

# Thomas A. Edison Charter School

Wilmington, Delaware

CHARTER SCHOOL APPLICATION  
FOR A NEW SCHOOL OPENING  
IN SEPTEMBER, 1999

Originally Submitted: 12/30/97

Revised: 2/17/98

**DELAWARE STATE BOARD OF EDUCATION**  
**AND**  
**DELAWARE DEPARTMENT OF EDUCATION**  
**CHARTER SCHOOL APPLICATION FORM FOR**  
**NEW SCHOOLS OPENING**  
**IN SEPTEMBER 1999**

Thomas A. Edison Charter School  
**Name of Proposed School**

Robert Saunders  
**Name of Contact Person**

Scott Douglass  
**Name of the Head of the Board**

Skadden & Arps  
 1 Rodney Square  
P.O. Box 636, Wilmington, DE 19899  
**Mailing Address of Contact Person**

September, 1999  
**Proposed Opening Date**

302-651-3000  
**Telephone Number of Contact Person**

K-12  
**Grades for School**

**First year enrollment projection**      600  
 number

K-5  
**first year grade span**

**Second year enrollment projection**      900  
 number

K-8  
**first year grade span**

**Third year enrollment projection**      1,000  
 number

K-9  
**first year grade span**

Note: If this application is approved by the Department of Education and the State Board of Education, with or without amendment, the final approved application and any amendments will serve as the approved charter for the school. A charter can not be altered without the approval of the State Board of Education.

**Thomas A. Edison Charter School**  
Wilmington, Delaware

**TABLE OF CONTENTS**

**Narrative**

Overview	page 1
Qualifications of the Applicant	page 4
Documentation of Incorporation	page 5
Mission and Purpose of School	page 6
Educational Program	page 7
Measurable Student Performance Objectives	page 12
Admissions Policies and Procedures	page 14
Administrative/Management Operations	page 16
Financial Viability	page 31
Legal Liability	page 33
Student Discipline Policies	page 33
Health and Safety	page 34
Assurances	

**Budget**

Charter School Application Worksheet	page 35
Budget Notes	page 40
Edison Project Start Up Investment	page 42

**Attachments**

1. By Laws of the Board of Directors
2. Incorporation Document
3. Resumes of Members of the Board of Directors
4. Resume of Stephen Tracy, Vice President, The Edison Project
5. Core Teaching Materials
6. Special Education Services
7. Bilingual Education Services
8. School Calendar
9. Edison Assessment System
10. Job Description: Principal
11. Policy for Recruitment, Selection and Hiring
12. Sample Staff Contract
13. Teacher Performance Appraisal System
14. Edison Project Services
15. Code of Conduct
16. News reports re: Edison Project Schools

## Overview

### 1. Introduction

The Thomas A. Edison Charter School Group, Inc., a not for profit non-stock corporation located in Wilmington, Delaware, proposes the creation of a public charter school in the City of Wilmington for approximately 1,300 students in grades K-12. If approved, the school would open in the fall of 1999 with a K-5 program for 600 students. The school would expand through the 8th grade in the fall of 2000, and through grade 12 over the succeeding four years.

The proposed Charter School will reflect the founders' belief that:

- All children are capable of learning at high levels if they are taught by caring, skilled educators, challenged by an engaging curriculum, afforded adequate time and held to ambitious standards;
- Opportunities for learning must be extended to all children on an equal opportunity basis;
- Substantial improvements in student performance can be achieved with prevailing levels of public school expenditures.

The Board of Directors proposes to contract with the Edison Project for assistance in the development and management of the school. The Edison Project is a private company committed to the creation and operation of high quality public schools. Founded in 1992, the Edison Project is in its third year of school operations serving some 13,000 students in 25 public schools in eight different states. The Chairman of the Edison Project, Benno Schmidt, served previously as the President of Yale University.

The Edison Project is prepared to implement its ambitious academic program for the students of the school, as described below. The Project expects to invest over \$1 million in start up activities for the K-5 portion of the School, including the early employment of the Principal and other school leaders, several weeks of summer training for the faculty, and provision of a complete compliment of instructional materials, computers and other equipment. Additional Edison investments will be made in subsequent years as the School expands through grade 12.

2. **Statement of Need**

a. Why is there a need for this type of school?

The need for significant improvements in the performance of urban students is widely recognized in Delaware and elsewhere. The proposed charter school will provide families in the City of Wilmington with the opportunity to choose a public school that offers significant advantages to their children, in terms of preparation for success in further education or in the world of work. The school will serve a student body representative of the diversity of the City, including children who have not fared well in the traditional public school system.

b. Why is the charter school model an appropriate vehicle to address this need?

The educational program proposed for the Thomas Edison Charter School would be difficult to create outside of the charter school format. The fact that the school will function on the basis of choice for both families and staff members means that the school can offer some distinctive features, many of which are routinely resisted in traditional public school settings, including:

- An extended school day and a 205 day school year;
- A strong emphasis on the use of technology in every classroom;
- A required team teaching format;
- Specific academic programs selected for demonstrated effectiveness;
- An explicit curriculum in the area of character and ethics; and
- A staff evaluation system that focuses heavily on student performance.

In addition, the charter format permits the School to operate in partnership with the private sector, enabling our students and teachers to benefit from the management expertise and investment capacity of the Edison Project.

c. How will this charter school improve public education in Delaware: What will be the school's key strategies for improving student performance? If the strategies are successful, are there any major barriers to the use of those strategies in non-charter public schools throughout the state?

The proposed charter school will improve public education in Delaware by providing a representative group of children from the City of Wilmington with a high quality public education, and by inviting other public educators from throughout the state to observe and learn from its experience.

The key strategies to be employed at the Thomas Edison Charter School are as follows:

- An ambitious, standards-based curriculum, including:
  - reading & language arts;
  - mathematics;
  - science;
  - character & ethics;
  - health & physical fitness; and practical arts.
- Instruction in Spanish, art and music for all students.
- A caring, committed team of educators backed by an extensive program of professional development.
- A 205 day school year and a longer school day that add up to several years of additional learning time over a student's K-12 career.
- Extensive use of educational technology, including a computer in the home of each student, beginning in the third grade.
- A full day kindergarten.

The instructional strategies and programs proposed for use at the Thomas Edison Charter School are readily available for use in traditional public schools. The only significant barriers to the use of these approaches in other public schools in Delaware are:

- difficulty in providing start up capital for staff training, instructional materials and equipment; and
  - difficulty in reaching consensus among staff members in existing schools on the organizational and instructional changes required to implement a significant school wide reform program.
- d. How will the educational practices used in this charter school be shared with other Delaware educators?

The Thomas Edison Charter School will share its educational practices and experiences with other Delaware educators in the following ways:

- The School will be open to visitations from interested Delaware educators throughout the academic year.
- School representatives (including parents and teachers) will be available to share their experiences with other Delaware educators through conferences and presentations.
- Professional development workshops at the School will be open to other Delaware educators on a space available basis.
- The School will publish an annual report describing the instructional practices employed by the school, the results achieved for students, and the responses of parents, staff members and students to an independent "customer satisfaction" survey.

### **Qualifications of the Applicant**

#### **3. Identify the group seeking the charter:**

##### **a. Founding Board of Directors:**

- Nikki Castle, Wilmington, Delaware (community member)
- Scott Douglass, Wilmington, Delaware (parent)
- Gloria Grantham, Wilmington, Delaware (teacher)
- William Jensen, Newark, Delaware (businessman)
- LaToya Kalili, Wilmington, Delaware (community member)
- Gerard Kelly, Wilmington, Delaware (teacher)
- Zachariah Lingham, Wilmington, Delaware (community member)
- Norman Oliver, Wilmington, Delaware (community member)
- Robert Saunders, Hockessen, Delaware (attorney)

The proposed Charter School will be located in Wilmington, where the founding Board members reside and/or work. The founding group represents a depth of commitment to the improvement of public education in Wilmington and a variety of experiences which will contribute to the success of the School, including:

- teaching in public school, private school and higher education settings;
- service in the field of community health in Wilmington;
- service on the Wilmington City Council;
- service in the employment and training field in Wilmington;
- experience in business development and management;

- service as a management consultant in business and education settings;
- experience in public finance and higher education administration;
- experience as an attorney; and
- extensive community service in the Wilmington area.

b. **Group history/partnerships:**

The group came together in the spring of 1997 for the purpose of founding a charter school in the city of Wilmington based on the school design and instructional program developed by the Edison Project. The group has worked in partnership with the Edison Project in the development of this proposal. Specifically, Stephen Tracy, Vice President for Development with the Edison Project, assisted in the preparation of this proposal. Dr. Tracy has twenty-six years of experience in public education, having served as a teacher, school administrator and superintendent. A copy of his resume is attached.

c. **Further recruitment of board members:**

The by laws of the Board of Directors provides for staggered three year terms for members and for the addition of new members through a nomination process. Once a faculty and student body has been selected, additional teacher and parent representatives will be added to the Board.

### **Documentation of Incorporation**

4. **Identify the name of the corporation, the date of incorporation and the name of the corporations's chief operating officer.**

The Thomas A. Edison Charter School of Wilmington, Inc. was officially incorporated as a not-for-profit non-stock corporation in the state of Delaware on November 11, 1997. The President of the corporation is Scott Douglass.

A copy of the Certificate of Incorporation and a set of By-Laws are attached.

## Mission & Purpose of the School

5. Describe the purpose, mission, goals and core philosophy if the proposed school.

The purpose and mission of the Thomas A. Edison Charter School is to prepare a diverse cross section of Wilmington area children for success as students, citizens and workers by providing them with a high quality education.

The School will reflect the founders' core philosophy that:

- All children are capable of learning at high levels if they are taught by caring, skilled educators, challenged by an engaging curriculum, afforded adequate time and held to ambitious standards;
- Opportunities for quality learning must be extended to all children on an equal opportunity basis;
- Substantial improvements in student performance can be achieved on a cost effective basis.

The goals of the Thomas A. Edison Charter School are set forth in detail in the Edison Project's *Student Standards for the Primary, Elementary and Junior Academies*, copies of which are on file with the Delaware Department of Education, Office of Charter Schools. In summary, students served by the proposed Charter School will develop knowledge and skills in the following areas:

Academic Goals: Students will demonstrate high levels of achievement in each of the following academic areas:

- Reading & Language Arts (*Primary Standards Book*, p 16, *Elementary Standards Book*, p 33, *Junior Standards Book*, p 33.)
- Mathematics & Science (*Primary Standards Book*, p 46, *Elementary Standards Book*, p 58, *Junior Standards Book*, p 61)
- History & Social Sciences (*Primary Standards Book*, p 29, *Elementary Standards Book*, p 22, *Junior Standards Book*, p 22.)
- The Arts (*Primary Standards Book*, p 37, *Elementary Standards Book*, p 46, *Junior Standards Book*, p 51.)

Non Academic Goals: Students will demonstrate high levels of achievement in each of the following areas:

- Character & Ethics (*Primary Standards Book*, p 53, *Elementary Standards Book*, p 72, *Junior Standards Book*, p 76.)
- Health & Physical Fitness (*Primary Standards Book*, p 57, *Elementary Standards Book*, p 78, *Junior Standards Book*, p 82.)
- Practical Arts & Skills (*Primary Standards Book*, p 61, *Elementary Standards Book*, p 84, *Junior Standards Book*, p 91.)

### Educational Program

6. Describe the school's educational plan:

The educational plan for the proposed Charter School is set forth in detail in the Edison Project's *Partnership School Design and Student Standards for the Primary, Elementary and Junior Academies*, copies of which are on file with the Delaware Department of Education, Office of Charter Schools.

a. Curriculum, objectives and assessment:

The applicant has reviewed the Delaware State Content Standards and believes that the curriculum for the proposed Charter School represents an ambitious and comprehensive response to those standards. The curriculum includes:

- Language Arts Literacy: The curriculum provides for instruction in reading and language arts, including writing, speaking, viewing and listening. The Charter School will utilize the *Success for All* reading program (Johns Hopkins University) and *A Handbook for Young Writers, Thinkers and Learners* (Write Source) as core materials in the language arts area. (See Attachment 5, pp 4-6 for details and teaching materials.)
- Mathematics: The curriculum provides for instruction in mathematics, utilizing the *University of Chicago Mathematics Project* (UCSMP) materials. The program emphasizes the development of conceptual, computational and problem solving skills through a variety of hands on activities and projects. (See Attachment 5, pp 3-4 for details and teaching materials.)

- **Science:** The curriculum provides for science instruction through the use of the *Science for Life and Living* program (Kendall/Hunt Publishing). This program, which uses the constructivist method designed by the Biological Sciences Curriculum Study (BSCS) group, emphasizes "hands on" experiences with the development of scientific hypothesis and the conduct of experiments and observation. Instruction is supported with a variety of print, video and computer based media. (See Attachment 5, pp 6-8 for details and teaching materials.)
- **Social Studies:** The curriculum provides for instruction in the social studies through a variety of broad based multicultural materials, including folk tales, myths, legends, poetry biographies and historical fiction and non fiction. In grades K-2, the program focuses on people, cultures and ideas. In grades 3-5, the theme is "dinosaurs to discovery", with an emphasis on the idea of place. (See Attachment 5, pp 8-9 for details and teaching materials.)
- **World Languages:** The curriculum provides that all students will receive instruction in Spanish, beginning in Kindergarten. The School will utilize *Amigos: Spanish as a Second Language* (Rei America) as its basic world language text. (See Attachment 5, pp 9-10, for details and teaching materials.)
- **Visual and Performing Arts:** The curriculum provides that all students receive instruction in visual art, music, dance and drama. The core program for the visual arts is *Learning to Look and Create* (Dale Seymour Publications). The core program in music is *The Music Connection* (Silver Burdett Ginn). (See Attachment 5, pp 10-11 for details and teaching materials.)
- **Health and Physical Education:** The curriculum provides for instruction in health and physical fitness for all students. The core program is *Health for Life* (Scott Foresman). (See Attachment 5, pp 12-13 for details and teaching materials.)

The proposed curriculum is consistent with the mission of the Charter School in the following respects:

- The curriculum prepares students for success as citizens through its coverage of civics and history, through its emphasis on character and ethics, and through community service opportunities.

- The curriculum prepared students for success as workers by providing for quality instruction in the areas of language arts, mathematics and science, and by developing skills in group leadership and participation.
- The curriculum is comprehensive, including instruction in music, art and physical education, in addition to academic studies.
- The curriculum integrates technology throughout the instructional program, with the support of a computer network that extends into the homes of students.
- The curriculum is challenging and ambitious, including the study of great children's literature and the presentation of challenging issues and problems.

b. Teaching methods

The proposed Charter School will employ the instructional program that has been developed and implemented by the Edison Project, which includes several broad instructional strategies. The Edison Project's instructional program is designed to address varied learning styles. The following major instructional approaches will be used:

- Direct Instruction;
- Project based, experiential learning;
- Individual study;
- Individual tutoring (as a part of the SFA reading program);
- Cooperative learning; and
- Community service;

The educational approach to be employed at the School incorporates several innovative practices and strategies that were identified during the Edison Project's extensive research and development efforts as enhancing student learning, including:

- The use of proven instructional programs, such as the *Success for All* reading program, and the *University of Chicago* mathematics program;
- An academy and house structure that promotes a close, lasting relationship among students, parents and teachers;
- A longer school day and school year that provide significantly more time for learning;

- A full day Kindergarten program;
- The extensive use of educational technology, including a computer in the home of every student, beginning in grade three; and
- The introduction of world language study, beginning in Kindergarten.

c. Students with special needs:

The proposed Charter School will be open to enrollment by at risk and special education students, and will implement Individual Education Plans (IEPs) as required by law. The School will employ the Edison Project's "responsible inclusion" approach to special education, as described in Attachment 6. Several features of the *Edison School Design* will assist special needs students to achieve success:

Staffing: The Charter School will employ a number of full time special education teachers. The precise number of special education teachers will be determined once the size and nature of the School's student population are established. In addition, each of the School's House Teams will include one member with special education training.

Emphasis on Reading: The Charter School will employ an adaptation of the Success for All Reading Program, developed at Johns Hopkins University in Baltimore. The SFA program includes a tutoring component which enables the School to respond quickly to the early reading problems of at risk or special needs students.

Full Day Kindergarten: All Kindergarten students receive a full day of instruction (approximately 7 hours) each day. This is particularly important to at-risk and special needs students who often require additional time for learning.

House Structure: All students are assigned to a "House" consisting of six teachers and approximately 150 students. Students typically remain in their House for a period of three years (K-2, 3-5, etc.). This provides for a continuity of relationships among students, staff and families that can be particularly important to at risk or special needs students.

More Time for Learning: The fact that the Charter School will operate on a longer school day (7-8 hours) and longer school year (205 days beginning in the second year of operation) means that at risk or special needs students who need additional time to master particular academic skills will have that time available to them.

**Supportive Technology:** All students at the Charter School will have access to computer technology both in their classrooms and in the School's Library Media Center. Beginning in grade 3, each family with a student in the school will have a networked computer installed in their home. This extensive access to computers can be of considerable value to at risk or special needs students who may need additional time with the equipment in order to complete their assignments.

d. **Calendar and hours of operation:**

The School plans a seven hour day for Primary Academy students (K-2) and an eight hour day for students in grades 3 and above. The precise length of the academic day will depend on transportation arrangements.

During its first year of operation, the proposed Charter School will provide students with approximately 190 days of instruction. Teachers will work a 210 day year, utilizing the additional 20 days for professional development activities related to the organization and opening of the School.

Beginning with year two, the Charter School will provide students with 205 days of instruction. Please see Attachment 8, for a sample calendar for 1999-2000.

e. **Other features**

The relationship between the Thomas A. Edison Charter School and the Edison Project's growing national network of public schools offers additional advantages to the students and families that it will serve, including:

- Connections between Wilmington parents, students and teachers to parents, students and teachers throughout the nation, via the school and home computer network.
- Faculty participation in professional development conferences and distance learning with teachers in other Edison Project schools.
- Professional development, management and financial support from the Edison Project staff in New York City.

## Measurable Student Performance Objectives

7. Student learning objectives and measurement tools.
  - a. Academic objectives and their relationship to State Board of Education content standards.

The academic objectives for the proposed Charter School are detailed in the Edison Project's *Student Standards for the Primary, Elementary and Junior Academies*, copies of which are on file with the Delaware Department of Education, Office of Charter Schools. We believe that these standards bear a close relationship to the content standards set by the State Board of Education, and that they represent an ambitious plan of learning for the students who will enroll in the School. In summary, the objectives of the Charter School are as follows:

Academic Goals: Students will demonstrate high levels of achievement in each of the following academic areas:

- Reading & Language Arts (*Primary Standards Book*, p 16, *Elementary Standards Book*, p 33, *Junior Standards Book*, p 33.)
- Mathematics & Science (*Primary Standards Book*, p 46, *Elementary Standards Book*, p 58, *Junior Standards Book*, p 61)
- History & Social Sciences (*Primary Standards Book*, p 29, *Elementary Standards Book*, p 22, *Junior Standards Book*, p 22.)
- The Arts (*Primary Standards Book*, p 37, *Elementary Standards Book*, p 46, *Junior Standards Book*, p 51.)

Non Academic Goals: Students will demonstrate high levels of achievement in each of the following areas:

- Character & Ethics (*Primary Standards Book*, p 53, *Elementary Standards Book*, p 72, *Junior Standards Book*, p 76.)
- Health & Physical Fitness (*Primary Standards Book*, p 57, *Elementary Standards Book*, p 78, *Junior Standards Book*, p 82.)
- Practical Arts & Skills (*Primary Standards Book*, p 61, *Elementary Standards Book*, p 84, *Junior Standards Book*, p 91.)

b. Assessment:

The proposed Charter School will utilize the student assessment system that has been developed and implemented by the Edison Project, which consists of:

- A program of standardized testing similar to those in use in other Wilmington school districts, administered annually;
- An independent study of the reading performance of primary grade students, conducted by the Educational Testing Service (ETS). The study utilizes the Peabody Picture Vocabulary test as a reading screen and the Woodcock Reading Mastery and Durrell Oral Comprehension tests as follow up instruments. The study tracks individual student progress, assess the effectiveness of the School's reading program, and compare the performance of the *Success for All* reading program across all Edison Partnership Schools. Administered to all students in grades K, 1 and 2, annually.
- A structured portfolio is maintained for each student containing his/her best work, reflecting each of the major areas of the curriculum. Included in the portfolio are Common Performance Assessments which are designed in collaboration with ETS and administered periodically to students throughout the Edison system. Portfolio materials are available to the student, the student's family and to the faculty as a detailed, tangible record of the progress over the years. Some of these materials are maintained in "paper" form, while others are maintained "electronically".
- Periodic assessment through teacher developed classroom tests is an important strategy for providing teachers with short term feedback on student progress. These assessments help teachers to determine the general effectiveness of their lessons and decide which students are ready to move forward and which require additional assistance in mastering particular material. Administered several times each quarter.
- A system of Quarterly Learning Conferences and Reports in which test scores, portfolios and anecdotal teacher assessments are reviewed by the student, the parent and the teacher four times a year.

Please see Attachment 9 for a more detailed description of the Edison Assessment System.

- c. Using student evaluation information to improve performance.

Individual student results from standardized testing, the ETS reading studies and the Edison Common Assessments are provided to the students' teachers. These results are reviewed with parents during the Quarterly Learning Conferences and are the subject of analysis within the House teaching teams. Lead teachers are responsible for working with their teammates to assure that assessment information is used to guide future instruction and to take action in instances when students are not making satisfactory progress.

- d. Actions to be taken when student do not meet performance expectations.

Students who do not perform at expected levels will receive additional attention and assistance. Tutors associated with the reading program will provide individual assistance to students experiencing reading difficulty. Students' grouping assignments will be adjusted in the particular subject areas in which they are experiencing difficulty to assure that instruction is being provided at the appropriate level. Further assistance, including after school tutoring, academic practice via the home computer network, and summer instruction, will be provided as needed.

Students will be expected to achieve the standards for each of the School's Academies prior to their promotion to the next Academy. Assessments for the Primary Academy will take place near the end of the 2nd grade. Assessments for the Elementary Academy will take place near the end of the 5th grade. Assessments for the Junior Academy will take place near the end of the 8th grade. Students who do not successfully complete the Academy assessments may be retained in their current Academy for an additional semester or more, at the discretion of the faculty and in consultation with parents.

### **Admissions Policies and Procedures**

8. Plan and timetable for recruiting students.

The proposed Charter School will enroll a student body that is broadly representative of Wilmington's school age population in terms of racial and academic factors. Recruiting efforts will include:

February - March 1999:

- Newspaper advertisements
- Outreach through various community organizations (social service agencies, religious organizations, etc.)
- Public affairs announcements on local radio and television
- Public presentations and discussions with interested families throughout the community

The Edison Project has considerable successful experience in conducting such outreach efforts for the independent public charter schools that it currently operates in other parts of the country.

March - April 1999:

- Applications accepted
- Further outreach efforts in under represented neighborhoods, if needed
- Lottery conducted for oversubscribed grade levels
- Enrollment and registration conducted for admitted students
- Student roster reported to the State Department of Education

9. **Plan for selecting students.**

The proposed Charter School will admit students on an open enrollment basis, without regard to past academic performance or handicapping condition. No evaluation or examination will be required as a condition of admission. Parents will complete a brief application form. Also, parents (for students K-5) or students (grade 6 and up) will provide a brief statement explaining their particular interest in the School's offerings. Applicants for admission to Kindergarten must attain the age of five years on or before October 1.

In the event of over-subscription of any particular grade level, a random lottery will be conducted to determine the students to be admitted to the School. The lottery will be conducted in public, and all applicant families will

be invited to attend. Detailed written procedures will be posted prior to the lottery. Applicants not selected in the lottery will be placed on waiting lists, by grade level, in the order in which their names are drawn. Applicants will be invited to remain on the waiting lists from year to year, if they wish to do so. The lottery will be conducted on or about April 10, 1999.

**10. Admission preferences.**

The lottery will be conducted in accordance with procedures distributed by the Delaware Department of Education on January 30, 1998. No preferences will be employed in the process of student selection.

**11. Accommodating at-risk and special education students.**

Community presentations and application materials will make it clear that at-risk and special education students are welcome to enroll in the proposed Charter School. No assessment of academic performance or previous school records will be conducted as a condition of admission. Those families who wish to do so will be invited to consult with special education representatives from the Edison Project regarding program accommodations necessary to the success of their children in the School. The School's staff will be up to date on current IDEA law, as amended in 1997, including but not limited to evaluation, re-evaluation, accommodations, and having certified special education teachers on staff. Please see Section 6.c. (Educational Program) and Attachment 6 (Special Education Services) for additional information on accommodations for at-risk and special needs students.

### **Administrative/Management Operations**

**12. Governance: Board of Directors**

**a. Roles and responsibilities of the board of directors:**

The Board of Directors will:

- Serve as the charter holding, governing and fiduciary authority of the School;
- Adopt all policies related to the operation of the school;
- Adopt the School's annual operating budget;

- File all required reports with the Delaware State Department of Education;
- Negotiate and approve a management agreement with the Edison Project, specifying Edison's obligations to the School, and hold Edison accountable for the performance of those obligations;
- Employ a principal in cooperation with the Edison Project;
- Employ all professional staff members, upon recommendation of the principal;
- Approve of the selection of a site for the School;
- Approve all major sub-contracts related to the School's operation; and
- Serve as a board of appeals with respect to grievances or complaints arising from staff members, students, parents or the community at large which are not satisfactorily resolved by the principal or the Edison Project.

**b. Recruiting and preparation of new board members**

New board members will be selected by the Board of Directors, upon the recommendation of the Board's nominating committee. Once the School's faculty and student body have been identified, representatives of these groups will be added to the Board. Board members will be selected based on their understanding and commitment to the cause of public education in general and the success of the Charter School in particular. Attention will also be paid to the backgrounds and talents that prospective members would bring to the Board, and how their experience and contribution would compliment those already represented on the Board. The Board intends to provide its members with an orientation program related to their obligations and responsibilities as members of a non-profit educational board. Similar experiences will be provided for new members.

**c. Internal management**

The Board of Directors intends to contract with the Edison Project for the management of the proposed charter school. The Board will enter into a management agreement with the Edison Project, under which the Edison Project will provide the School with the following services:

- Development of the school design, organizational plan and curriculum for the School;

- Provision of start up capital, including over \$1 million for 1999-2000 alone;
- Coordination of all start up activities for the school, including student and staff recruitment;
- Ordering, delivery and deployment of all instructional materials and furnishings;
- Provision of educational technology for teachers, students and families;
- Delivery of both pre-service and in service professional development for the entire faculty;
- Provision of business and financial services to the School, including working capital.

The Edison Project will report to and be held accountable by the Board of Directors in the execution of the above responsibilities.

Instructional leadership and day to day management of the School will be the responsibility of the Principal, to be mutually selected by the Board of Directors and the Edison Project. The principal is responsible for providing the instructional, operational, and administrative leadership necessary to assure the success of the Charter School. S/he organizes, administers, supervises, and evaluates all aspects of the school design within the School and the greater school community. The school principal will be held accountable for the continuous improvement of student achievement.

Responsibilities of the Principal will include:

- Recommending the appointment of all employees to the Board of Directors;
- Conducting or overseeing the evaluation of all employees as the professional leader of the School;
- Developing an annual operating budget in conjunction with the Edison Project, for consideration and adoption by the Board of Directors;
- Planning and delivering a program of professional development for the faculty, in conjunction with the Edison Project.

See Attachment 10, Principal's Job Description.

d. Involvement of teachers and parents in decision making:

Teachers will be represented on the School's Board of Directors. In addition the "House" structure of the School will assure that all members of the faculty have input on important decisions related to school operations and direction. Each House will consist of approximately six teachers, including a Lead Teacher. The House teaching team will meet weekly to discuss matters of concern to the House and the School as a whole. Lead Teachers will meet with the principal on a regular basis to discuss and resolve issues of school wide interest.

Parents will be represented on the School's Board of Directors. Also, parents and guardians of students enrolled in the School will elect representatives to a Parent Advisory Council, the purpose of which will be to provide advice and assistance to the principal and the Board of Directors in the operation and improvement of the School. The Parent Advisory Council will be invited to comment on proposed policies, and on the annual operating budget of the School. A representative of the Parent Advisory Council will attend the public meetings of the Board of Directors.

13. Staffing

a. Proposed staff size.

Numbers of professional and support staff members for first three years:

1999-2000	49.5
2000-2001	73.0
2001-2002	79.5

## b. Staff positions

First year staffing for the School (grades K-5) will be approximately as follows:

## FTE Positions

5	SUBTOTAL ADMINISTRATIVE STAFF	
1	Principal	
1	Business Manager	
2	School Secretaries	
1	Technology Director	
32	SUBTOTAL ALL TEACHERS	
23	Regular Classroom teachers	
6	Special Area teachers (art, music, physical ed, world language)	
3	Special Education teachers	
6	SUB TOTAL OTHER INSTRUCTIONAL STAFF	
1	Library/Media Specialist	
5	Tutors	
6.5	SUB TOTAL SUPPORT STAFF	
0.5	Community Resource Director	
1	Nurse	
2	Custodians	
1	Maintenance Worker	
1	Computer Support Technician	
1	Library Media Aid Support Staff	
49.5	TOTAL STAFF	

## c. Related services and certified special education teachers:

The School will provide related services as required by students' Individual Educational Plans on a contract basis, according to need. The proposed budget includes three full time special education teachers. The precise number of special education teachers may vary, depending on the IEP requirements of the students actually admitted to the School.

d. **Criteria and time line for hiring of teachers, administrators and other staff.**

The Principal of the Charter School will be employed by the School's Board of Directors. The Principal will be certified (or eligible for certification) in the public schools of Delaware, and will have at least eight years of successful experience as a school leader. The selected candidate will demonstrate:

- A clear commitment to the cause of public education;
- A high degree of character and professional integrity;
- Understanding of the processes of child development and learning;
- Knowledge of effective instructional programs and the methods by which such programs can be implemented;
- Skill in the process of teacher supervision, evaluation and professional development;
- Capacity to relate effectively to students, their families and the community at large;
- Ability to handle important school management tasks, including planning and budgeting, effectively.

Teachers and support employees will be appointed by the School's Board of Directors, upon the recommendation of the Principal. The School will benefit from a regional and national teacher recruiting effort which will be implemented by the Edison Project. Teachers will be hired in the following four categories:

- **Resident Teacher:** Bachelors Degree, zero to two years of successful teaching experience.
- **Teacher:** Bachelors Degree, two to five years of successful teaching experience.
- **Senior Teacher:** Masters Degree, five to eight years of successful teaching experience, demonstrated skill in leading curriculum related activities.
- **Lead Teacher:** Masters Degree, eight or more years of successful teaching experience, demonstrated skill in providing leadership or supervision to other professionals.

Please see Attachment 11 for a description of the criteria to be used in the employment of staff.

The time line for the employment of staff will be approximately as follows:

- January, 1999:      Announcement of professional positions.  
Establishment of qualifications for Principal, and creation  
of Principal Selection Committee including members of  
the Board of Directors and the Edison Project
- February, 1999:    Finalist interviews for Principal  
Screening and initial interviews for faculty positions
- March, 1999:        Principal hired
- April, 1999:        Principal begins work, including interviewing of  
candidates for faculty positions.  
Announcement of support staff positions
- May, 1999:         Board of Directors appoints members to faculty, based on  
Principal's recommendations.  
Faculty interviews continue  
Support staff interviews begin
- June, 1999:        Faculty appointments completed.  
Support staff interviews continue.
- July, 1999:         Support staff appointments completed.

e. **Certification:**

It is anticipated that virtually all of the members of the faculty of the proposed Charter School will hold Delaware certification. In the event that the Principal and the Board of Directors identify well qualified teachers who do not hold Delaware certification, their continued employment will be contingent upon their making satisfactory progress toward certification, in a manner approved by the State Department of Education.

f. **Teacher/student ratio**

The overall teacher/student ratio will be approximately 1/18.75 (600 students and 32 teachers). Average class size will be about 26 (23 classroom teachers for 600 students). Enrollment in reading classes will be fewer than 20 students.

g. Human resources policies

- salaries

Salaries will be established by the Board of Directors on the recommendation of the Principal and the Edison Project, as a part of the annual budget development process. Individual salaries will be recommended by the Principal and approved by the Board as a part of the employment process.

- contracts

Individual contracts of employment will be in writing and will be signed by the Principal and the employee. Contracts will generally be one year in duration. Please see Attachment 12 for a sample contract.

- hiring & dismissal

Employees of the Charter School will be hired by vote of the Board of Directors, upon the recommendation of the Principal. Dismissal also requires approval of the Board of Directors, upon the recommendation of the Principal. All applicable due process requirements will be honored in the event of a recommendation of dismissal.

- benefits (including insurance and retirement)

Regular, full time employees of the Charter School will be provided with a comprehensive package of benefits, including hospitalization and medical coverage. Retirement benefits comparable to those provided to employees in traditional public schools in Wilmington will be provided to employees of the Charter School.

h. Professional development activities.

The Edison Project will organize and deliver a comprehensive program of professional development for the faculty and staff of the Charter School, including:

- Leadership training sessions for the Principal, Business Services Manager, Community Resource Director, Technology Director and Lead Teachers, during the spring and summer of 1998.

- A 4 - 5 week orientation and training program for the entire faculty, which will take place prior to the opening of school in the summer of 1999.
- On going training at the school site, during the team planning periods provided for teachers in each of the School's academic houses.
- Periodic conferences involving teachers from the Edison Charter School and staff members from other Edison Project schools around the nation.

14. **School Accountability**

a. Internal evaluation/auditing

The Board of Trustees of the proposed Charter School, assisted by the Edison Project, will conduct an annual evaluation of the School's operations and performance, consisting of the following elements:

- A review of student performance data, including assessments required by the Delaware Department of Education for public school students, standardized test results, and data from supplemental assessments conducted by the Edison Project.
- A review of customer satisfaction surveys of students (in grades three and above), parents and staff members, conducted by the Gordon Black Company of Rochester, New York.
- An assessment of the extent to which key elements of the Edison School Design were implemented in a timely and effective manner.
- A review of important operational issues and problems that arose during the course of the start up period and the school year, and the manner in which those problems were addressed.
- Recommendations for improvement in the following year.

Information resulting from the self-evaluation process described above will be incorporated into the School's annual report. Copies of the annual report will be provided to each member of the Board of Trustees and the State Secretary of Education. A summary of the report will be provided to all parents and staff members at the School, and the full report will be available to the public upon request.

b. Teacher and staff evaluation

Overall responsibility for teacher and staff evaluation rests with the Principal. The principal is assisted in this process by the School's Lead Teachers. Evaluations will be conducted in accordance with the Performance Appraisal Process developed by the Edison Project (see Attachment 13).

c. Accountability to parents

The Thomas A. Edison Charter School will operate as a school of choice. Therefore, the School must pay particular attention to the needs and expectations of parents if it expects to enjoy continued strong support and enrollment. Several strategies will be employed in an effort to maintain accountability to parents, including:

- Parent Advisory Council: Parents and guardians of students enrolled in the School will elect representatives to a Parent Advisory Council, the purpose of which will be to provide advice and assistance to the principal and the Board of Directors in the operation and improvement of the School. The Parent Advisory Council will be invited to comment on proposed policies, and on the annual operating budget of the School. A representative of the Parent Advisory Council will attend the public meetings of the Board of Directors.
- The Quarterly Learning Conference: At the end of each academic quarter, teachers will meet with each student and his/her parents for a Quarterly Learning Conference. The purpose of the Conference is to review the student's progress over the previous several weeks by looking at grades and test scores, the student's portfolio, and teacher comments. At the conclusion of the Conference, the teacher, student and parents will enter into a Quarterly Learning Plan describing the priorities and goals that the student intends to pursue during the next ten weeks. The Quarterly Learning Conference and Plan are intended to assure that information about student progress is presented in a manner understandable to parents and helpful in promoting improved performance.
- Regular Communications: The proposed Charter School will communicate with parents on a regular basis, through monthly newsletters and meetings. In addition, parents of students in grade 3 and higher will have a networked computer installed in their homes to provide ready communication with the School. All teachers will have telephones (including voice mail) in their classrooms.

- Annual Customer Satisfaction Survey: The Edison Project will contract with the Gordon Black Company of Rochester, New York, to conduct an annual survey of all parents of Charter School students. The results of these surveys will be reported to the Board of Directors, the Parent Advisory Council and the faculty, and will serve as the basis for efforts to improve levels of parent satisfaction and support.

d. **Review of budgets and financial records**

The Charter School's annual budget will be developed by the Principal, with assistance from the Edison Project. Prior to its adoption, the proposed budget will be shared with the School's Parent Advisory Council. Parents, staff members and other interested citizens will be invited to share their observations and suggestions regarding the proposed budget with the School's Board of Directors. Following a period of review and discussion, the Board of Directors will adopt an annual operating budget.

Responsibility for the management of the operating budget will rest with the Principal. The Principal will be assisted in the management of fiscal affairs of the School by a Business Manager and the Edison Project. Financial statements showing actual and projected expenditures against each category of the approved operating budget will be presented to the Board of Directors and made available to the public on a monthly basis.

The Board of Directors will arrange for the conduct of an annual independent audit by a certified public accountant, based on Generally Accepted Accounting Principles (GAAP), of all expenditures made on behalf of the School. The results of the annual audit will be available to the public.

15. **Facilities**

a. **Location.**

The proposed Charter School will be located in the Wilmington area, and it is the desire of the Board of Directors to identify a suitable location within the Wilmington city limits. Although several sites have been toured and evaluated, no suitable location has been identified as of this date.

b. **Suitability and Renovation of Site.**

To be determined.

c. Funding for facility acquisition and renovation.

Acquisition and renovation costs for a suitable facility for the Primary and Elementary (K-5) program are estimated to be \$3.5 million. A substantial portion of that cost will be financed, with annual repayment included in the School's operating budget. Because the School receives no public financial assistance for capital costs, it is anticipated that a portion of the School's capital costs will need to be offset by philanthropic contributions.

16. Transportation

a. Plan for transportation

The Charter School plans to engage a transportation contractor to provide daily bus service to its students. The School intends to utilize the state transportation grant (est. \$442,734) for this purpose. Applicable state and federal requirements for the transportation of school children will be adhered to.

b. Transportation of out of district students.

To the extent that available transportation resources permit, the daily bus service described above will be extended to out of district students.

Responsibility for transporting out of district students who live beyond the range of the School's transportation service will rest with the students' families.

c. Special needs transportation

Special transportation arrangements will be made for those students whose IEPs require it. It is anticipated that special needs transportation services will be provided by the School's general transportation contractor.

17. School Meals

The proposed Charter School will make daily breakfast and lunch programs available to its students. In that regard, the School intends to participate in the federally funded free/reduced price meal program, and to assure that the meals served meet the nutritional requirements established under that program.

18. Start up ActivitiesBy Date/ActivityResponsible PartyJune, 1998:

Charter awarded

State Board of Education

July, 1998:

Management Agreement with Edison  
Project signed  
Search for school facility commences

Board of Directors and Edison  
Project representatives  
Edison Start Up Manager

September, 1998:

Facility identified

Edison Start Up Manager with  
assistance from area realtor  
Edison Start Up Manager with  
assistance from Edison facilities  
staff

Bids for renovation design solicited

October, 1998:

Facility secured

Edison Facilities and Finance  
Team

Renovation design bids accepted  
Design work commences

Edison Facilities Team

December, 1998:

Renovation design work completed  
Bids for renovation work solicited

Architect  
Edison Facilities Team

January, 1999:

Bids for renovation work accepted  
Renovation work begins  
Search for principal begins

Edison Facilities Team  
Contractors  
Edison Start Up Manager and  
Selection Committee, with  
assistance from Edison Human  
Resources Team

February, 1999:

Search for school faculty members commences	Edison Start Up Manager with assistance from Edison Human Resources Team
Community outreach/student recruitment effort begins	Edison Start Up Manager
Proposals for transportation services solicited	Edison Start Up Manager

March, 1999:

Principal selected	
Support Staff Recruitment begins	Edison Start Up Manager with assistance from Edison Human Relations Team
Proposals solicited for contracts for food, security, and custodial services	
Student applications accepted	Edison Start Up Manager Edison Start Up Manager

April, 1999:

Principal begins work	
Construction contracts awarded	Edison Facilities Team
Building Renovation work begins	Construction Contractors
Lead teachers selected	Principal, with assistance from Edison Human Resources Team
Student data/record system ready	Edison Technology Team
Student applications due	Edison Start Up Manager
Student selection lottery conducted	Edison Start Up Manager
Student registration conducted	Edison Start Up Manager
Roster of enrolled students provided to State Department of Education	Principal
Transportation contract concluded	Edison Start Up Manager

May, 1999:

Student records requested from previous schools	Edison Start Up Manager Edison Start Up Manager
IEPs for students requiring special ed services reviewed	Special education staff, with assistance from Edison Special Education staff
Faculty selection completed	Principal, with assistance from Edison Human Resources Team Edison Start Up Manager
Agreements for contracted services approved	Edison Start Up Manager
1999-2000 Operating Budget recommended to Board of Directors	Principal with assistance from Business Services Manager and Edison Business Services Team
Contracts for transportation services signed	Edison Start Up Manager

June, 1999:

Support staff selected	Principal, with assistance from Edison Human Resources Team Board of Directors
1999-2000 Operating Budget approved Computer equipment & network installation begins	Edison Technology Team and technology contractor Edison Business Services Team
Payroll data collected and payroll system ready	

July, 1999:

Renovations completed	
Building inspections conducted, necessary documentation on health, fire and safety provided to State Department of Education.	Edison Start Up Manager
Certificate of occupancy issued	Local building department
Family "open house" programs conducted	Principal

August, 1999:

furniture, equipment & supplies delivered	
Pre-Service training for faculty concluded	Edison staff development team
Computer network installation completed and tested	Edison technology team
Family "open house" and "curriculum night" programs conducted	Principal, with Edison curriculum team

September, 1999:

School opens

### Financial Viability

#### 19. Projected Budget

##### a. Budget for twelve month period prior to school opening.

The applicant understands that federal start up funds may be available to support pre-opening expenses at the proposed Charter School, and that if such funds are made available, the applicant will be required to create a development plan and direct all or a portion of those funds to specific start up tasks. The applicant is willing to cooperate in these conditions for start up funding.

Beyond any available public funding for start up activities, the Edison Project will provide funding for activities that need to take place between the time that the charter is awarded and the time that the school begins to receive operating revenue from the state. These expenditures, which will cover costs associated with the recruiting and training of staff, the recruiting and enrollment of students, the purchase of instructional material and technology, will be repaid through the School's operating budget over a period of years. The value of Edison's proposed start up investment for the K-5 portion of the Charter School portion is estimated to be \$ 1.4 million (See Start Up Expenses, page 41).

##### b. Fund raising plans.

Because charter schools are not provided with state or local funds for the purchase, lease or renovation of a school facility, the Thomas Edison Charter

School expects to seek assistance with its capital costs from the corporate and foundation community in Delaware.

We expect projected state and local operating revenues to be adequate to fund the School's annual operating budget. No fund raising is anticipated in this area.

c. Other sources of revenue.

The Edison Project will provide working capital to the Charter School which will enable the School to meet its operating obligations in a timely manner while it awaits the state and local revenues to which it is entitled. The School will repay Edison for any such advances as soon as the state and local revenues are received.

d. School operating budget

Please see the attached budget worksheets (pages 35-38) for a description of the Charter School's projected operating revenues and expenses.

e. Back up financial plan if enrollment is below projections.

In the event that enrollments fall below the projected 600 students, proportionate reductions in staffing, materials and equipment will need to be made. A specific plan for such reductions would be developed by the School's principal with the assistance of the Edison Project and presented to the Board of Directors for review and approval.

Charter schools that have been organized in partnership with the Edison Project in several communities around the nation over the past three years have routinely attracted enrollments well beyond their capacity. We believe that response to the Thomas A. Edison Charter School from families in the Wilmington area will be just as substantial and that the budget reductions described above are not likely to be necessary.

20. **Financial Operations**

a. Management of financial operations.

Finances for the proposed Charter School will be managed by the principal, supported by the School's full time Business Services Manager and the Edison Project's accounting department. The Business Services Manager will be

trained by Edison's central accounting staff. In addition to an intensive one-week training program at its central accounting office, Edison will provide the Business Services Manager with a reference manual which describes in detail the financial guidelines, procedures and internal controls for Edison schools. Edison's central accounting department compiles detailed monthly financial reports for each school site. All accounting functions, including budgeting, reporting, accounts payable, accounts receivable, and payroll functions will be handled by Edison's central accounting department. Edison will monitor the school's cash flow and take all steps required to ensure collection of all funds for which the School is eligible. Edison will provide the necessary working capital to operate the School during periods when the School's receipt of revenues lags behind budgeted operating expenses.

An independent certified public accounting firm will be engaged by the School's Board of Directors to perform annual audits of the financial operations of the School.

b. **Delaware Financial Management System.**

The School intends to operate on the Delaware Financial Management System.

### **Legal Liability**

21. **Legal Liability**

Evidence of adequate liability insurance will be provided prior to the opening of the school.

### **Student Discipline Policies**

22. **Code of Conduct**

The disciplinary program of the Thomas A. Edison Charter School emphasizes the School's intention to

- Provide a safe and secure environment for all students and staff;
- Emphasize individual responsibility;
- Seek out and reward positive behavior; and
- Ensure due process for all students.

A key element in the School's disciplinary program is the Climate Committee, a group of staff members and parents who meet as needed to review instances of serious and/or repeated violation of school rules. The disciplinary policy of the proposed Charter School is set forth in Attachment 15, Code of Conduct.

## Health and Safety

### 23. Health and safety procedures

The School will comply with all applicable health and safety requirements. All necessary building certificates related to health, safety and fire codes will be obtained prior to the opening of school. A full time school nurse will be employed.

## Assurances

The Board of Directors of this proposed charter school assure that if approved, the school will do the following (each item must be individually read and initialed by the individual signing below):

- 1) Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin or because of a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 2) Not operate in a sectarian manner or include religious practices in its educational program.
- 3) Participate in the State Assessment Program.
- 4) Manage its financial operations within the Delaware Financial Management System (DFMS) or if the school plans to operate under another system, it has been specifically noted in this application and the applicants have initiated the required steps to execute the memorandum of agreement described in Delaware Code, Title Code 14, Section 512 i.
- 5) Maintain direct communication with other public and nonpublic schools to assure efficient notification and transfers and exchange of records.
- 6) Update the final application to incorporate any modifications and/or contingencies identified as pre-conditions to final approval by the State Board of Education as set forth in its written decisions and order; and operate the program in accordance with the content of the updated and approved charter granted by the Board. The school's board of directors may not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.
- 7) Notify the Department of Education in writing within 30 days when the administrative head or members of the board of directors change.
- 8) Provide the Department of Education with copies of the policies and by-laws of the school and the school's board of directors and inform the Department when by-laws change.
- 9) By September 30 of each school year inform the Department of Education of the certification status of each teacher employed at the school.
- 10) 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 30 of each school year that the school is in full compliance with state law related to this requirement.
- 11) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter.
- 12) Comply with the provisions for a performance agreement, as described in this application packet.

On behalf of the founding Board of Directors of this proposed Charter School, the school agrees to these assurances as a condition of the approval for the charter.

\_\_\_\_\_  
Name of the Proposed Charter School

*Scott R. Douglas*

\_\_\_\_\_  
Signature of the Chairperson or Chief Officer of the Corporation applying for the Charter

*SCOTT R. DOUGLASS*

\_\_\_\_\_  
Name of the Signer (type or print)

*Dec 26, 1997*

\_\_\_\_\_  
Date of the Application

Document No: 95-01/97/09/03

Thomas A. Edison Charter School

**CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS****REVENUE**

	Year 1	Year 2	Year 3
State Appropriations	2,704,770	4,056,300	4,507,000
Local Fund Transfers	1,142,193	1,712,700	1,903,000
Charter School Federal Funds	0	0	0
Other Federal Funds	90,000	135,000	150,000
Other (Please Specify)	0	0	0
<b>TOTAL REVENUE =</b>	<b>3,936,963</b>	<b>5,904,000</b>	<b>6,560,000</b>

**EXPENSES****School Operations****Personnel Summary**

<u>Administration</u>	Avg Sal	FTE	Salaries	FTE	Salaries	FTE	Salaries
Principal	80,000	1	80,000	2	160,000	2	160,000
Business Manager	38,000	1	38,000	1	38,000	1	38,000
School Secretary	26,000	2	52,000	3	78,000	4	104,000
<b>Total Administrative Staff</b>		<b>4</b>	<b>170000</b>	<b>6</b>	<b>276000</b>	<b>7</b>	<b>302000</b>
<b><u>Facility Operation Support</u></b>							
Maint/Custodian Worker	26,000	1	26,000	2	52,000	2	52,000
Custodian	24,000	2	48,000	3	72,000	3	72,000
Lunch/Building Aids Stipends			20,000		30,000		40,000
<b>Total Operation Support</b>		<b>3</b>	<b>94000</b>	<b>5</b>	<b>154000</b>	<b>5</b>	<b>164000</b>

Thomas A. Edison Charter School				36				2/16/98
				Year 1		Year 2		Year 3
<u>Basic Instruction</u>		Avg Sal	FTE	Salaries	FTE	Salaries	FTE	Salaries
<b>Teaching Teams</b>								
Lead Teacher	✓	47,000	4	188,000	6	282,000	8	376,000
Senior Teacher	✓	39,000	6	234,000	8	312,000	8	312,000
Teacher	✓	35,000	6	210,000	9	315,000	9	315,000
Resident Teacher	✓	28,000	7	196,000	12	336,000	14	392,000
Tutor Stipends		16,000	5	80,000	5	80,000	5	80,000
<b>Sub-total</b>			28	908000	40	1325000	44	1475000
<b>Shared Teachers</b>								
Art	✓	35,000	2	70,000	2.5	87,500	3	105,000
Music	✓	35,000	2	70,000	3	105,000	3	105,000
World Language	✓	28,000	1	28,000	2	56,000	2	56,000
Physical Education	✓	28,000	1	28,000	2	56,000	2.5	70,000
<b>Sub-total</b>			6	196000	9.5	304500	10.5	336000
<b>Substitutes</b>				13,970		23,650		25,210
<b><u>Pupil Support Services</u></b>								
TSL Director		41,000	1	41,000	1	41,000	1.5	61,500
Librarian/Media Specialist		27,500	1	27,500	2	55,000	2	55,000
User Support Technician		30,000	1	30,000	2	60,000	2	60,000
Media & Technology Aid		23,500	1	23,500	1	23,500	2	47,000
Special Education Teacher	✓	35,000	3	105,000	5	175,000	5	175,000
Nurse		25,000	1	25,000	1	25,000	1	25,000
Comm Resrc Dir		35,000	0.5	17,500	0.5	17,500	0.5	17,500
<b>Sub-total</b>			8.5	269500	12.5	397000	14	441000
<b>Total Salaries:</b>			49.5	1,651,470	73	2,480,150	80.5	2,743,210

Thomas A. Edison Charter School	37		2/16/98
<b>Benefits:</b>			
Medical Insurance (\$5,000/FTE)	247,500	365,000	402,500
Workers Comp (1% of salary)	16,515	24,802	27,432
Pension (Employer) (11.29%)	186,451	280,009	309,708
FICA (6.2% of salary)	102,391	153,769	170,079
Medicare (1.45% of salary)	23,946	35,962	39,777
Unemployment (0.12% of salary)	1,982	2,976	3,292
<b>Total Benefits</b>	<b>578,785</b>	<b>862,518</b>	<b>952,788</b>
<b>TOTAL PERSONNEL</b>	<b>2,230,255</b>	<b>3,342,668</b>	<b>3,695,998</b>

Non-Personnel Summary

	Year 1	Year 2	Year 3
<u>Administration</u>			
Contractual	10,000	20,000	25,000
Supplies & Materials	8,500	13,000	14,500
Equipment	3,000	4,500	5,000
Travel	3,000	5,000	5,500
Bd. of Dir. Expense	5,500	7,000	8,000
Insurance	10,650	13,750	17,250
Contingency (Schoolwide)	5,007	10,067	10,967
<b>Total Administration</b>	<b>45,657</b>	<b>73,317</b>	<b>86,217</b>
<u>Facility Operations Support</u>			
Contractual	4,500	5,500	5,750
Supplies & Materials	9,500	14,500	15,000
Equipment	3,000	4,500	5,000
Transportation	442,734	664,200	738,000
Food Service	6,000	9,000	10,000
Telephone	20,000	30,000	40,000
Utilities	50,000	80,000	91,000
Repairs	10,500	16,000	17,300
Building & Grounds Maint	10,500	16,000	17,300
Rent/Lease	200,000	280,000	330,000
<b>Total Facility Support Services</b>	<b>756,734</b>	<b>1,119,700</b>	<b>1,269,350</b>
<u>Basic Instruction</u>			
Supplies & Materials	60,000	90,000	100,000
<b>Total Basic Instruction</b>	<b>60,000</b>	<b>90,000</b>	<b>100,000</b>
<u>Pupil Support Services</u>			
Contractual	20,000	30,000	40,000
Supplies & Materials	5,000	8,000	9,000
Travel	3,000	4,500	5,000
Technology Maintenance	20,000	30,000	40,000
<b>Total Pupil Support Services</b>	<b>48,000</b>	<b>72,500</b>	<b>94,000</b>

Thomas A. Edison Charter School	39			2/16/98
	Year 1	Year 2	Year 3	
<u>Professional Development</u>				
Contractual	17,000	25,000	35,000	
Supplies & Materials	5,000	9,200	9,500	
Equipment	3,000	4,500	5,000	
Travel	3,000	5,000	4,500	
<b>Total Professional Development</b>	<b>28,000</b>	<b>43,700</b>	<b>54,000</b>	
<b>Total Non-Personnel</b>	<b>938,391</b>	<b>1,399,217</b>	<b>1,603,567</b>	
	Year 1	Year 2	Year 3	
<b>Total School Operations</b>	<b>3,168,646</b>	<b>4,741,885</b>	<b>5,299,565</b>	
<b>Technology Lease Payments</b>	<b>187,768</b>	<b>347,938</b>	<b>383,694</b>	
<b>Investment Amortization</b>	<b>153,642</b>	<b>238,449</b>	<b>265,001</b>	
<b>Edison Management Fee</b>	<b>426,907</b>	<b>575,728</b>	<b>611,740</b>	
<b>GRAND TOTAL EXPENSES</b>	<b>3,936,963</b>	<b>5,904,000</b>	<b>6,560,000</b>	

## Budget Notes

### Planning Year

No revenues or expenses are presented for the period prior to the school's opening because start up expenses are to be advanced by the Edison Project. Start up expenses are estimated to be \$1.4 million (see page 42). The Charter School will repay these expenses as "investment amortization" through annual operating budget.

### Revenues

State and local revenue figures assume enrollments as follows:

1999-2000	600 (K-5)
2000-2001	900 (K-8)
2001-2002	1,000 (K-9)

State and local revenue figures for 1999-2000 per information provided by Mr. Jerry Gallagher of the Department of Education for a K-5 school of 600 students; Figures for 2000-2001 and 2001-2002 based on same per pupil amounts, applied to the increased enrollment figures, above.

Federal funds assume that 20% of enrolled students will be eligible for Title I assistance, at \$750 per student.

The school intends to apply for charter school start up funds. However, no other funds are included in this budget since no precise commitments have been made as of this date.

### Expenses

#### School Operations:

##### Personnel:

**Benefits:** Calculated on the basis of recommendations from SDE personnel, as follows:

**Medical Insurance:** \$5,000 per FTE employee  
**Workers Compensation:** 1.00% of salaries

**Budget Notes**  
(Continued)

Pension (employer's contribution):	11.29% of salaries
FICA	6.20% of salaries
Medicare:	1.45% of salaries
Unemployment Insurance:	0.12% of salaries

**Teaching Teams:** Actual configuration of teaching teams may vary. Required student/teacher ratios will be met. Assumes primary students receive one shared subject class per day, elementary students receive two.

**Shared Teachers:** Primary students receive one special subject class per day; Students in grade 3 and higher receive two special subject classes per day.

Assumes 210 day work year

Assumes Edison is responsible for facility maintenance services.

**Non Personnel:**

**Administration/Insurance line includes:** Directors and Officers Liability Insurance (\$3,250), Owner/Landlord/Tenant Insurance (\$3,250), Employer's Liability Insurance (\$1,000) and Property Insurance (\$3,150).

**Transportation:** Transportation expenses based on state transportation grant of \$738 per pupil.

**Technology Lease Payments:** Lease costs for classroom computers and other technology, computers in media center and administrative offices. Also, lease costs for computers in the homes of students in grade 3 and higher.

**Investment Amortization:** Pre-opening personnel costs for the Principal, School Secretary, Business Manager, Technology Director, etc., stipends for the Leadership team, and non-personnel costs, such as recruitment, travel office rent & supplies, and advertising, provided by the Edison Project and repaid in equal increments over a five year period. Does not include technology equipment that are leased (see above).

**Edison Management Fee:** For educational and management services provided to the school site, plus Edison central office expenses. (See Attachment 14 for a description of Edison services.)

## Thomas A. Edison Charter School

Year 1

Year 2

Year 3

Start-Up Expenses

"All Other Investment"

Pre-Opening Operating Expenses (1)	174,603	69,745	21,427
Pre-Opening Professional Development (2)	49,235	29,886	6,304
Pre-Opening Curriculum Capital (3)	271,575	151,763	53,250
Facility Improvement (4):			
Building Improvement	0	0	0
Technology Wiring	0	0	0
Furniture Upgrade	150,000	75,000	25,000
subtotal	150,000	75,000	25,000
Total Non-Leaseable	645,413	326,394	105,981
Technology Investment			
School Computer Technology (7)	522,249	390,895	56,681
Home Computer Technology (8)	311,832	311,832	103,944
Total Technology Investment	834,081	702,727	160,625
Total Start-up Investment	1,479,494	1,029,121	266,606
Investment/pupil	2,466	3,430	2,666

## Notes:

- (1) Assumes pre-opening personnel costs for the Principal, School Secretary, Business Manager, Technology Director and stipends for the Leadership team. Also assumes non-personnel costs such as recruitment, travel, office rental, supplies, advertising.
- (2) Assumes travel costs associated with Edison's Leadership Training and expenses related to local training
- (3) Assumes \$350 - \$425 per student for the core curriculum program and local discretion allocation, and \$75 per student for new library.
- (4) Assumes the facility loan covers the cost of any building improvements, technology wiring. Assumes the costs of new student, teacher, office furniture, \$250 per pupil.
- (5) Assumes Edison is responsible for computers in the classroom, specialty areas, media center, and administrative offices.
- (6) Assumes computers in the homes of students beginning in grade 3.