have also studied the financial plans of multiple operating charter schools and how they have addressed and mitigated cash flow problems, budget shortfalls, lower than expected student enrollments, reduction in state funding and other financial challenges. We have identified best practices and we continue to run contingency budget scenarios. The end result is that we will stay in close communication with our sponsor during the pre-planning, as well as, beginning operational year so that we can evaluate changes in the funding landscape, and implement a financial plan that incorporates contingencies to deal with financial challenges. Additionally, The Planning Committee has professional fundraising experience and will be active in fundraising efforts to augment the existing budget. In keeping with our conservative budget preparation, the budget does not depend on fundraising to be sustainable. The school will set fundraising goals once the site is confirmed.

According to our conservative budget projections, the breakeven is 94 students. Presently we have more interest forms than available spaces and anticipate this number to increase substantially with continued marketing endeavors. While the Gates School has spent nearly two years assessing the need for this program as well as sound school administrative and financial practices, it has nonetheless also

developed contingency plans in order to be good stewards of public funds and trust. These contingencies involve (in order):

- Increasing revenue through outside funding sources (grants, fundraising and contributions)
- Increasing cash flow through a line of credit
- Decreasing variable expenses
- Renegotiating fixed expenses
- Reducing non-essential support services
- Eliminating non-essential support services
- Reducing salaries of support service personnel
- Increasing student-to-teacher ratio
- Reducing grade span
- Reducing salaries of instruction service personnel

Once in operation, in the event that unforeseen circumstances occur that negatively affect revenues, two strategies will be employed depending upon the cause.

- Assuming a shortage arising from under-enrollment, the school will increase marketing efforts and use every available resource to improve enrollment including expanded outreach to the community, referral partners, increased exposure and visibility through advertising.
- Assuming changes in student funding, the school will charge its finance committee with presenting a plan to reduce costs in the following order:
 - 1st - Reduction or elimination of any non-essential fixed costs and renegotiation of leases and non-instructional contracts,
 - 2nd - Reduction or elimination of any non-essential, non-instructional variable costs (including non-instructional and administrative salaries and benefits)

- 3rd - Analysis and strategic reduction, consolidation or combination of expendable, non-essential instructional costs.

We will continue to research and analyze the financial climate and we will continue to develop a reliable financial plan that is based on economically sound principles.

c. Justification for Three-year Budget.

The Gates School has researched and/or met with over a dozen schools across the country with missions serving students with dyslexia. The information from others has been invaluable.

As a typical applicant, The Gates School is requesting \$125,000 for the initial planning phase of the grant, \$436,445 for implementation year 1, and \$238,555 for implementation year 2. Proposed expenditures for this grant relate to launching and implementing the academic model and program design of Gates to successfully create a high-quality charter school option. The cost per item for goods and services are based on discussions and budget planning with Melissa Kiddy, a CPA that has extensive experience working providing financial service support to South Carolina charter schools. The cost per item for goods and services was also determined through discussions with vendors and consultants as well as online searches of the costs of goods and services for planning and implementation.

The items included in this grant are designed to support the implementation of the Gates School in order that it fulfills its mission to serve at risk students with dyslexia. The Planning Committee has thoroughly reviewed this grant to ensure the request is consistent with the purpose of charter schools as detailed by the South Carolina Charter School Act and is consistent with the purpose of this CSP grant to expand the number of high-quality charter schools available to students across the United States. This grant is essential for charter schools by providing financial assistance for the planning, program design, and initial implementation of the schools.

To ensure that the Gates School begins on a solid foundation, revenue from this grant program will support goods and services to help establish the school. For example, while our goal is to hire highly trained teachers with knowledge of working students with dyslexia, it is beneficial to have all faculty training in the same proven multi-sensory teaching methods to ensure fidelity to the program. The Gates

School is aware and will follow Charter Schools Regulation Section 5204-Administration Use of Funds and Allowable Activities including:

Phase	Expenditure	Item	Budget Justification	Relevance to education plan
Planning	Services	Project Director	market research	Will develop policies, procedures and related documents relevant to school opening, manage parent and community relationships for prospective students, create IT protocols for school, support for applications
Planning		Curriculum consultants to develop core multi-sensory based program	market research	Will support implementation of Gates School curriculum and help ensure alignment across subjects to SC state standards
Planning		Grants management Services	vendor consultation e.g. McCay Kiddy, Prestige School Solutions	Will support sound management of school budget and finances and CSP grant management
Planning		Website refinement	vendor consultation	Will assist in communication with parents and community about the school and will be used throughout Gates school existence
Planning	Services	Professional Development for national conference of IDA (dyslexia), travel and conference fees	market research, conference rates, allowable travel rates	Will support implementation of education program and assist in recruitment of Principal
Planning		Professional Development (instructional leaders – OG classroom educator course)	vendor consultation	Will help to ensure implementation of academic model with fidelity
Planning		Professional Development at state dyslexia conference (SC IDA)	vendor consultation	Will help to ensure implementation of academic model with fidelity

Planning		Diversity, Equity, & Inclusion and Social Emotional Learning Consultant (DEI & SEL)	vendor consultation	Will support The Leader in Me curriculum
Planning	Other	Board Insurance (D &O)	vendor consultation	Will support Gates School Board to oversee progress towards opening
Planning		Fidelity bonding	vendor consultation	Required by CSP grant
Planning		SC Public Charter Schools Alliance Incubator Program	SC Public Charter Schools Alliance	Support by consultation with the opening of Gates School
Implementation Year 1	Marketing	Development of brand identity, logo, consultant	vendor consultation	Will support student enrollment
Implementation Year 1		Strategies: Digital Ads, radio, promotional collateral, social media	vendor consultation	Will support student enrollment
Implementation Year 1		Purchase of marketing and promotional materials e.g shirts, posters, brochures	online research and vendor consultation	Will support student enrollment
Implementation Year 1		Job Postings for Teacher/staff recruitment	market research	Will support recruitment and hiring of teachers and staff
Implementation Year 1	Services	Special Needs consultant	market research	Will support implementation of education program serving students with disabilities
Implementation Year 1		Curriculum consultants	market research	Will support implementation of Gates School curriculum and help ensure alignment across subjects to SC state standards
Implementation Year 1		Guidance services	Market research	Will support students by meeting social emotional and service necessary IEP mandates
Implementation Year 1		Math Curriculum-Math U See Training	vendor consultation	Will help to ensure teacher implementation of academic model with fidelity

Implementation Year 1		ELA Curriculum Training	vendor consultation	Will help to ensure teacher implementation of academic model with fidelity
Implementation Year 1		The Leader in Me Training	vendor consultation	Will help to ensure teacher implementation of model with fidelity in Gates school culture
Implementation Year 1		Board Professional Development	vendor consultation	Will support school academic program
Implementation Year 1		Staff Development Workshops	vendor consultation	Will help to ensure implementation of academic model with fidelity
Implementation Year 1		Legal services	vendor consultation	Will help ensure compliance with state and federal laws related to provisions of the school
Implementation Year 1		Grants Management Services	vendor consultation e.g Prestige School Solutions, McCay Kiddy	Will support sound management of school budget and finances and CSP grant management
Implementation Year 1		Office Manager	Market research	Will manage school office
Implementation Year 1		Rent for office space for 6 months (6 months were donated in 2020)	market research	Will allow meetings with parents, students, and other professionals while facility is being located and prepared for occupancy
Implementation Year 1		IT – installation and set up of infrastructure	vendor consultation	Will support implementation of Gates School’s technology program to support student learning and staff
Implementation Year 1	Supplies and Materials	Core program materials other than Math U See and ELA etc.	vendor consultation	Will help to ensure implementation of academic model with fidelity
Implementation Year 1		Teacher desks	online research	Will support classroom learning
Implementation Year 1		Student desks	online research	Will support classroom learning
Implementation Year 1		Bookshelves	online research	Will support classroom learning

Implementation Year 1		Student chairs	online research	Will support classroom learning
Implementation Year 1		Teacher computers	online research	Will support classroom learning
Implementation Year 1		Student computers (Chromebooks)	online research	Will support classroom learning
Implementation Year 1		Chromebook charging carts	online research	Will support classroom learning
Implementation Year 1		Interactive White Boards	online research	Will support classroom learning
Implementation Year 1		Standard White Boards	online research	Will support classroom learning
Implementation Year 1		The Leader in Me curriculum materials	vendor consultation	Will help to ensure teacher implementation of model with fidelity in school culture
Implementation Year 1		Instructional supplies (e.g. for PE, music, art)	online research	Will support classroom learning
Implementation Year 1		Office supplies - postage, paper, envelopes, folders etc for 12 months	online research	Will support classroom learning
Implementation Year 1	Supplies and materials	Math U See curriculum and corresponding materials	vendor consultation	Will support implementation of curriculum
Implementation Year 1		ELA curriculum and corresponding materials	vendor consultation	Will support implementation of curriculum
Implementation Year 1		Computer IT server	vendor consultation	Will provide main infrastructure for technology program to support student learning
Implementation Year 1		PA/Communication System	vendor consultation	Will support communication within Gates School to classrooms
Implementation Year 1		Building Security System	vendor consultation	Will protect the building and contents
Implementation Year 1	Other	Board Insurance (D & O)	vendor consultation	Will support Board to oversee progress
Implementation Year 1		Fidelity Bonding	vendor consultation	Required by CSP grant
Implementation Year 1		SC Public Charter School Alliance Incubator Program	SC Public Charter School Alliance	In payment for support through Gate School opening

Implementation Year 1		SC Public Charter School Alliance Membership	SC Public Charter School Alliance	Will provide professional development information and opportunities for staff and/or Board
Implementation Year 2	Marketing	Advertising/Mass Media, radio, tv, newspaper, billboards	vendor consultation	Will support student enrollment
Implementation Year 2		Purchase of marketing and promotional materials for recruitment	online research and vendor consultation	Will support enrollment
Implementation Year 2	Services	Special Needs Consultant	market research	Will support implementation of education program serving students with disabilities
Implementation Year 2		Guidance services	market research	Will support students by meeting social emotional and service IEP mandates
Implementation Year 2		ELA Curriculum Training	vendor consultation	Will help to ensure teacher implementation of academic model with fidelity
Implementation Year 2		Math Curriculum- Math U See Training	vendor consultation	Will help to ensure teacher implementation of academic model with fidelity
Implementation Year 2		Diversity, Equity, & Inclusion and Social Emotional Learning Consultant (DEI & SEL)	vendor consultation	Will support The Leader in Me curriculum at Gates School
Implementation Year 2		Board Professional Development	vendor consultation	Will support school academic program
Implementation Year 2		Grants Management Services	vendor consultation e.g Prestige School Solutions, McCay Kiddy	Will support sound management of school budget and finances and CSP grant management
Implementation Year 2		The Leader in Me Training	vendor consultation	Will help to ensure teacher implementation of model with fidelity in school culture
Implementation Year 2	Supplies and Materials	Core program materials other than	vendor consultation	Will help to ensure implementation of

		Math U See and ELA, etc.		academic model with fidelity
Implementation Year 2		Teacher desks	online research	Will support classroom learning
Implementation Year 2		Bookshelves	online research	Will support classroom learning
Implementation Year 2		Student desks	online research	Will support classroom learning
Implementation Year 2		Student chairs	online research	Will support classroom learning
Implementation Year 2		Teacher computers	online research	Will support classroom learning
Implementation Year 2		Student computers (Chromebooks)	online research	Will support classroom learning
Implementation Year 2		Chromebook charging carts	online research	Will support classroom learning
Implementation Year 2		Interactive White Boards	online research	Will support classroom learning
Implementation Year 2		Standard White Boards	online research	Will support classroom learning
Implementation Year 2		The Leader in Me materials	vendor consultation	Will help to ensure teacher implementation of model with fidelity in school culture
Implementation Year 2	Equipment	Playground	online research and vendor consultation	Will support student health and learning through physical health and movement
	Other	Board Insurance (D & O)	Vendor consultation	Will support Board to oversee progress
		Fidelity Bonding	Vendor consultation	Required by CSP grant
		SC Public Charter School Alliance Incubator Program	SC Public School Alliance	In payment for support through Gate School opening
		SC Public Charter School Alliance Membership	SC Public Charter School Alliance	Will provide professional development information and opportunities for Gates School staff and/or Board

Section 3: Governance and Management Plan

a. Plan to Manage the Charter School and the Subgrant.

Charter school governance and having a strong, knowledgeable Board is critical to the success of Gates School. The school's Planning Committee will transition to become the charter school's initial governing board. Brief biographies of the founders are in the Table below.

Ashley Brooks

Ashley Brooks earned a Bachelor's in Psychology from Mount Holyoke College and a Master of Social Work degree from Boston University (BU) focused on nonprofit management and program development. Before BU, she served in the Peace Corps with a concentration on Community Development and Health Education. While at BU, Ashley interned at Big Sisters and facilitated healthy life choices groups for at-risk adolescent girls and worked at a Boston community health center conducting outreach to gang involved youth, finding alternative educational placements. Since 2011, Ashley has served as Director of Programs & Services at Palmetto Community Care, a Lowcountry nonprofit organization assisting individuals living with HIV. Ashley has extensive experience in developing, implementing and evaluating programs as well as managing staff, budget oversight and grant writing. Ashley and her husband are the parents of a dyslexic learner and another son with reading challenges.

Hope Gresham

Hope Gresham earned her Bachelor's degree in Early Childhood Education from Valdosta State University and taught for 11 years Grades Pre-k through 5th in both Georgia and South Carolina. Having completed her training at the Associate Level through the Academy of Orton-Gillingham Practitioners and Educators, she privately tutors children using the OG approach. Hope pursued OG training after her son was diagnosed with dyslexia in the summer of 2017.

Robert Harrahill

Rob Harrahill has nearly 20 years working in the educational sector, with expertise in governance, strategic planning, enrollment management and helping organizations exceed their fundraising goals. For over 15 years, Rob has helped schools- both independent and charter- deliver on their mission. Having worked with over 40 schools, he has extensive experience with language-based niche schools such as schools for students with dyslexia as well as bilingual schools. He graduated with a liberal studies degree in Economics & Political Science from Oregon State University. Currently he is the COO & Chief Strategist for the Lowcountry Group based in Charleston, SC.

Alison Hynd

Alison R. Hynd is a child neuropsychologist who earned her Bachelor's degree in Psychology from the University of Georgia, Master's Degrees in Clinical and School Psychology from Eastern Washington University, and doctorate in Educational Psychology from the University of Georgia. She worked as a School Psychologist in the state of Washington and after completing a Fulbright Fellowship in Finland, she worked as a licensed psychologist in a hospital-affiliated preschool for special needs students on Long Island, New York. The student population was mission-focused on language and communication disorders including autism, expressive and receptive language disorders, phonological disorders, and interventions also focused on the social emotional difficulties associated with such disorders. Hynd is trained at the Associate Level through the Academy of Orton-Gillingham Practitioners and Educators. She and her husband have two college graduate daughters who are typical readers.

George Hynd

George W. Hynd earned his bachelor's and master's degrees in psychology from Pepperdine University, a master's degree in educational administration and supervision from the University of Guam and a doctorate in psychology from the University of Northern Colorado. He completed a post-doctoral clinical fellowship in neuropsychology from the Minneapolis VA Medical Center and a Fulbright Fellowship in child neuropsychology at the University of Jyvaskyla in Finland. Hynd was a distinguished research professor at the University of Georgia (UGA) directing the Center for Clinical and Developmental Neuropsychology. He had an extensive research career, receiving grants from the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health (NIH). His research focused on the neurobiological basis of childhood learning and behavioral disorders. Hynd supervised and graduated 69 PhD students, mentored six post-doctoral fellows, authored or coauthored eleven books and over 200 refereed journal articles on pediatric neuropsychology, dyslexia and ADHD. After retiring from UGA, Hynd has served in senior administrative roles in Higher Education, including Dean, Provost, and President at different universities. He received national and international awards and honors for his research contributions including the Albert J. Harris Award for Outstanding Clinical Research Article in Reading from the International Reading Association (IRA) and gave the Norman Geschwind Memorial Lecture at the Orton Dyslexia Society. Hynd has four adult children, all typical readers.

Honorable Harry "Chip" Limehouse

Harry B. "Chip" Limehouse III is a former long-serving member of the South Carolina House of Representatives, representing District 110. He took office in 1995 and served in the House of Representatives for over twenty years. At the University of South Carolina, Chip earned a Bachelor's degree in Political Science, was a member of the Sigma Alpha Epsilon fraternity, and played on the polo team. He received honorary doctorates from the College of Charleston, the Medical University of South Carolina, and The Citadel, The Military College of South Carolina. Chip owns Limehouse Properties and is a commercial real estate broker. During his time in the legislature, he served as 1st Vice Chair of the Ways and Means Committee and served as Budget Chairman of Higher Education. Chip has been actively engaged in the South Carolina and Lowcountry communities and is highly respected for his wide-ranging impact. Chip is passionate about helping children with dyslexia and promoting educational and career opportunities for all South Carolinians.

Stephanie Sams

Stephanie Sams, a Charleston native, earned a Bachelor's degree in Psychology from the College of Charleston and Master's degree in Psychology: Clinical Counseling from The Citadel. Stephanie has worked with a wide variety of populations including adults with chronic mental illness, crime victims and college students. Stephanie and her husband have two daughters, one of whom is a dyslexic learner. After realizing that the school system provided very little support for children who learn differently, Stephanie pursued Orton-Gillingham training and became certified at the Associate level through the Academy of Orton-Gillingham Practitioners and Educators. Stephanie currently provides private OG tutoring to dyslexic learners.

June Thomas

June Thomas worked for over 40 years as a paralegal at law firms in the New Jersey- New York metropolitan area. As a grandmother, she enrolled in Fairleigh Dickinson University where she obtained not only an Associate's Degree but also a Bachelor's Degree in Business Administration with a minor in psychology. June furthered her education and received an advanced Master's Degree in Public Administration. She was inducted into Pi Alpha Alpha, a global honor society for public administration. June also possesses a Grade K-5 New Jersey Teachers Certificate. She substitute taught at-risk high school and elementary special needs students. June is an adjunct instructor teaching

paralegal studies at Miller-Motte Technical College. She has two adult sons and is caregiver for her mentally challenged sister who lives with June. One of June's sons has dyslexia and Attention-Deficit/Hyperactivity Disorder and she has 3 grandchildren. One grandson also has dyslexia and Attention-Deficit/ Hyperactivity Disorder.

Gates School governance plan will be consistent with the requirements of the South Carolina Charter Schools Act of 1996 rules and regulations as well as expectations and guidelines of The Charter Institute at Erskine (CIE). Gates School Board of Directors will be responsible for establishing policies for all aspects of the school's operations including but not limited to financial, academic, staff management, and legal. Additionally, the Board is responsible for ensuring proper management and policy compliance in these areas. The Board will hire the Principal, the Board's primary employee, and will be responsible for the supervision, compensation, evaluation, and retention or termination of the Principal. The Principal will report directly to the Board and will be empowered by the Board to carry out the daily operations of the school.

The school and all Board operations will conform to state and federal laws and regulations, school policies, and professional ethics, including the Freedom of Information Act (FOIA), consulting with legal counsel in any instance in which a FOIA information request appears to conflict with a Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99 regulation. The governing board and staff of Gates School will comply with FERPA and notify parents and eligible students annually of their rights under FERPA.

Gates School Board of Directors will assume the following responsibilities, implemented through the operational oversight of the Principal consistent with SC law and regulations and with the assistance and support of the school where appropriate:

- Employing and contracting with teachers and non-teaching employees
- Ensuring that all certified personnel, teachers, and non-certified teachers, including volunteers undergo lawful background checks and other investigations before being employed or allowed at the school

- Contracting for services, including but not limited to, transportation, accounting, auditing, and legal;
- Developing pay scales, performance criteria, and discharging policies for its employees, including the Principal;
- Deciding all other matters related to the operation of the school including budgeting, curriculum, and operating procedures and developing a lottery system that adheres to the guidelines established in the Charter School Act
- Ensuring that the school will adhere to the same health, safety, civil rights, and disability rights requirements applicable to all public school in the CIE school district.
- With the aid of the South Carolina Public Charter School Alliance, conduct a lottery for admissions, if required.

The Principal will be the interface between the Board of Directors and the school and have the following duties:

- Establish and direct academic programs, curriculum, instruction, and assessment, under the general supervision of the Board;
- Protect interests of students, faculty, and staff;
- Recruit, interview, and hire, evaluate, discipline, and terminate all staff for the school, in accordance with applicable federal, state and local legal requirements; and
- Represent the school to parents, the community, and other agencies.

The first election of board members will occur after school opens in August 2021 and before the end of February 2022 at which time eligible voters (parents and employees) will have been identified. In compliance with current charter school law, the number of Directors shall be nine (9). With the exception of the first year, where no more than 50% of the board will have terms for one (1) year as determined by the initial Board, the term of membership shall be for continuous two (2) year renewable terms, unless removed. The Board of Directors shall be made up of no more than fifty percent (50%) of members who are appointed and no less than fifty percent (50%) who are elected by the employees and the

parents/guardians of Gates School students. If there is an odd number of Board Members, the majority must be elected. Gates School will follow the current charter school law, and in the event the law changes concerning the election or makeup of the Board, the law will supersede Gates School election process and bylaws without amendment. Fifty percent (50%) of members must have a background in either business or K-12 education. When there is an odd number of members, the extra member must have a background in business or K-12 education. Currently enrolled Gates School parents will actively be encouraged to serve on the Board and shall at minimum represent 30% of the Board the remaining members will be members of the local community. Nomination and election of Board members will comply with State Law and the Bylaws of Gates School.

Meetings of the Gates School Board of Directors will be held a minimum of six (6) times annually and will be conducted in accordance with all provisions of the current law and any amendments as they may be enacted. All meetings shall be open to the public according to the requirements of the South Carolina FOIA as it applies to public charter schools unless closed pursuant to Section 30-4-70 for executive session. No votes shall be taken in executive session. Special meetings of the Board of Directors may be called by or at the request of the Board Chair or any three (3) Directors and shall be held at the Principal's office of Gates School – or at such other place as the Directors may determine. Gates School Board of Directors will provide the annual schedule of regular meetings to the CIE, the public, and will post it to the Gates School website. The Board of Directors may provide, by resolution, the time and place for holding additional regular meetings without other notice than such resolution.

Rotating two (2) year terms will be developed with less than fifty (50%) of this Board serving one (1) year terms and the remaining serving two (2) year terms. Officer elections will be held annually. Board recruitment will be an ongoing process and those who demonstrate commitment to the mission, values, and goals of Gates School will be sought as potential Director candidates. Members of the Board of Directors should have a genuine interest in and devotion to public education, compassion for dyslexic learners, a willingness to give time and effort to the work, a capacity for understanding people, and the

ability to work cooperatively with others. Members of the Board of Directors shall not receive any compensation from Gates School.

The Board of Directors will adopt a code of ethics and all new Board members will receive Board training through the Public Charter School Alliance of South Carolina to ensure that all members are fully able to serve the Board and the school effectively. Training will include topics such as effective meeting management, understanding financial audits and student achievement data, compliance with state and federal laws, and other facets of excellence in charter school governance. In addition, the Board will schedule regular learning opportunities highlighting best practices in multi-sensory instruction and other issues that are critical to the success of children with dyslexia and related reading disorders that are central to the mission of the school and central to the Competitive Priorities for which Gates School is applying: #3: Closing achievement gaps, and #4: At-risk students. The Board will recognize the importance of ongoing professional development for faculty and school staff as well and will designate funding in the annual budget for continuing staff professional development.

To ensure an effective and informed Board of Directors, and help guarantee the overall success of the school, all Board members will commit to the following:

1. Within one (1) year of taking office, all persons elected or appointed as members of Gates School Board of Directors shall complete a mandatory orientation program in the powers, duties, and responsibilities of a Board member including, but not limited to, topics on policy development, instructional programs, school finance, school law, ethics, and community relations;
2. Use “real-time” data at each of the monthly board meetings to evaluate or adapt the budget such data includes enrollment numbers, new expenditures, length and cost of any contracted services, and projected fundraisers, and;
3. Annually participate in training, seminars, and conferences offered through the South Carolina Department of Education (SCDE), the CIE, the South Carolina Alliance of Public Charter School, the National Alliance for Public Charter Schools, and any resources the Board identifies as a means for the continued improvement and success of the Gates School.

Gates School views the Principal's position in three roles: (1) executive officer of the school; (2) instructional leader and accountable officer for all instructional personnel, and (3) liaison between those personnel and the Board of Directors. The Principal's responsibilities include:

- Administer the development and maintenance of a positive educational program designed to meet the needs of the school and to ensure that the school's mission is implemented with fidelity;
- Recommend policies, guidelines and procedures for adoption by the Board of Directors;
- Carry out the policies, guidelines and procedures adopted by the Board;
- Lead in the recruitment and retention of the quality staff required to provide proper instructional and support resources for the operation of the school program;
- Participate in the preparation of the school annual budget for Board approval;
- Conduct a continuous study of the development of the needs of the school and keep the public informed;
- Represent the school before the public and maintain through cooperative leadership, a program of publicity and public relations as may keep the public informed of the activities, needs, and successes of the school;
- Serve as the school's instructional leader, modeling and implementing curricula based on "best practices" that are aligned with standards of the South Carolina Department of Education and also consistent with inquiry-based approaches to instruction;
- Oversee assessment processes that monitor student learning and drive on-going curricular and instructional design;
- Plan and lead the school's professional development activities in collaboration with the faculty;
- Plan and implement the master schedule in collaboration with the faculty;
- Evaluate all school faculty and staff, conducting observations of the instructional process;
- Ensure that accurate and current student and personnel records are maintained according to the established record-keeping format;

- Stay abreast of current research in education in general, and in multi-sensory curriculum and instruction in particular; and,
- Carry out all duties that may be assigned by the Governing Board.

The Board has the responsibility for developing a systematic means of evaluating the Principal. Gates School intends to utilize the Marzano Learning Sciences Center Focused Leader Evaluation Model but reserves the right to explore and implement other evaluation methods and models as it sees fit. The Principal has the responsibility for evaluating the effectiveness of all other school personnel. The Principal may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the Principal by these policies or by vote of the Board. The delegation of powers or duties, however, will not relieve the Principal of responsibility for action taken under such delegation. The Principal (within the limits of state law and Board policy) is the administrative authority of the school. The Principal is responsible for a thorough knowledge of all laws, regulations and instructions governing the position.

During the first year of the Gates School's operation, in addition to the Principal, other administrative and/or key staff will include an Office Manager, Special Education Coordinator/Curriculum Coordinator, and a Guidance Counselor. These positions are all deemed vital in conjunction with the multi-sensory, direct, explicit curriculum to which Gates School will adhere to best address the two Competitive Priorities for which Gates School is applying: 3) Closing the achievement gap in, in this case for students with dyslexia or other primary reading disabilities and 4) At-risk students as an AEC. In accordance with charter school law, the Principal will have at least one year of (preferably charter school) experience in the field of school-based administration. If the Principal hired is not certified in the state of South Carolina, within ninety (90) days of employment he or she will complete an orientation program in the powers, duties, and responsibilities of a school administrator including, but not limited to, topics on personnel, instructional programs, school finance, school law, ethics, and community

relations. The orientation will be provided at no charge by the SCDE or an association approved by the department.

At this time, Gates School Planning Committee has no plan to enter into a management or other comprehensive service agreement/contract.

b. Project Director's Responsibilities and Duties in Managing the Subgrant.

Ashley Brooks will serve as the Project Director in the management of the CSP subgrant to achieve Gates School's objectives. Once the Principal is hired, he/she will assume the duties and responsibilities of Ms. Brooks thereafter. The Board will hold Ms. Brooks accountable for maintaining 100% completion of CSP benchmarks. The Board will review financial expenditures and must approve any contract worth \$10,000 or more, and maintain oversight through contract approvals. Ms. Brooks' progress will be tracked via monthly updates at Board meetings and review funds spent versus funds remaining. Ms. Brooks will have the support of Prestige School Solutions as financial and grants management consultants. Prestige has worked with over 20 charter schools in the region and has significant experience managing charter school financial reporting and supporting charter schools with CSP grant fund compliance and reporting. Prestige will support Gates School's funding by helping to manage reimbursement requests and preparing financial reports for timely submission for all required CSP grant benchmarks and required reporting.

Appendix Item 7, the organizational chart for the school, indicates the chain of command and lines of direct reporting established for the planning year of Gates School. The Board may also create an advisory council, honorary board, ad hoc committee, standing committee or other auxiliary groups as it deems appropriate to advise and support the School. The Gates Planning Committee had already formed an Outreach Committee comprised of interested volunteers for the purpose of building awareness about the school. The Board will form other committees and/or groups such as a Facilities Committee, a Nominating Committee, and a Parent Teacher Organization in the future. Each of these groups will be responsible for its own internal functioning and will report regularly on the status of its activities to the entire Board. Additionally, Ms. Brooks' resume can be found as Appendix 8.

c. Charter School's Planning Initiative.

Gates School plans to manage subgrant funding and make all necessary reports to the USED and SCDE with the assistance of Prestige School Solutions. The Project Director, Ashley Brooks, and an assigned agent from Prestige School Solutions will coordinate the reporting of necessary information and complete all necessary financial reports by the required deadline. As noted above, when the Principal is hired, these responsibilities will transition to the Principal. A Timeline of Activities/Workplan Chart can be found in Appendix 6, detailing a projected timeline/workplan of proposed major subgrant activities and the person responsible for oversight and completion of each activity.

d. Compliance.

Consistent with the South Carolina Charter Schools Act of 1996, Gates School is familiar with the law and the legislative purpose of charter schools in South Carolina. The sponsor (authorizer) is the LEA for purposes of IDEA law and retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable, federal, state, and local law. For Gates School, Charter Institute at Erskine (CIE) is the authorizer and will hold the school accountable for compliance under the charter school application/contract and the Charter Schools Act. CIE will be held accountable by South Carolina Department of Education (SCDE) for any IDEA noncompliance on the part of Gates School, which must serve children with disabilities at Gates School in the same manner as it serves children without disabilities.

In the Gates School charter application, the Planning Committee provided assurances that they would comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, gender identity, sexual orientation, religion, ancestry, or disability and these assurances carry through in this document. In addition, Gates School will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools; will report to CIE and the SCDE documentation of the appropriate use of federal funds that may be received; and will adhere to all provisions of federal law relating to students with

disabilities including IDEA, the Age Discrimination Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 that are applicable.

The Board of Directors is comprised of individuals with education background and familiarity with the above federal and state laws and amendments. The Board will govern through policies for the school that will be consistent with all federal, state, and local laws and amendments in providing educational services to all students. There are budgeted funds for continuing education and training for all board members and other stakeholders to better understand all regulations that are applicable to Gates School as a public charter school.