

2022 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

AGAPE ACHIEVEMENT ACADEMY

Telephone

9105278580

Fax

Address

4724 Flintcastle Rd.

Unit/Suite

Zip Code

28314

City

Fayetteville

State

North Carolina



2022 NC CHARTER APPLICATION
NC Public Charters





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NC Public Charters



Primary Contact Name *

Doris S Taylor

Opening Year *

2024

Is Management Organization Used

Yes No

Management Organization Name

Primary Contact Relation To Board *

Doris Taylor

Primary Contact Email *

ncscsecretary@msn.com

Management Organization Contact Name

Management Organization Phone

Primary Contact Phone *

9105267570

Management Organization Email

Primary Contact Address *

4724 Flintcastle Rd

Unit/Suite *

Zip Code *

28314

City *

Fayetteville

State *

North Carolina



1. Application Contact Information

Q1. Name of Proposed Charter School

AGAPE ACHIEVEMENT ACADEMY

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

910-527-8580

Q3. Geographic County in which charter school will reside

CUMBERLAND COUNTY

Q4. LEA/District Name

CUMBERLAND COUNTY SCHOOLS

Q5. Zip code for the proposed school site, if known

None known yet

Q6. Was this application prepared with the assistance of a third party such as a consultant or [Charter Support Organization \(CSO\)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlsish9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlsish9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

Yes

No



Q7. Give the name of the third-party consultant or CSO:

The third-party consultant is Katy Ridnouer - KLR Partners.

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

No fees provided to the third-party party will be reflected in the budget.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

This application was completed with editing assistance from KLR, LLC, and support will end when the application has been submitted. (Katy Ridnouer)

Q10. Projected School Opening Month

The projected month for opening is August, 2024.


Q11. Will this school operate on a year-round schedule?

- Yes (Year-Round)
- No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.


Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources


Enrollment Summar...



Applicant Evidence :


Enrollment Summar...

Uploaded on **5/20/2022**
by **Doris Taylor**


Q13. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1


Applicant Comments :

Attached is a breakdown of the Enrollment Demographics.

Resources


Enrollment Demogra...

Applicant Evidence :


Demographics April ...

Uploaded on **4/29/2022**
by **Doris Taylor**

Q14. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



In addition, we are targeting other neighboring communities within the county within 10 miles that have alarming disparities in academic success between our target population and their counterparts. Oftentimes, our target population attends schools with low NC Report Card grades. For example, Ferguson Elementary has a school report card grade of D.

Agape Achievement Academy will open fall of 2024 with students in grades Kindergarten- 3rd grade, and increase one grade level per year (adding 40-44 students) until it reaches full capacity as a K-5 school with 252 total students in 2027. Our mission to empower our students with academic excellence and a love of learning drove our decision to start our school with the lower elementary grades. We recognize that a foundation in literacy is crucial to academic achievement in the upper grades and life-long scholarship. We also recognize a foundation in literacy provides students with the strongest likelihood to meet their full potential as students. Our board also believes the most successful organizations start small and focused and grow incrementally to control the quality of outcomes. Agape Achievement Academy will have 2 classes per grade, with 22 students in each class. We based our enrollment numbers on the Cumberland County population. At maximum capacity, Agape Achievement Academy will enroll less than 6% of each grade level for the student population of Cumberland County School District.

Q15. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify
- I do not certify

Q16. Explanation (optional)



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2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q17. Organization Type

- Non-Profit Corporation
- Municipality

Q18. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Q19. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No


Q20. Attach Appendix F Federal Documentation of Tax-Exempt Status

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10



Applicant Evidence :


Tax ID Information 4...


APPENDIX F Federal ...

Uploaded on **3/15/2022**
by **Doris Taylor**

Uploaded on **4/21/2022**
by **Jesse Brayboy**

Q21. Name of Registered Agent and Address:

AGAPE UNIT CARE SERVICES, INC.

105 Ruritan Drive

Fayetteville, NC 28314

Q22. Federal Tax ID

The Federal Tax ID number is: **56-2268036**



3. Acceleration

Per State Board of Education policy CHTR-013 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-013&Sch=10399&S=10399&C=CHTR&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q23. Do you want your application to be considered for acceleration?

- Yes
- No



4. Conversion

Q38. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



5. Replication

Per SBE policy CHTR-016 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-016&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

Q55. Is this application being submitted as a replication of a current charter school model?

- Yes
- No



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q84. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q86. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

- Yes
- No



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.



Q101. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

The mission of Agape Achievement Academy is to empower students to achieve academic excellence, character building, and a love of learning necessary to become life-long learners through a rigorous, classical, and content-rich curriculum.

Q102. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



Agape Achievement Academy believes that all children can achieve and perform at high levels, no matter their race, gender or socioeconomic status, when they are provided with a rigorous, culturally relevant curriculum and they are held to high academic and behavioral standards. To achieve this, Agape Achievement Academy will personalize learning based on students' needs, skills, and interests. Our goal is to prepare students to become confident leaders, avid readers, and lifelong learners. We will empower our students to become change agents in their communities. Agape Achievement Academy will help students foster character strengths that are essential for their success and well-being and will achieve this by providing an environment with minimal distractions. They will be in a place of safety and nurturing, which will encourage a love for learning along with dedicated, committed school teachers and staff. Agape Achievement Academy will ensure all students achieve academic excellence and obtain the knowledge, and skillset to reach their unlimited potential in middle school, high school, college, career, and life.

Q103. Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Cumberland County, NC is home to a population of 336,000 people, and Cumberland County School System has 49,578 students in grades K-12. Cumberland County Schools' demographics are as follows:

- Black/African-American: 54.5%
- White: 28%
- Hispanic/Latino: 14.2%
- Other: 3.9%

According to the NC DPI Division of Accountability's report, 75% of students enrolled in Cumberland County Schools are Economically Disadvantaged Students (EDS); 14.25% have IEPs; 30% of the families receive Food Stamps or SNAP Benefits, and 30% of households in the county are single-parent homes. The elementary school has approximately 23,548 students enrolled in Cumberland County Schools. The socioeconomic status of Agape Achievement Academy will mirror that of the Cumberland County School System; however, the racial demographics will be comprised primarily of subgroups that are currently underserved by Cumberland County Schools. We anticipate an enrollment of a minimum of 90% African-American students, 5% Hispanic, and 2% ELL.

While Agape Achievement Academy plans to market and admit students from both Hoke and Cumberland Counties, the school will reside in Cumberland County. Currently, Cumberland County Schools are not providing all students with an education that affords them academic excellence or empowers them with the skills and knowledge they need to achieve their limitless potential in life. Agape Achievement Academy will work diligently to close the gap for students in Cumberland County Schools who need another choice. We will market and recruit students from predominantly lower-income, minority neighborhoods and will recruit and retain staff and board members that are reflective of the student population. We will not discriminate based on race, ethnicity, language spoken, disability, or readiness level. All students are welcome to apply to our school. On the other hand, we anticipate being a most attractive option primarily for those families of students who are not being provided an equitable education in the public schools, including African American students. The proposed school plans to open in August 2024 with 168



students with an average class size of 22/1 students in grades K-3 year 1 and will add another grade level each year up to 5th grade.

Q104. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



Our goal is to endeavor to help our disadvantaged and low-income students reach a place of being able to close the achievement gap between them and their disadvantaged peers. The gap between test scores of White and African American students in Cumberland County Schools roughly mirrors the same trends across the state. Cumberland County Schools has an enrollment of 49,578 students and 87 schools in the district; 52 (23,548) of this total are elementary schools. In spite of the low enrollment numbers in the selected schools, students are still performing below average. Agape Achievement Academy's general educational model will implement a classically based curriculum; and will hire highly qualified and committed teachers; and employ strategies to help build self-awareness, self-confidence; and will make a plethora of materials available to all students.

Elementary Schools: Ferguson, Monclair, Ponderosa, Wm. H. Owen, Lucille Souders

Percentage of Students Performing Below Grade Level

<u>Schools - Sub- Groups</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>
Souders - Black-70% - White- 11%	Black- 45% - White- 55%	Black- 55% - White- 45%	Total- 43%
W.H. Owen - Black- 59% - White-11%	Black-44% - White- 56%	Black- 44% - White-56%	Total- 47%
Montclair - Black- 44% - White-24%	Black- 45% - White- 55%	Black- 22.8% - White- 77%	Total- 27.3%
Ponderosa -Black- 55% - White- 12.5%	Black- 33% - White-67%	Black-32% - White- 68	Total- 32%
Ferguson - Black- 89% - White- 11%	Math- 34% - White- 36%	Black- 35% - White- 65%	Total- 52%

Economically Disadvantaged - 98% Students with Disabilities - 14%

All the schools presented fall below the state level of performance. One school, in particular, has an excessively high rate of absenteeism which could be indicative of low performance on the tests. Most of the students in the schools described qualifying for the Free and Reduced Lunch and SNAP program. Some of these students may not be getting the support they need to be successful and achieve at a high-performing rate.



When these gaps are discovered, then strategies can be designed and implemented to close them and can be deployed by working with teachers and other school support. As we know, poor academic performance can correlate with numerous negative socioeconomic issues, from chronic absenteeism, and no parental presence at home to a lack of food, warm clothes, or school supplies due to family budget. There will be such a mentoring program as well as providing students with basic school supplies and other educational tools which they can have in their homes to help them.

The total projected enrollment at Agape Achievement Academy will be 168 students in grades Kindergarten-3 grades for year 1, adding a grade up to 5th grade. We plan to open the school with 168 students; with a 22/1 ratio. While Cumberland County Schools is our LEA, there is also an achievement gap that mirrors the state average, and we will not exclude any families who are looking for a more rigorous, culturally relevant education for their or another choice for their children. Therefore, we plan to market, recruit, and admit students from any area of Cumberland County. Based on our target neighborhoods, we expect to recruit roughly 85% -90% of our students from several low-income neighborhoods and 5%-10% from non-disadvantaged neighborhoods. We will add a grade-level class each year through 5th grade. The total projected enrollment of 254 students in year five reflects 7.9% of the enrollment in K-5. The local district is failing minority and impoverished communities within its jurisdiction making school choice a viable consideration for parents seeking to improve the quality of life for their children. Agape Achievement Academy's general educational model will meet the needs of targeted students by improving student engagement and providing students with meaningful interventions through the school (MTSS) Multi-Tiered Systems of Support or (RTI) Response to Intervention to provide support in the classroom. The teacher/s can use both methods to help support the students academically and behaviorally. The data obtained from either system will be used to determine the progress made by the students.

Q105. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of



the LEA in grades 9-12).

The total projected enrollment for Agape Achievement Academy will be 168 students in K-3 grades for the opening year of 2024. Afterward we will increase a grade level each year until we reach the 5th grade and 254 total enrollment. The percentage of the Average Daily Membership (ADM) will be 3% percent of the total population of the elementary schools in Cumberland County Schools (23,548 currently) for the 2024 school year. Agape Achievement Academy will be located in the northeastern section of the county and is likely to ultimately draw students from several areas in Cumberland County because of the wider area demand for school choice. Our budget focus is to ensure that we will be able to sustain productive operations.

Q106. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?



What will differentiate Agape Achievement Academy from Cumberland County Schools will be the intentional methods we utilize to create opportunities for learning that will drive student achievement for students that come from diverse and economically disadvantaged homes. We will create a learning environment that will prove with quantitative and anecdotal evidence that all students can achieve and succeed at high levels. Five guiding principles, drawn from the US Department of Education report on Successful Charter Schools, will enable us to attain our goal.

1. All students will receive study skills training in note-taking, organizing, and time management. 2. In the lower grades, all the phonemic sounds are taught. Our students in grades 4-5 will be taught Latin roots which have been demonstrated to improve reading comprehension and bolster vocabulary performance in all subjects. 3. We maintain high expectations of our student and their dignity as contributors to human well-being worldwide. We expect them to become active learners and makers in the world. 4. Students in lower grades are introduced to and seek to instill character values through character education such as respect, courage, responsibility, honesty/integrity, courtesy, and citizenship. Teach Like a Champion (TLAC) is full of master teacher techniques that educational leader Doug Lemov identified over hundreds and very possibly thousands of hours observing teachers. Doug Lemov is a managing director at Uncommon Schools. Uncommon Schools has also produced excellent results, with 99% of their 2017 graduating class being accepted into a 4-year college program, with most of those students being classified as low-income. Lemov created TLAC because he believed that teachers are too often only given a vague sense of how to inspire and instruct students, with no specific practices or models to guide them in this endeavor. Lemov sought out and observed "master" teachers serving primarily socioeconomically disadvantaged populations in urban New York and New Jersey to identify effective techniques upon which teachers could iterate. While some of these techniques are rather basic in nature, they provide teachers of all experience levels a powerful resource to reference and build around. These methods and techniques will be intentional in the classroom daily.

Agape Achievement Academy will have smaller class sizes which will allow our teachers to spend more intense instruction time with students who may struggle and need additional assistance so that they understand the lesson and build their skill base.



Also, another unique factor will be our flexibility to purchase and use programs that are evidence-based, especially for reading and math instruction. Teachers will have more autonomy in decision-making when choosing instructional programs. Agape Achievement Academy proposes to have a rich, engaging, diverse, and flexible curriculum tailored to meet the needs of all students. The teachers will have the flexibility to modify or adapt the curriculum for students if necessary and be trained to integrate different strategies/techniques that will assist students in feeling self-confident about engaging in rigorous materials. We will use the (CKLA) Core Knowledge Language Arts Curriculum. Our teachers will consistently and frequently assess and reassess student progress using formative and benchmark assessments and use this information to develop their planning and instruction. Each core subject will have built-in time to provide additional support, remediation, and opportunities for enriched learning.

1. **Parents as Partners:** Agape Achievement Academy will establish an inclusive relationship with parents and the community in teacher/student planning sessions. We will always make the parents and the community aware of the importance of being stakeholders in the students' academic success and achievement. Research proves that effective home-school collaboration leads to improved student achievement, better behavior, higher self-concept, and positive attitudes towards school and learning (Wood & Bauman, 2017). Families of students at Agape Achievement Academy will not only be welcome but will be treated as valued partners in their child's education. At Agape Achievement Academy, we will strive to build strong, positive, healthy relationships with parents and motivate them to be equally invested in their child's goals. We will provide resources and information on how to support their child's progress at home, be open and honest when changes need to be made, and model and encourage parents to provide positive praise for their child's hard work and achievement. Our main theme will hinge on their academic, social/emotional learning, and culturally relevant awareness at all times. Agape Achievement Academy will employ various research-based teaching approaches to use as interventions for students in the learning process. We strongly believe that differentiating instruction is required



in order to meet the needs of diverse learners and low-performing learners. Agape Achievement Academy will be open to students throughout the county and will be located in between low-income and moderately low-income areas. There will be high-minority neighborhood areas that we will draw from as well. The board believes by offering rigorous, innovative science and math curriculum activities to elementary students will challenge them in a way that is uncommon and innovative. The school will also require a longer school day and a week longer year than the local LEA yearly calendar. There will be participation in service learning that is not typically required by public schools in the LEA.

2. **Culturally Relevant Instruction:** Research has proven that culturally relevant instruction works when it includes Gloria Ladson-Billings' three primary approaches: high expectations for student engagement and learning, promoting cultural competence and self-identity and promoting critical consciousness (Byrd, 2016). The Agape Achievement Academy staff will all have a viable understanding and respect for students' backgrounds which will be reflected in the ways they interact with their students, the resources they use, and the emphasis on student's own culture and community, allowing students to master content in a more personal way. What a teacher learns about his or her students will be woven into the classroom, emphasizing their interests, passions, and talents to drive out any fears or insecurities that can be a hindrance to learning. Students at Agape Achievement Academy will feel safe being who they are, belong to a positive school culture where they know they are valued, and will feel secure taking risks.

3. **Dedication to Developing Character:** Agape Achievement Academy will promote excellence in living as well as learning. The goal at Agape Achievement Academy will not be for students to just exemplify good behavior, but to also develop excellent character and a desire to make the world a better place. Teachers will model strong character, use persons of character as models, and praise and reward students for exemplifying the school-wide Core Values. In addition, as a public charter school, we



will have the flexibility to create schedules, hiring practices, systems, and policies that reflect the needs, realities, and challenges of our targeted population. Instead of 7 hours in our local LEA, the school day at Agape achievement Academy will be 7.5 hours long, from 8:00 am to 3:30 pm. This extended day will allow for differentiated, small-group remediation or acceleration during both literacy and math blocks. Agape Achievement Academy will recruit and hire teachers who demonstrate the ability to effectively close the opportunity gap with his/her students and will pay its teachers more than the LEA because we are asking them to work longer and harder.

Q107. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Agape Achievement Academy's first-year student enrollment will be 168 students in grades Kindergarten-3rd grade, and we anticipate opening the school with 168 students. Cumberland County Schools' achievement gap mirrors the state average. We will not exclude any families looking for a more rigorous, culturally relevant education for their children. Therefore, we plan to market, recruit, and admit students from any area of Cumberland County. We expect to recruit roughly 90% of our students from several low-income neighborhoods and 10% from non-disadvantaged neighborhoods based on our target neighborhoods. We will add a grade-level class each year through 5th grade. The total projected enrollment of 252 students in year five reflects 7.9% of the enrollment in K-5. We have also talked with several groups of parents whose children are elementary age who want them in a charter school because of dissatisfaction with the public school, and they welcome a choice. We found out that there are parents who feel their child/ren has not received the adequate attention needed sometimes because of specific disparities (economically and culturally). A school choice was not an option for them. We have sent out intent forms and distributed flyers to churches, daycare centers, and local communities near some schools we have targeted. Our responses have been very fruitful. We have met with several parent groups: (March 27 & April 10 church settings, April 18- Seabrook Recreation Park; April 17, April 24, at Fayetteville's Dogwood Festival). We are proud to say we have met with a diverse group of parents from several different areas of our system. We are also leaving printed information in some of the local businesses in the areas we have targeted for recruitment. We have set up tables at various activity venues for children of different ages, and there will be a mailing of our brochures to targeted addresses as well.

Q108. Attach Appendix A: Evidence of Community/Parent Support.





- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

			
community support....	enrollment Intent Fo...	Coming Soon Agape ...	Appendix A- Commu...
Uploaded on 4/28/2022 by Jesse Brayboy	Uploaded on 4/28/2022 by Jesse Brayboy	Uploaded on 5/18/2022 by Doris Taylor	Uploaded on 4/21/2022 by Doris Taylor

8.2. Purposes of the Proposed Charter School

Q109. **Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:**

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- Encourage the use of different and innovative teaching methods.

Applicant Comments :

We have chosen numbers 1, numbers 4, and 5 of the Six Legislative Purposes of a Charter School to address.

Q110. **Provide a brief narrative to coincide with each applicable legislative purpose(s).**



Legislative Purposes:

1. Create new professional opportunities for teachers: All teachers will be a part of a professional learning community. This community will be responsible for assisting or leading the school in curriculum development, student behavior, lesson planning, student assessment, and teacher evaluation. Teachers will also participate in professional development with leading experts in evidence-based instruction, such as Core Knowledge Language Sequence; SEL (Social Emotional Learning), and *Teach Like A Champion* techniques/strategies for ultimate academic success. Holding schools accountable for meeting measurable student achievement results is a mandate for educational achievement and success.

2. Improve student learning: We know that students from low-income backgrounds and ELL students are extraordinary and can excel given the right opportunity and support. We relish the opportunity to engage students in experiences that will open a new world of learning for them. Encourage different and innovative teaching methods: Culturally-relevant pedagogy is not a formulaic set of teaching methods. Instead, it is a pedagogy developed over time, in collaboration with other teachers, and in service to the unique students at the school. Thus, the school will embrace new and innovative approaches relevant to students' cultures at Agape Achievement Academy. These approaches will be developed, assessed, and modified as part of the ongoing collaborative work done in professional learning communities, ensuring that our students receive the best possible instruction. We will also supplement our learning communities with professional development from national leaders in instructional methods. This will be a part of our staff development sessions at the beginning of the school year.

3. Increasing learning opportunities for all students, with a particular emphasis on at-risk or gifted students: Working with an at-risk population involves students who live in challenging environments. They have developed resiliency to survive and sometimes need to be taught the importance of getting an education to create a successful future. Many students are told that they are smart, but we believe that people are not born wise. Instead, they become smart based on nurturing and guidance. It is the educator's job to build students' confidence so that they know they have the potential to accomplish their dreams. Where they started in life is not as important as



where they finish, and an educator can be a difference-maker for students.

8.3. Goals for the Proposed Charter School

Q111. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



The governing board of Agape Achievement Academy will adopt a matrix of goals for which the school's lead administrator shall submit an annual report to the governing board and the school's stakeholders (including parents) each year at a date and time to be determined by the board. The annual report shall report the school's progress toward achieving said goals. Agape Achievement Academy goals to be reported upon for each of the first five years are listed below:

ACADEMICS: Progress towards Agape Achievement Academy's academic goals will be measured and updated at regular intervals as outlined in our education plan. The Lead Principal will provide monthly progress reports to the governing board on our reading growth and core subject mastery goals.

1. 85% of students in grades K-2 will grow 1.5-grade levels in reading each calendar year based on NWEA Map Growth Assessment. 100% of students will grow at least 1.0-grade levels.
2. 85% of students in grades K-5 will master all grade-level language and math standards with at least 80% mastery on quarterly benchmark assessments.
3. 85% of students will score a 4 or higher on each of the 6+1 Traits Writing Rubric across text types.
4. In 2024-2025, 65% of students in grades tested will score Level 3 or 4, on the Reading and Math NC EOG. That will increase to 70% in 2025-2026 and to 75% in 2026-2027 and beyond. Agape Achievement Academy will meet or exceed academic growth and never receive lower than a B school rating according to the NC Report Card; All non-state tested grade's year-end performance composite will exceed their initial benchmark performance composite by 5 percent.
5. All non-state tested grades will show 1.2 times growth over their beginning year benchmark test by the end of the school year.
6. The school's lead administrator shall include progress on the academic matrix goals as part of its monthly report at each governing board meeting.
7. The school will test 100% of all students required to be tested under N.C. Accountability Program.

OPERATIONS:

1. Meet 100% of safety requirements (facility inspections, fire, & safety) and 100% of health and sanitation requirements for Agape Achievement Academy's School Nutrition Program.
2. Agape Achievement Academy will serve at 100% capacity each year.
3. Each year, 90% of families will be satisfied to be a part of the Academy community based on survey data, and 90% of K-5 families will remain at Agape Achievement Academy the following year.
4. Agape Achievement Academy will have an average daily attendance (ADM) of over 90% each year.
5. Ninety percent (90%) of teachers report they are professionally satisfied at Agape Achievement Academy, and 90% of teachers will remain at Agape Achievement Academy each year.
6. Meet 100% of the requirements for record-keeping, including student records, exceptional children's records,



business, and financial records.

FINANCE: The monthly financial report will include a budget, funds received, and funds expended, and it shall be reviewed monthly by the governing board and our hired financial management firm. The performance goals are as follows:

1. Our annual audit will show no deficit and no adverse compliance findings.
2. Agape Achievement Academy will have a 5% fund balance each year.
3. The finance goals shall be reviewed each quarter by the governing board where indicated:
 1. The governing board will adopt an annual operating budget for the next fiscal year by June 15 of each year.
 2. The school's annual single audit, completed by a Local Government Commission approved Independent Certified Public Accountant, will show no deficit and zero "0" adverse findings.
 3. The school will have zero "0" non-compliance finding in its financial operations for all state, local, and federal programs.
 4. The governing board shall receive monthly financial reports showing the school's financial position, including the approved budget, funds received, and funds expended.
 5. The governing board shall monitor its credit report (by selected agent) each quarter and assure that all bills are paid on time and that the school maintains a high credit rating.

GOVERNANCE: The board will review governance goals at our annual retreat or at monthly board meetings when the Board Chair has cause to revisit them.

Academy goals to be reported upon for each of the first five years are as follows:

1. The board shall conduct a minimum of (10) regular board meetings, hold a yearly board retreat, and will meet quorum at each meeting.
2. Each governing board member will complete a formal evaluation of the lead administrator and board self-evaluation by June 15th each year.
3. The board will maintain engaged membership with no fewer than five members but will work to have seven to eleven members who are invested in the community and dedicated to the mission of Agape Achievement Academy.
4. Board members shall complete a formal service evaluation of the contracted educational service by June 30.
5. The governing board of Agape Achievement Academy will adopt a matrix of goals for which the school's Lead Principal shall submit an annual report to the governing board and the school's stakeholders (including parents) each year at a date and time to be fixed by the board. The annual report shall report the school's progress toward achieving said goals.
6. A total of 100% of governing board members will complete an annual conflict of interest disclosure by June 30 each year and complete an annual self-evaluation by June 30 each year.



Q112. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

Agape Achievement Academy's school board will play a key role in developing and implementing a strategic plan to ensure that the school is working towards attaining its mission. This plan will include academic, operational, financial, and governance goals systematically aligned to support student achievement and operational efficiency. The Lead Principal will present a monthly report to the Board of Directors informing the Board of the school's progress toward attaining its mission and goals. These goals will be reviewed at monthly board meetings, and progress towards goals will be monitored to ensure that Agape Achievement Academy is completing all tasks outlined in the strategic plan in a timely and efficient manner. The Board will receive reports, monitor progress, and provide support for the growth and mission of our school. The school board will also receive ongoing training to ensure effective management of Agape Achievement Academy. This school progress report will also provide the board with a behavior and attendance report, and a plan will be put in place to assist in any attendance issues. Once the Board communicates the goals for the school to the Lead Principal, the Lead Principal will create the processes that will make it possible to reach their goals. The Lead Principal will provide monthly reports that include the following information: Enrollment report, formative/summative data, school culture updates, parent and teacher survey data, enrollment data/retention rate, faculty retention rate, an admissions report, and a financial report. Finally, the board will know the school is achieving its mission when students are surpassing the LEA grade proficiency averages and when students are fervently pursuing their studies and being promoted based on academic completion in each area. School Lunch Program Participation Percentage Summation and Minutes of Parent Advisory Council Monthly Meeting Report of Culturally Relevant Lesson Planning and Adaptations will be reported. In addition, a Parent Advisory Council will present questions and concerns at the mid-year point and at the end of the school year to give parents a platform to directly impact school policy and encourage engagement.



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9. Educational Plan

9.1. Instructional Program

Q113. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



COMMON CORE STANDARDS: Agape Achievement Academy's overall instructional program will utilize the Common Core State Standards for reading and math. The Common Core State Standards are aligned with the North Carolina Accountability Model. These Standards are part of the North Carolina Standard Course of Study and will help our students and teachers follow a path that aligns with State End-of-Grade (EOG) Testing. In addition, these grade-level standards will serve as the basis for daily reading and math instruction throughout each school year. Our curriculum will be the Core Knowledge (CKLA) program which is evidenced based and aligns with the NC Common Core State Standards.

Preparing students to meet their full potential, develop a love for learning, and empower them with the knowledge and skills needed to lead successful lives will drive every decision regarding instruction and learning at Agape Achievement Academy. Instruction will be rigorous and will hold students to the highest of expectations. There is a strong emphasis on creating a culturally relevant education that holds each student to high academic and behavioral standards, affirms each student's identity and experiences, and positions them with the character and social consciousness to be change agents of their communities. Teachers will use a transparent, consistent accountability model based on ambitious, measurable, and motivating goals, assess and track student progress at regular intervals, and invest students in their learning and goals through individual, student-centered tracking systems. At Agape Achievement Academy, students will be taught using various strategies/techniques within each lesson to ensure each child reaches their learning goals. Teachers will use research-based, standards-aligned, scaffolded programs for the direct instruction and independent practice portion of instruction in core subjects. The programs chosen are differentiated, spiraled, and have been proven successful in schools with high percentages of students from low-income homes. The scope, sequence, and pacing will depend on students' capacity to master the material. Teachers will supplement these programs with their own teacher-created materials to make instruction relevant to their students' lives and specific to their interests and community. A core component of Agape Achievement Academy's instructional program will be built in time during each Core Subject for remediation or acceleration of skills that is based on student achievement data. According to research, students learn best from being able to share, collaborate, interact, and help one another. At Agape Achievement Academy, each subject will incorporate group learning and inquiry in addition to teacher-directed instruction (Brame 2015).

In grades 3-5, students will participate in an elongated literacy block consisting of 80 minutes of standards-based instruction as well as an additional 40 minutes of remediation to accelerate learning, totaling 120 minutes of literacy instruction daily. In addition, our teachers will implement literacy instruction across the curriculum through the use of common instructional strategies, which include



homogenous student reading groups and leveled texts in core subject areas. For example, Science and Social Studies instruction will supplement literacy instruction by using common close reading strategies and common analytical strategies designed to support students in synthesizing information from informational texts aligned to their reading levels. Agape Achievement Academy will incorporate standards and a skills-based instructional framework aligned to the North Carolina Standard Course of Study to promote grade-level proficiency as measured by North Carolina End of Grade tests (NCEOG). In addition, standards-based benchmark assessments will be administered to monitor content and skill acquisition and adjust curricula. Each week students will be required to complete interdisciplinary “Exploratory Tasks” in core subject areas that are aligned to thematic units of study as well as respective project and/or problem-based performance assessments. We will use the Core Knowledge Curriculum, a proven educational program developed by (Dr. E.D. Hirsch) that is built upon ensuring all students gain the same background knowledge. Dr. Hirsch believes that if you want to teach students how to think, you have to give them something to think about. Using the Core Knowledge Sequence, students receive instruction in reading, science, and social studies. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching, and builds on prior knowledge, encouraging teachers to disseminate the content through instructional methods that meet the developmental needs of their scholars. Formative and summative assessments will be implemented regularly and according to a school-wide calendar. Content Rich Curriculum: As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The basis of these subjects from Kindergarten through 5th grade is the Core Knowledge Sequence, made available through the Core Knowledge Foundation. This sequence was developed to provide a comprehensive order to K-5 education, with the intention of training students in the content—art, literature, science, history, math, and language—that forms their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States. In its ninth and current edition, the sequence aligns with North Carolina State Standards. The Core Knowledge sequence additionally supports the development of cultural literacy, a key to all future success as students leave their local communities for the larger world.

Math instruction at Agape Achievement Academy will focus on the processing of math conceptually using the Navigator Math Program and will include a combination of math strategies, hands-on manipulation, problem-solving, and automaticity with increasing opportunities to create, analyze, and use mathematical models and craft mathematical arguments. Following direct instruction in all grades, students will break into differentiated, flexible learning groups based on a student’s



readiness and needs. Some groups will meet with the teacher assistant or volunteers for remediation of skills they have proven weaknesses on assessments. Other students will be able to gather in small groups to work collaboratively on real-world problems and applications.

Social Studies: The purpose of the block at Agape Achievement Academy will be to enable students to understand, participate in, and make informed decisions about their world. Social Studies will provide students with inquiry-based, culturally relevant learning experiences that challenge their thinking and prepare them to be active citizens, leaders, and community activists in a global society. The contributions of multicultural activists, politicians, and historical figures will be studied throughout the year, not just during “black history month.” Teachers will plan aligned instruction with the NC Essential Standards and will provide hands-on application through outreach, guest speakers, service learning, and field trips. Social studies will include research, debates, projects, and simulations that require the application of critical thinking skills. We will incorporate the Inquiry Method in our social studies program for 3-5 grades as well. This inquiry-based learning asks students to pose their own questions, problems, or scenarios, seek out their own answers, and organize that information compellingly or persuasively. Instead of being the keeper of all knowledge, the teacher’s role facilitates the student’s learning. Our lower grades don't begin at this level, so we take a ladder approach toward the highest levels of inquiry over time.

The Science Block will ignite a passion for learning about the world around them while developing our students' ability to listen, speak, read, and write about scientific concepts. Students will learn to approach the world with curiosity and inquiry in the early grades, asking questions and making predictions based on prior knowledge. Students will listen attentively to high-quality nonfiction text rich in informational vocabulary, and teachers will engage them in conversations, collaboration, and written reflection. Students will learn to research purposefully, outline and synthesize information from various sources, conduct experiments, make observations, and share their knowledge and discoveries in visual representations and reports using technology. The science curriculum will also include a spring project for grades (3-5) in planning, growing a garden, and making community donations for the elderly from their harvest. Our teachers will be able to utilize technology in their classroom when it is directly aligned to mastery of the common core standards and not for long periods. Videos, demonstrations, research tools, digital organization of information, reporting, and presentation will be incorporated into each subject to enhance learning and bring it to developmentally appropriate ways. All teachers will take responsibility for teaching students appropriate, safe, responsible use of social media and apps. They will also teach students to think



critically about the news/information.

The Enrichment Block will align with the NC Standard Course of Study in music and visual arts. Students will have opportunities to design, create, collaborate, evaluate, and perform during this block. Assessment in all subjects at Agape Achievement Academy will be continuous and ongoing, and teachers will closely monitor student performance using observation and daily essential questions. Students will be grouped by grade heterogeneously and plans for one class per grade and small class sizes (twenty-two students in Kindergarten through 2nd grade). Instruction will be classroom-based with built-in time for differentiated, small group remediation, acceleration, and collaboration in each subject. Each classroom in grades K-3 will be heterogeneously grouped, self-contained, and have one classroom teacher (with an assistant in K-2). Classes in grades 4 and 5 will switch classrooms midday, so one teacher teaches literacy/ELA and social studies, and the other teaches math and science. In grades K-5, all students will take a 40-minute daily enrichment class aligned to the NC Standard Course of Study Arts Education Standard and 40-minutes of PE/Music /Visual Art/Horticulture instruction every other day. In addition, a Reading intervention block, Math Intervention Block, and Tutorial Program are integrated into the daily schedule. Time is also blocked off for silent reading to ensure independent reading practice. For English Language Learners, the English Language Proficiency SCOS (Standard Course of Study) is integrated into the curriculum for each course, with a professional development focus on second language acquisition. As aforementioned, agape Achievement Academy's overall instructional program will utilize the Common Core State Standards for reading and math. The Common Core State Standards are aligned with the North Carolina Accountability Model. These grade-level standards will serve as the basis for daily reading and math instruction throughout each school year.

Q114. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q118. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



Agape Achievement Academy will implement extended time through a dual curriculum. A Reading Intervention Block, Math Intervention Block, and Tutorial Program are integrated into the daily schedule. To ensure independent reading practice, time is also blocked off for silent reading. For English Language Learners, the English Language Proficiency SCOS is integrated into the curriculum for each course, with a professional development focus on second language acquisition.

Basic Learning Environment: The basic learning environment will be student-centered and allow students to participate in a variety of different settings. Students will be grouped heterogeneously by grade level, having two classes in each grade (K-3) and class size will be a small 22/1 teacher/student ratio. The environment will be classroom-based instruction with time allotted for differentiation, small groups for remediation, and the same for acceleration. In grades K-3 it will be heterogeneous, self-contained, and will have one teacher and one teacher assistant. For our grades 4-5, they will switch classes mid-day, and one teacher will teach the literacy, and social studies track and one teacher will teach the science and math track. All students in grades K-5 will be allotted 40 minutes each day for enrichment classes. There will be 1 class per grade and small class sizes (20/1 in Kindergarten-5th grades). Instruction will be classroom-based with built-in time for differentiated, small group remediation, acceleration, and collaboration in each subject. In grades K-5, all students will take a 40-minute daily enrichment class, aligned to the NC Standard Course of Study Arts Education Standard. School-wide and classroom aesthetics and symbols send nonverbal messages to students about affirmation and validation in the school community (Hammond, 2015). As a result, students unconsciously pick up clues about who and what is valued (Hammond, 2015). In order to promote school-wide values and ideals and to create a personalized environment in which students feel safe, welcomed, and a sense of belonging, Agape Achievement Academy will be thoughtful and intentional about the hall and wall displays presented throughout the school. Our school displays will always present a physical environment in which signs and symbols promote individual, school, and community pride. In addition, hall and wall displays will include student work that celebrates progress, achievement, success, and creativity; word walls that reinforce vocabulary; anchor charts that reinforce learning processes; expectations that reinforce academic and behavioral responsibility; and motivational and inspirational quotes that encourage and enhance positive mindsets. We will even have displays of banners that represent different colleges and universities that they can attain to enroll in past high school. Teachers will also utilize Teach Like a Champion techniques to manage their classroom and adapt these guiding techniques to best suit their students. Teachers and staff will be encouraged to discuss the applicability of these techniques and learn how to more effectively employ them in their classrooms. These techniques are extremely helpful in setting behavioral and academic standards in the classroom and have been most referenced among socio-economically disadvantaged



students.

Culturally Relevant Instruction: Research has proven that culturally relevant instruction works when it includes Gloria Ladson-Billings' three primary approaches: high expectations for student engagement and learning, promoting cultural competence and self-identity and promoting critical consciousness (Byrd, 2016). Staff at Agape Achievement Academy will all have a good understanding and respect for students' backgrounds which will be reflected in the ways they interact with their students, the resources they use, and the emphasis on student's own culture and community, allowing students to master content in a more personal way. What a teacher learns about his or her students will be woven into the classroom, emphasizing their interests, passions, and talents to drive out any fears or insecurities that can hinder learning. Students at Agape Achievement Academy will feel safe being who they are, belong to a positive school culture where they know they are valued and loved, and feel secure taking risks.

The average class size is 22/1 students. Students and teacher teams will be categorized into two different grade spans, including K-2 & 3-5. The learning environment will be academically rigorous. We plan to select furnishing which accommodates student movement and classroom configurations. Teachers will have the capacity to assemble student seating in the traditional classroom format, create workstations, create a circle classroom structure, establish a conference table arrangement, create a U Shape classroom structure, or establish team-style groupings. The basic learning environment is student-centered and includes students' participation in a variety of different settings within the school. All settings include teacher and staff supervision and facilitation. The average class size is 22 students and the learning environment will be academically rigorous instruction. Each classroom has its regular classroom teachers, and in addition, there will be teaching assistants for K-3, who will help facilitate the highly rigorous learning environment.

Students will be grouped by grade heterogeneously. There will be 2 classes per grade and small class sizes (22 in Kindergarten, 22 in 1st-5th). Instruction will be classroom-based with built-in time for differentiated, small group remediation, acceleration, and collaboration in each subject. Each classroom in grades K-3 will be heterogeneously grouped, self-contained, and have one classroom teacher (with an assistant in K-2). Classes in grades 4 and 5 will switch classrooms midday, so one teacher teaches literacy and social studies and the other teaches math and science. In grades K-5, all students will take a 40-minute daily enrichment class, aligned to the NC Standard Course of Study Arts Education Standard in addition to 40-minutes of PE instruction every other day.



Q119. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

Our curriculum is designed to meet students exactly where they are, with consistent use of student performance and assessment data to determine what standards students spend their time working on during the remediation and acceleration groups. Agape Achievement Academy will use Core Knowledge Sequence and NC Essential Standards as the backbone of planning and instruction. They will be at the heart of each student's individual goal for mastery of grade-level content and growth. Our teachers at Agape Achievement Academy will use Common Core and Essential standards to unpack each lesson plan's objective and the End of Grade (EOG) assessments will help us ensure we are actualizing our mission. The North Carolina Accountability Model measures academic progress using the North Carolina Standard Course of Study, which is designed based upon the Common Core State Standards. Best practices literature demonstrates that the Common Core State Standards contain college and career readiness standards which, if mastered, helps prepare students for college and career. The Core Knowledge Sequence integrates with these standards and has been used extensively among diverse populations. The Core Knowledge mission aligns directly with our mission to serve all students, create productive citizens, and pursue academic excellence. To ensure students are being taught with the rigor required to excel on these assessments and beyond, teachers will align their weekly and unit assessments with question stems on sample EOG assessments. Students testing below grade level will receive documented interventions using the North Carolina Multi-tiered System of Support (MTSS) model with research-based intervention programs. Succeed and Response to Intervention will be used as well and mentioned above, in all curriculums. The targeted student population is predominantly socioeconomically disadvantaged. The Teach Like a Champion techniques, and Core Knowledge Sequence have all been built and born out of schools that are predominantly economically disadvantaged and largely comprised of diverse populations and their results are inspiring.

Q120. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary,



middle, high) the school would ultimately serve.



In order for Agape Achievement Academy to actualize its mission, teachers will have to be exemplary at utilizing the variety of teaching tools and strategies previously outlined. First and foremost, Agape Achievement Academy will recruit teachers with demonstrated commitment and success at closing the opportunity gap for students of low income. During the written application and interview process, the Lead Principal will probe for evidence that the candidate has the mindset that any child can succeed at high levels, regardless of socioeconomic status or race, and fully believes in the importance of culturally relevant instruction. Teachers hired at Agape Achievement Academy will have to have a willingness to put in the extra time and energy required to create an instructional program that meets the needs of all of their students. In addition, Agape Achievement Academy will provide teachers with the training and tools to implement the following instructional strategies to support the highest levels of student learning. K-2 Teachers: At the primary (K-2) level, teachers build the students foundation for the future. Primary teachers are expected to master learning strategies that Agape Achievement Academy help students learn how to get along with each other and cooperate on past performance. Primary teachers are also expected to master instructional strategies to help students build a strong foundation in reading and math including phonemic awareness, vocabulary building, reading fluency, and techniques to enhance cognitive processing speed. In math, primary teachers are expected to utilize mass instructional strategies designed to help students develop a number sense, concept of linear time, basic addition, subtraction, multiplication, and division. Primary teachers will also introduce students to the world. Primary teachers will master instructional strategies in teaching tolerance, diversity, cooperation, and introduce the global community. Teachers are expected to promote diversity and master culturally responsive teaching techniques. 3-5 Teachers: Our intermediate grade (3-5) level teachers are expected to master small group instructional strategies, cooperative learning strategies, and use of technology in instruction. Intermediate teachers are required to master data-driven instructional strategies and promote student independence. Intermediate teachers are expected to master instructional strategies that promote student community skills, including public speaking, conference speaking, and the art of persuasion.

1. Direct Instruction: is an evidence-based teaching method. Research agrees that this method has been proven to be effective in student learning and can be used with other methods as well- (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are “directing” the instructional process or instruction is being “directed” at students. Teachers will master the ability to capture students’ attention and present information in a meaningful, tangible way that is accessible to visual, auditory, and kinesthetic learners. Teachers will learn to model deep levels of thinking and processing and guide students through the same processes



in a gradual release model. Independent practice will be clearly aligned to the learning goals and will be purposeful, hands-on, and meaningful in nature. During direct instruction and independent practice, teachers will master the ability to monitor students' learning, correct student misunderstandings through questioning, and assess whether an objective has been successfully taught.

2. Differentiated, Student-Centered Instruction: Student-centered teaching practices put students in the center of attention in learning and teaching. Because students will enter the classroom with varying degrees of readiness, teachers will have to develop instructional strategies to remediate and also accelerate learning so that all students experience success, are challenged, and make gains. Students will all be working towards mastery of the same Common Core standards, but teachers will have to meet students where they are to ensure success. With some standards, it may be as simple as differentiating the text students work with or the depth at which students are expected to present information to demonstrate mastery of the same learning goal. With others, it will require remediation with some students before tackling the grade-level task or planning for enrichment activities that challenge students to go deeper with the application. This will be especially helpful for our at-risk students and our English Learners who may have some challenges in the traditional delivery of instruction.

4. Culturally Relevant Instruction: Over the past few decades, students, their experiences, upbringings, and backgrounds have changed. Classrooms now reflect families of varying races, cultures, and socioeconomic statuses. Culturally relevant teaching helps bridge those gaps by engaging students from underrepresented cultures (which can be informed by everything from race and ethnicity to religion and ability) in the learning process in ways that are meaningful and relevant to them. The benefits of culturally relevant teaching are undeniable. Not only does it improve student success rates across the board but it also fosters positive relationships between families and school communities and promotes inclusion in schools. As a result, the way teachers educate these students must change. This will be one of the most needed strategies given the type of student populations we want to reach and make. Teachers will have to understand and believe in the importance of presenting students with a curriculum and instruction that is relevant to their lives. Teachers will read heavily from authors that mirror students' own backgrounds and present students with countless examples of people from various cultures that defied odds and rose above expectations to achieve their goals. Mastering this important pedagogical strategy will make learning more intimate and interesting for students and will provide students with a strong sense of self-awareness necessary to truly believe their goals are worthy of pursuing. While developing this expertise will be demanding on teachers, Agape Achievement Academy will remain committed to recruiting, hiring, and training teachers with a dedication to the mindset that they are the change agents. Above all, teachers will have to be humble: open to critical feedback,



eager to hone their own teaching practice, able and willing to learn from their peers, all to improve the outcome of their students' lives.

Q121.Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

Agape Achievement Academy will serve grades K-5. This statement is not applicable.

Q122.Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Our school calendar is closely aligned to the local LEA's calendar to accommodate families who have students in both systems. To maximize learning time, Agape Achievement Academy will operate on a 7.5-hour day instead of Cumberland County's 7-hour day to allow time for the instructional program. Teachers will have more professional development days prior to the first day of school (6/7 days total) which will include training in methodologies, curriculum mapping, and using assessment data to inform instruction. The calendar provides teachers a framework for delivery of instruction and student assignments, Special Programs and "At-Risk". Following every six-week assessment cycle, teachers will have a professional workday to analyze student progress and adjust their planning accordingly (6 days total). Each quarter following progress reports, teachers will have a day of scheduled conferences with parents and students to update families on their child's progress towards their goal, communicate major accomplishments and growth, and discuss priority areas for improvement. Following every six-week assessment cycle, teachers will have a professional workday to analyze student progress and adjust their planning accordingly (6 days total). Each quarter following progress reports, teachers will have a day of scheduled conferences with parents and students to update families on their child's progress towards their goal, communicate major accomplishments and growth, and discuss priority areas for improvement. This allows for 1,350 hours of instruction in 180 school days. The school calendar is based upon 1,350 hours of annual instruction as provided by North Carolina General Statutes. Our yearly academic calendar coincides with the tenets of the school's proposed mission and education plan by providing adequate time for teacher professional development, teacher planning, benchmark testing, and instructional time.



Q123. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The school day at Agape Achievement Academy is 7.5 hours long, from 8:00 to 3:30. The time spent on each subject in the elementary school is as follows: Literacy- 150 minutes (K-2) and 130 minutes (3-5); Math- 90 minutes; Science and Social Studies- 40 minutes (alternating biweekly in K-2); Arts Enrichment: Visual Arts, PE, music, 40 minutes; and Horticulture/PE (alternating days) 40 minutes. As mentioned before, we want to provide more time for literacy, so our daily schedule prioritizes extended literacy and math blocks, and time for remediation/acceleration in Core Subjects. Students will have an early release at 1:00 pm. The school schedule will be modified to be certain that all the Core subjects are taught and students have lunch before dismissal. In order to provide after-school care and prevent the "summer slide," during the summer months, Agape Achievement Academy plans to partner with local organizations, like the YMCA, and the Boys and Girls Club, some of our local churches that have such programs as well to feed our students into their programming. These programs will allow our students to continue learning and create an environment that will be optimal for a balanced educational model and maximal student growth and achievement.

Q124. Describe a typical day for a teacher and a student in the school's first year of operation.



The school day at Agape Achievement Academy will be highly structured and organized so that students receive the best learning time. The atmosphere for learning at Agape Achievement Academy is ongoing and the day is full of attainable learning opportunities for our students to build self-awareness, and self-confidence, engage with their peers and create and inquire. The school day at Agape Achievement Academy is 7.5 hours long, from 8:00 to 3:30. The time spent on each subject in the elementary school is as follows Literacy- 150 minutes (K-2) and 130 minutes (3-5) Math- 90 minutes; Science and Social Studies- 40 minutes (alternating biweekly in K-2); Arts Enrichment- 40 minutes; and Music/PE (alternating days)- 40 minutes in each class. Every few weeks students will have an early dismissal day at 1:00. On those days, schedules will be slightly modified to ensure all the Core subjects are taught and students have lunch before dismissal. Parents will receive revised schedules for these shortened days of instruction. To provide after school care and prevent the “summer slide,” during the summer months, Agape Achievement Academy plans to partner with local organizations like the YMCA, and YWCA, Boys & Girls Club to feed our students into their programming if parents are not able to pick them up on these days. All of the following have been thoughtfully planned to maximize student learning time and create an environment that is optimal for a balanced educational model and maximal student growth and achievement.

Teachers arrive at school by 7:25 to make sure they are ready to welcome their students to a new day of active learning. Students arrive at the school for 7:45 a.m. admission to the school building, at which time the principal welcomes them by name as they move to their classrooms. The students will be provided a healthy balanced breakfast, prepare their materials for the day, and be ready for a great instructional experience. There is no need for monitors, in the hallway because students are reacting to the school’s classical virtues they are learning in class and through the examples of the teachers and staff as they walk to class. The K-5 students will hang up their backpacks and outerwear while being cheerfully greeted by their teachers at the classroom door. Students independently get into their arrival routines in anticipation of the 8:00 bell. Other staff will be positioned near the entry and at reception to greet students and address parent questions. By the 8:00 a.m. bell, students will be ready to participate in a full day of active learning. For the next ten minutes, students and their teachers will listen to announcements and afterward recite the "Pledge of Allegiance. Then young students are introduced to and reminded of the days of the week. Older students participate in readings, recitations, Core Values, or other activities to help them focus on the day ahead.

Students and teachers efficiently transition into the school day. Students will move to classes that are suited to their stage of learning for ELA and math. Teachers welcome a new group of children to their classroom and are fully prepared to teach the students at the students’ stage of learning. Following lunch in their classrooms, students will begin their afternoon learning which includes specials, science, social studies, and revisiting math and ELA. Students are dismissed between 3:15-and 3:30 from their classrooms to follow procedures for carpool pick up or to get on the bus. The parents will pick up their child/ren by ticket coded for their grade level. The students will be



delivered to their car by the teacher/s only. Parents remain in the car with their cards on the windshield. Teachers remain in their classrooms until 3:40 to prepare for the next day of teaching. The Agape Achievement Academy's school day is full of opportunities for the students to react to the classic virtues in the choices they make. Teachers are teaching and modeling these virtues in their daily lessons. Students go home excited to return the next day, because they know they are responsible for their own learning and being a part of building the school culture.

*Note: Once our teaching staff has been hired and we have met with the Board members about our daily schedule we may need to alter our starting time and ending school day time to meet the needs of our students.

Q125. Will this proposed school include a high school?

- Yes
- No

Q131. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

Appendix B Curricul...	scopre	scopre
Uploaded on 4/6/2022 by Doris Taylor	Uploaded on 4/6/2022 by Doris Taylor	Uploaded on 4/6/2022 by Doris Taylor


Q132. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3



Applicant Evidence :


APPENDIX D YEARLY ...


Agape Academy 202...

Uploaded on **4/21/2022**
by **Jesse Brayboy**


Uploaded on **5/20/2022**
by **Doris Taylor**

Q133. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15

Applicant Evidence :


AAA Master Schedul...


APPENIX E - DAILY:W...


AAA 4-5 Grade Sched...

Uploaded on **4/13/2022**
by **Doris Taylor**

Uploaded on **4/13/2022**
by **Doris Taylor**

Uploaded on **4/15/2022**
by **Doris Taylor**

9.2. Special Populations and "At-Risk" Students

Q134. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.



When enrolling in Agape Achievement Academy, students deemed “at-risk” are identified through incoming students' performance indicators such as standardized test score data, grades, attendance patterns, and discipline data. Mathematics and reading diagnostic assessments will be used at the start of the school year to identify “at-risk” students who are in need of immediate intervention. In addition to these tools, teachers will use the state's (MTSS) framework to meet the academic, social, and emotional needs of students, along with our SMART Tutoring Program during regular classroom instruction. Multi-tiered System of Support (MTSS) supports the academic, social, and emotional needs of students. The MTSS framework is composed of 3 tiers of support and each tier includes both academic and SEL interventions. There are 3 Tiers in this MTSS framework: Tier 1: Primary/Universal (80%); Tier 2: Secondary (20%-25%); and Tier 3: Tertiary: Individual Students (10%).

Below are the elements of the MTSS; multiple tiers of instruction, and intervention.

Tier 1: is the largest tier and the foundation for the entire framework and encompasses the entire school with core instructions and basic interventions. Tier 1: framework consists of a high-quality core instructional program in which interdisciplinary theme-based units of study are delivered in 5-week spans through brain-based and culturally responsive pedagogy. Tier 1 also consists of schoolwide behavioral expectations and brain-based support structures (i.e. meditation, mindfulness practices, exercise programming, etc.) that are implemented and reinforced in school-wide convocations, grade-level/team meetings, and individual classrooms. The outcome of Tier 1 should result in 80% of the students having proficiency. In addition, a culturally responsive SEL curriculum that encourages both advocacy and activism by requiring students to investigate and respond to the real-life situations related to the needs of their school and/or community will be taught through a project and inquiry-based learning tasks which are organized around social justice themes and aligned to the academic units of study. It also includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move to Tier 2.

Tier 2 - Secondary - Small groups of students (10%-25%). Some students need a little extra assistance in meeting academic and behavioral goals, and in Tier 2 these students will receive that extra assistance that will be delivered in a small group pull-out setting: esp. for reading or math. It also includes targeted skill-based academic and behavioral support for students in need. These students will receive support through small group learning as well as Restorative Learning Plans for academic and



behavioral deficiencies. This targeted support will allow students to work toward catching up with their peers. In this tier, brain-based and culturally responsive intervention strategies will be provided to students via classroom-based groups and small group pull-out sessions. Students in need of Tier 2 services will be identified through diagnostic assessments, teacher referrals, formative assessments, interim skill-based benchmark assessments, and discipline/office referrals.

Tier 3 - Tertiary - Individual Students (10%): A subset of students has significant challenges that do not respond to the interventions and support in Tier 1 or Tier 2. Tier 3 teachers will give these students individualized support and can also include assistance from outside agencies such as behavioral counselors or family therapists. It will consist of a 30-40 day Pupil Action Plan with bi-weekly monitoring of academic and behavioral goals as well. Tier 3 consists of individualized support for students whose needs are greater than the services offered in Tiers 1 and 2. Individualized supports consist of 30 to 45-day Pupil Action Plans with biweekly monitoring of academic and behavioral goals. Students in need of Tier 3 services will be identified through diagnostic assessments, teacher referrals, formative assessments, interim skill-based benchmark assessments, and discipline/office referrals.

Q135. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



We have one person on our founding board that has had over 25 years of experience working with special populations (students with disabilities, students with 504 Plans, and students at risk of dropping out.) Stephanie Walsh has taught special education in different categories of the spectrum for over 25 years. She has a plethora of experience in working with these students at the middle and high school levels. Her expertise has afforded her to be a well sought-after special education teacher. Even though she has retired, she still works part-time in the cooperative subject areas with those students who need some extra or intensive academic assistance and encouragement. She has excellent experience with the IEP implementation and informing and explaining to parents the goals that have been established based on assessments by classroom teachers and EC assessment tools.

Q136. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

- 1. Methods for identifying EL students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.**
- 3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**
- 4. Means for providing qualified staffing for EL students.**



EL services will be available to any student who is enrolled in the Agape Achievement Academy K-5 and has been assessed and identified as EL (English Learner).

The parents of students who enroll in Agape Achievement Academy who speak another language than English will complete our Home Language Survey to identify potential ELL students. The parent must complete this survey at the time of enrollment. In addition, all potential ELL students will be assessed using the WIDA Placement Test. This test will be used to determine if the enrolling student will meet the requirements for receiving special services necessary for meeting the academic needs of the ELL student and will help us develop an instructional plan. Our ELL students in K-5 will be mainstreamed in their regular classes most of the day. The EL service will be provided using the "Pull Out" instructional model in grades K-5. Differentiated instruction that promotes English language development will help the ESL teacher create the best learning experience possible and will be essential in meeting the individual language and academic needs of ELL students.

We will hire a full-time ESL teacher to accommodate the needs of our ELL students. The teacher will generate and maintain an English Learner Plan (ELL plan) for all identified students and will monitor students' academic performance and achievement in mainstream classrooms. ELL plans for K-5 will be modified each year based on input from classroom teachers and ELL teachers (ELL team). The students in grades K-5 will be given the ACCESS for EL yearly which is a language proficiency test for these students. At the end of the year, each student will be administered the ACCESS to determine the rate of progress. Students who make a composite of 4.8, exit from the program. The ELL teacher will aid in their transition back into the regular classroom. Teachers will be given recommendations by the EL teacher for differentiating instruction for the ELL student and descriptions of ELL students' abilities in terms of English language comprehension and production in a given language development skill in the mode of communication. The team will provide the option for transitioning if any of the following occur: parent waiver, years in the US; we're close to achieving proficiency in the ACCESS test (3.9-4.0); or if they have an IEP. The School Principal and the ESL teacher will monitor the program to make sure that each identified student receives the required services. They will keep a weekly log to provide a summary of the activities used with their students, and indicators of student mastering and/or progress. Students may re-enter the program if there is a decrease in the mastery of the skills (reading, writing, listening & speaking). The classroom teacher will implement the (ELP) English Learner Plan for all identified ELL students. This plan will provide teachers with recommendations for differentiating instruction for the ELL student and ELD Standards Class Instructional Design. This design has 5 standards: Social Language, Language of Language Arts; Language of Science & Social Studies. There are also 4 domains that students are tested for: Listening, Speaking, Reading, and Writing. Agape Achievement Academy has



provided in the budget money to hire a full-time qualified EL teacher for grades K-5.

Q137. Explain how the school will identify and meet the needs of gifted students, including the following:

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.



Each year, the parents will receive notification of the services for which their student qualifies and will receive. Each child who is Intellectually Gifted will be placed on a Personalized Education Plan (PEP), which will include academic goals and a time frame to meet the goals. When the PEP is created, the student and parent will develop the goals with the assistance of the teacher to guide the goal, thereby making it realistic and in correspondence to the North Carolina Standard Course of Study. Progress of students who qualify as gifted students will be measured through data that comes as a result of formative assessments, portfolio work, and anecdotal evidence. In this service option, AIG students, identified in reading and/or math, are clustered (5 minimum) for instruction with other academically capable students. This service delivery model allows schools the flexibility of determining the degree of consultation and pull-out, based on the unique needs of the school's culture and population. Parents also play a vital role in identifying and cultivating talent for diverse gifted children. A parent may request an AIG screening. Parents may write a letter to the AIG to our school Dean of Students expressing why they feel their child needs AIG screening. Agape Achievement Academy strives to provide a program to meet the needs of the whole gifted child - academically, socially, and emotionally. We recognize a responsibility to meet the needs of learners who demonstrate unique academic and intellectual ability while seeking to provide an academically challenging and rigorous program. We also recognize that these students, who have unique abilities, have mastered many of the grade-appropriate curricular standards, comprehend material quickly, and are able to think more abstractly and analytically than the average age-appropriate student. We desire a program that will meet the needs of this unique learner through various content areas and to different degrees.

Agape Achievement Academy will take into account each child's readiness level, interests, and learning styles to provide an engaging, rigorous, differentiated learning environment within each classroom. Agape Achievement Academy will assess all students for academic strengths and weaknesses, but will not teach high-performing students in an exclusive setting. All students who demonstrate mastery of classroom content material, are curious and motivated, and possess higher-level thinking skills, will be given opportunities during small groups to stretch their thinking beyond mastery of common core standards. Agape Achievement Academy teachers will engage students in inquiry-based learning with critical thinking, and higher-order questioning including Paideia Seminars, Collaborative Study Groups, and problem-solving applications. Instruction will be asset-based in methodology, drawing on students' strengths and interests to build confidence, affirm each child's worth, and help every student actualize their potential. Along with the rest of the class, they will be regularly assessed on their reading ability and since reading goals will be based on growth, even the highest readers will be pushed to stretch and grow. Students will be provided



ample reading material on their independent reading level and may move classes during reading groups or literature circles in order to work with peers that can challenge their thinking. In addition, several school-wide events and clubs will push and stretch students' thinking, though all students may participate. These may include (but will not be limited to) a school-wide science fair, spelling bee, poetry slam, and Battle of the Books. Because all classroom teachers will be charged with accelerating learning and providing a challenging, inquiry-based learning environment for all students, Agape Achievement Academy will diligently weigh teaching candidates with a gifted teaching certification for our AIG population.

9.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** *Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Q138. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.



Upon enrollment at Agape Achievement Academy, parents will fill out enrollment packets, which will inquire about any services their child may have received at a previous school or any diagnosis that may affect the students learning. In addition, Agape Achievement Academy will request this information from the transferring school upon receipt of the student's prior school records. AAA will comply with all federal and state authorities concerning the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act. **Identification:** Exceptional children will be identified upon entry at our school by either an active individualized education plan (IEP) or through the Child Find process. If parents of a new student state that their child has previously received special education services or has an IEP or Section 504 Plan, we will ask the parent for any documentation. If the parent has no documentation, we will initiate a records request from the student's prior school. The staff will also review all students' files to find evidence of enrollment in a special education program at the previous school; if so, we will immediately ask that school for relevant records. Then we will implement the student's existing IEP or Section 504 Plan, providing comparable services, until the IEP or 504 team either accepts the plan or convenes to develop a new plan. We will include Child Find in our marketing efforts to attract the broadest possible spectrum of students, including those with special needs. Our outreach will target all area families with students of appropriate ages. Parents expressing interest in enrolling exceptional children will be invited to meet with school staff to review the program and to ask questions. We will comply with **Child Find** requirements of IDEA, and Agape Achievement Academy will provide notification to parents consistent with state and federal requirements. We understand our responsibility to identify students who need special education services, but enter our school without an active IEP.

If a student struggles with classroom assignments, a teacher or parent may refer the student to our EC staff, which includes the principal, the EC teacher, and the referring teacher. The student's parents also will be invited to participate. The team will determine appropriate education and service options by analyzing screening data, response to intervention results, classroom performance, discipline data, state assessments, and any information parents provide. Outcomes may include: continuing current intervention and progress monitoring through the (RTL) process; conducting additional interventions; referring for a Section 504 evaluation; referring to the special education team for a possible comprehensive evaluation, and taking no further action while monitoring academic and social experience. In accordance with IDEA and Section 504, at any time, a student's parents can refer the student for a special education evaluation, and a properly convened team will decide whether to proceed with the evaluation. If parents disagree with an IEP team's decision not to conduct an evaluation, the parent has all procedural rights, including the right to



request a due process hearing, as set forth in the North Carolina Handbook on Parent's Rights.

Q139. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



The **Child Find** mandate requires each state to devise a practical method to determine which children are receiving the needed special education services, and which children are not. After identifying children who may need services, Agape Achievement Academy EC staff will have all necessary evaluations completed on these children, at no cost to parents. Educational Programs and Staffing: We will offer exceptional children individualized services and tailored instruction that provides access to, and promotes progress in, the general education curriculum.

We will serve all children according to their individualized academic, functional, social, and emotional needs. We are committed to serving students in the least restrictive environment (LRE) while providing the full continuum of educational placements as appropriate for each student. These placements may include the general education setting, individualized one-to-one instruction, and small-group instruction with both disabled and non-disabled peers as appropriate. We will prepare and execute individualized strategies for our full range of students, realizing that the LRE for some students may be in a more supportive environment.

** Agape Achievement Academy will comply with the federal Child Find mandate to identify and evaluate all students who either have or are suspected of having disabilities and need special education services. Teachers, parents, support staff, the student, and the administration will be an integral part of the identification process as students may exhibit or display disabilities only in certain areas. The identification process will include the following components.

1. A teacher or parent notices that a child is not progressing in the general education program or is exhibiting behavior that is atypical for his or her age and developmental stage. At this point, screenings may occur, including the following:
2. Vision/hearing screening,
3. Cognitive or adaptive functioning,
4. Identification of cultural, environmental, or economic influences (for example, no safe or quiet place to do homework), loss of instructional time (for example, chronic tardiness or frequent absences without apparent illness or because of frequent illness), or



5. Review of academic records.

6. After the information is gathered, the MTSS team will meet to determine if the student will be placed in Tier 2 interventions.

7. Based on the results of Tier 2 interventions, the student may or may not go to Tier 3 interventions. The parents will be invited to the MTSS meetings. If the student does not make progress in Tier 3 interventions, the MTSS team may or may not refer the student for a formal evaluation.

Students who are behind their grade cohort will receive instructional aids listed in their Individualized Education Plan (IEP). Other kinds of obstacles to learning (for example, transportation needs or parental language barriers) can also be addressed in consultation with parents and allies. Students who have an IEP will receive all services and work toward all goals detailed in their IEP. Students without an IEP may also receive necessary assistance identified by the teacher, administrator, and student services, including but not limited to adapted reading assignments, additional tutoring, and oral exams. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade-level standards.

Q140. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**



Student education records are social and confidential documents protected by one of the strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, defines education records as all records that schools or education agencies maintain about students.

1. Requesting Records: When any student transfers from one school system to another school system, or from one school to Agape Achievement Academy will request the school records from the school from which the student is transferring. This will include IEPs, supporting documents, and/or 504 Accommodation Plans from the previous schools. If the student's parent or guardian provides the student's record (or withdrawal form) to Agape Achievement Academy from which the student is transferring, Agape Achievement Academy, within 30 days of the student's enrollment, will request written verification from the school record by contacting the school named on the withdrawal form or from information provided by the parent. If the student transfers from within the school district or the county where Agape Achievement Academy is located, the file should be transferred as part of his/her student record as a confidential file. If the student transfers from out of state, contact will be made and followed up by a social mail request for records. All records and documents will be kept confidential and locked in a secure filing cabinet (in accordance with NC 1505-2.5) in an office space set aside for confidential records and documents. The office will have a lock on it, and the filing cabinet with student records will be locked whenever not in use. The classroom teacher and EC teacher will regularly monitor the plans by request to ensure appropriateness and compliance. There will be a sign-out process (a log) for all records and these records may not be signed out for more than a day. The teachers may not take these records to their class, (space will be provided for them.) and they cannot leave the school grounds.

2. Record Confidentiality (on-site): All student education records will be kept confidential in accordance with the Family Education Rights and Privacy Act (FERPA) and IDEA. Records will be retained per state and federal guidelines and will be destroyed by burning or shredding in accordance with chapters 121 and 132 of the North Carolina General Statutes after records have exceeded expiration. There will be a conference room for use to examine these records and documents. The Guidance Counselor and EC/EL teachers will have access to these records/documents when needed.

3. Record Compliance: (on-site) All required student records will be prepared, retained, and disposed of in a manner consistent with federal and state statutes. Paper records will be stored in fireproof cabinets, locked, or reduced to electronic documents for storage. The school principal, EC teacher, and administrative assistant will have direct access and will monitor who is checking out



folders.

Q141. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



Utilizing the inclusion model, student-centered, differentiated instruction, and support from an EC-certified teacher, students with disabilities at Agape Achievement Academy will receive a Free and Appropriate Public Education (FAPE). The EC-certified teacher and regular classroom teacher will collaborate once a week on creating plans that challenge and meet the needs of each EC student in order to co-serve all students well. The EC-teacher will push into the regular classroom whenever appropriate, so as not to exclude the student from the rigorous, engaging instruction with his/her teacher and peers whenever possible. In an inclusive setting, the student will have the benefit of learning to collaborate with peers and be held to high standards with accommodations. The EC teacher will provide supplemental assistance with one-to-one or small group support while being cognizant of the IEP/504 and modifying instruction, independent practice, and assessment when applicable. Like all students, their reading goals will be individualized and based on growth, and the classroom teacher and EC teacher will work with them during homogenous groups and literacy centers with text on their instructional level. During the writer's workshop, the student will work with a modified rubric with clear, measurable goals that still expect hard work and dedicated learning.

EC students will work at their own pace on the goals laid out in their IEP during MATH/READING and will receive considerable support from the classroom teacher, teacher assistant, and EC-teacher when needed. If EC support in an inclusive environment is not meeting the needs of the student, the Lead Principal, EC teacher, classroom teacher, and parent will meet to review all documentation and discuss options that are available at the school. If the services necessary are not available, Agape Achievement Academy will partner with Cumberland County Schools or an outside service provider to obtain the appropriate services for the student. Our budget will include an addition of \$25,000.00 for EC-related services contingent upon student needs to ensure all students receive a FAPE. Agape Achievement Academy will comply with IDEA and provide all accommodations, scaffolding of academic work, and special education services for all exceptional children based on the child's IEP. Students with mild, moderate, or severe disabilities may need the services of co-teach (inclusion), resource setting (pull-out), self-contained (all academics are in the special ed setting), or an instructional assistant with them in regular education class based on the needs of that student. Mild disabilities: Students will be in the inclusion (co-teach) model. Moderate Disabilities: Students will be in small group pull-out for direct-teaching groups. Severe disabilities: Students will be in a small group pull-out for direct teaching for all academic areas.

Q142. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education



curriculum?

In compliance with IDEA, Agape Achievement Academy will always provide EC students with an education in the least restrictive environment (LRE) that meets their individual needs and enables them to thrive. Each learning disability manifests itself differently, and thus warrants different supports. Like all students at Agape Achievement Academy, the goal is for EC students to make measurable gains and reach their academic goals as outlined in their IEP. The EC-teacher will work closely with the classroom teacher to create an individualized plan which will include co-teaching, related services, and their frequency, accommodations, and any exemptions for which they may qualify. These instructional accommodations may include assistive technology tools, preferential seating, reduction of distractions, and diverse response types.

Assessment accommodations may include extended time, having questions read orally, necessitating typed responses, and requiring minimally distracting or small group environments. It may also include time for the child to be pulled out of the classroom, although not for extended periods of time if the classroom teacher and EC teacher determine it is beneficial to the child's growth towards his/her academic goals. As mentioned above, if services such as Speech or Occupational Therapy are not available at Agape Achievement Academy, we will find services through an outside service provider and employ those services for the student during regular school hours. We have allowed for this need in our budget.

Q143. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



Agape Achievement Academy will have a team made up of a cross-section of school personnel including Classroom Teachers, EC teachers, and Social Worker/Guidance Counselor. The team will meet once a month or as needed to address teachers' or staff members' concerns about a specific student or student. The team will provide strategies and seek additional support concerning the student. Minutes will be shared with the Lead Principal monthly. In compliance with IDEA, Agape Achievement Academy will always provide EC students with an education in the least restrictive environment (LRE) that meets their individual needs and enables them to thrive. Each learning disability manifests itself differently, and thus warrants different supports. Like all students at Agape Achievement Academy, the goal is for EC students to make measurable gains and reach their academic goals as outlined in their IEP. The EC-teacher will work closely with the classroom teachers to create an individualized plan which will include co-teaching, related services, and their frequency, accommodations, and any exemptions for which they may qualify. These instructional accommodations may include assistive technology tools, preferential seating, reduction of distractions, and diverse response types.

Assessment accommodations may include extended time, separate settings, having questions read aloud, and requiring minimally distracting or small group environments. It may also include time for the child to be pulled out of the regular classroom, though never for extended periods of time, if the classroom teacher and EC teacher determine it is beneficial to the child's growth towards his/her academic goals. As mentioned above, if services such as Speech or Occupational Therapy are not available at Agape Achievement Academy, we will find related services through Cumberland County Schools or an outside service provider and obtain those services for the student/s during regular school hours. FAPE is an acronym for (Free Appropriate Public Education) the legal requirements under the Individuals with Disabilities Education Act (IDEA) are to provide a Free and Appropriate Education. Special Education and 504 students will not be charged any student fees that regular education students are not charged. The school will pay the cost for all services provided in the IEP or 504 Plan, and this item will be placed in our budget to accommodate the needs of our students who are in need.

The school, through the IEP Team, will ensure students receive an education that is appropriate to their disabilities in the professional opinions of the IEP Team. Furthermore, the school, through the IEP Team, shall ensure, to the extent possible, that Special Education and 504 students are educated in a public-school setting. To ensure students with disabilities receive a Free and Appropriate Education, the implementation of services will be a collaborative effort between the classroom



teacher, EC teacher, School Director, and parent. Regular meetings will be held as dictated by the IEP to monitor growth and progress towards individualized goals and to ensure that accommodations and services mentioned above are being provided to help the child meet his/her highest potential. The team will work together to determine the times, places, and activities in which the IEP goals are best addressed in the regular classroom. Classroom teachers will be supported and equipped to make accommodations and adjustments based on the student's IEP with support from the EC teacher. The EC teacher will assist the regular education teacher through co-teaching, working with small groups, and ensuring that the materials the EC students use are appropriately leveled. When the EC teacher proposes amendments to the goals, progress monitoring, or accommodations/services provided in the child's IEP, he/she will include a description of the proposal in the written meeting notice to all parties invited. The EC teacher and classroom teacher will provide documented evidence in data, work samples, rubrics, and observations in order to modify any IEP services.

Q144. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

Measuring progress towards the student's IEP measurable goals is essential in assuring effective implementation of the IEP services and accommodations. It gives the IEP team concrete evidence as to whether the IEP as designed is effective or whether adjustments to services or instruction need to be made. Every IEP will include a description of how the child's progress towards their goals will be measured and then that information will be provided to the IEP team, which will always include the parent. As mentioned before, the child's progress towards goals will be measured according to what is stated in his or her IEP. The evaluative criteria and assessments used will be as similar to his/her peers as possible, utilizing growth measures such as NWEA Map Suite, rubrics, and assessments with appropriate modifications. Teacher observation and anecdotal notes, classwork, homework, and assessment data will all be used to monitor progress towards goals and effective implementation and will be reported during quarterly IEP meetings. The School Lead Principal will be responsible for ensuring appropriate implementation through observation of the EC teacher and the classroom teacher. The parent will always be given an invitation to attend meetings that relate to any changes or modifications to the student's IEP.

Q145. Describe the proposed plan for providing related services and to have qualified



staffing adequate for the anticipated special needs population.

The EC teacher will generate an IEP checklist for compliance and share appropriate information with the staff at weekly staff meetings. The EC teacher will ensure that IEPs are implemented according to IDEA and reviewed annually. The EC teacher will put procedures and best practices in place to ensure the confidentiality of all students with a disability as required by FERPA (Family Educational Rights & Privacy Act). This federal law allows parents their right to have access to their children's education records.) The EC teacher will provide a secure plan for teachers and service providers to check out records as needed. Procedural safeguards will be put in place for EC children and parents as required by law. Procedures will be implemented to access records, notice, the opportunity for mediation of disputes, and the right to a due process hearing. Every IEP will include a description of how the child's progress towards their goals will be measured and when that information will be provided to the IEP team, including the parent. As mentioned before, the child's progress towards goals will be measured every 6-weeks or as stated in his or her IEP. The evaluative criteria and assessments used will be as similar to his/her peers as possible, utilizing growth measures such as NWEA. Every student should be given the chance to show what they know. That includes students with disabilities and students performing below grade level. This assessment helps them do that and they empower their teacher to foster growth. (NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction.) We will use Map Suite, rubrics, and assessments with appropriate modifications. Teacher observation and anecdotal notes, classwork, homework, and assessment data will all be used to monitor progress towards goals and effective implementation and will be reported during quarterly IEP meetings. The Special Education Teacher and the classroom teacher will be responsible for ensuring appropriate implementation through observation. Agape Achievement Academy will allot in its budget money for a certified special education teacher with at least 2-3 years of experience with special education students. We already have such a teacher in place for this position who has over 25 years of experience working with our special needs population and as stated in our budget we will hire a second EC teacher, who will serve the K-3 grades and the other teacher will serve the 4-5 grades.

9.4. Student Performance Standards

Q146. Describe the student performance standards for the school as a whole.



1. The student performance standards state that all students will achieve 80% overall competency and will do some quality work (90% or higher) each year. We expect to be a "B" or better school with students meeting and exceeding grade-level standards of the district and the state of NC. In order to achieve this, 81-100% of students must meet 80% competency. We expect to reach this goal within the first five years of operation. Student expectations for instruction assessments and student work are called performance standards. The performance standards isolate and identify skills needed for problem-solving, reasoning, communicating, and making connections with other information. Performance Standards will provide the teacher with evidence that students have met the content standards which helps the teachers define what level of work is satisfactory. Our standards are comprised of several factors including (1) classroom performance, (2) benchmark test performance, (3) state end-of-grade (EOG) test performance, and (4) general school compliance such as attendance, and discipline. There will be opportunities for individual and small group instruction, and tutoring in class and during their special afternoon time. Students with special needs and ELL will be afforded activities designed in accordance with recommendations from the teacher/s, EC and ELL teachers to ensure they have the interventions needed to succeed.

Classroom Performance: The schoolwide classroom grading policy is required to be consistent across all grades.

The school will operate according to the following grading scale: Grading Scale Letter Grade Point System:

A=90+; B=80+; C=70+; D=60+; F=Below 60.

Benchmark Test: Benchmark test performances will be a component of the students' performance grades. The governing board will adopt a plan and policy that properly integrates the Benchmark assessments into the marking period grades. State and School Summative End-of-Grade Test- (EOG). The school's Lead Principal and/or his/her designee shall examine classroom performance, benchmark performance, and end-of-grade test to make a final decision on promotion to the next grade level.

Agape Achievement Academy will adhere to the following performance standards:



*85% of students in grades K-2 will grow 1.5-grade levels in reading each year. One hundred percent of students will grow over 1.0-grade levels.

*85% of students in grades K-5 will master all grade-level reading, language, and math standards with at least 80% mastery on quarterly benchmark assessments aligned to the EOG.

*85% of students will score a 4 (proficient) or higher on each of the 6+1 Traits Writing Rubric types at each grade level

*100% of our students will grow over 1.0-grade levels.

Our school goal is to earn a B or better on its NC Report Card. To achieve this, the school's goals for achievement will be to maintain a proficiency level of 70% or higher and will meet or exceed academic growth annually. The Agape Achievement Academy will accomplish this by creating a learning environment that allows all students to excel. We will challenge students at all levels of learning while maintaining measured growth throughout the school year. Our professional development during the year will be key to achieving these academic goals because teachers will continuously learn and implement new strategies/techniques and methods for helping our students succeed. With high expectations and rigorous, individualized instruction, in 2023-2024, 65% of students in grade 3 will score proficient or advanced on math and reading NC EOG, 70% in 2024-2025, and 75% in 2025-2026 and beyond. No students will receive a Level 1. Annually, Agape Achievement Academy will meet or exceed academic growth and not receive lower than a B school rating according to the NC Report Card.

Q147. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



Agape Achievement Academy will fully participate in all assessments as required by state statute. Additionally, Agape Achievement Academy will conduct its own data analysis of student learning by other proven assessment tools, including the following: NWEA MAP (an adaptive achievement and growth test) Testing: Students will take the MAP two times per year in grades 3-5 in reading, language arts, and math, a computer-based assessment that is adaptive to student performance. Both individual and group results will inform professional development and immediate classroom instruction. We will also integrate the Core Knowledge Sequence Assessments; the assessments will be taken at year-end in grades K-5 for History, Geography, English/Literature, and Science to measure knowledge of specific content taught throughout the year. Teacher-Prepared Assessments: Students will also take teacher-prepared content-oriented tests throughout the school year. Teachers will use the information gleaned from these assessments and tests to determine which material needs to be reviewed and/or how instruction can be modified to address identified gaps in knowledge. Riggs Assessments: Riggs Reading provides for the use of McCall-Crabbs Standard Tests, given each week. These tests are designed to be given in a short amount of time and can be scored quickly. Where students are missing basic skills, Riggs provides assessments for discovering those gaps and creates strategies for remediation that can be utilized at all grade levels. Navigator Math Assessments: Navigator Math ensures students are exposed to a manageable curriculum with a coherent, cumulative, and specific focus that allows for mastery before introducing new materials. This data will be used to identify student progress. If needed, previously discussed interventions (MTSS Tier 2+) will be used to accelerate student outcomes. The school will seek to analyze reports from different perspectives to maximize the usefulness of information gained from the accountability process. Student results will be evaluated both individually and as part of their cohort to identify what intervention is needed. The teachers will make a checklist of the standards which will be marked off until the students show mastery thru a subsequent benchmark. The teachers will work to assure that students master all grade-level standards prior to the End-of-Grade test. Students who fall behind will be providing special interventions such as small group instruction and tutoring to assure mastery.

Q148. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.



In order to be promoted, the student should meet grade-level standards in major content areas (reading, writing, and math) in elementary and at or above grade level in at least 4 of the 5 core subject areas. Students should not accrue more than 10 unexcused absences and should also have the social skills, maturity, and work ethic to succeed in the subsequent grade based on teacher observation and consultation with the grade level team and Lead Principal. Agape Achievement Academy will utilize a detailed rubric to evaluate each student in the areas of academic achievement, being at or above grade level, attendance, and maturity/character. Agape Achievement Academy will adhere to the following formal process to determine promotion and retention: At the end of the 3rd quarter, teachers will present a list of students they feel are at risk for retention to the Intervention Team (teacher, EC teacher (when applicable), Lead Principal, Counselor/Social Worker. Each student on the list must have been engaged in our intervention process throughout the year, so no names will come as a surprise. Teachers will finalize a portfolio of student work, sample assessments, anecdotal notes, and the Promotion Rubric that demonstrates areas of strength and weakness. In order to keep parents in consistent communication regarding their child's intervention throughout the year, they will be invited to a meeting with the Intervention Team. All intervention documentation and the student portfolio are presented and reviewed, taking into account the student's history, past retentions, IEPs (if applicable), EOG results, grades, academic performance and growth, social skills and maturity, and attendance. Based on the evidence and teacher recommendations, the Lead Principal will make a decision regarding retention or promotion. The parents will be immediately notified with a written explanation of the decision. Agape Achievement Academy will abide by the state mandates for Reading to Achieve legislation and will retain any 3rd graders who do not meet the criteria for the promotion. ELL students below grade level due to language deficiencies with less than 2 years of ESL instruction will be promoted unless a strong case can be made for the benefits of retention. Finally, EC students who have sufficiently met their goals will be promoted regardless of their achievement on grade level assignments and standardized tests.

Below is a breakdown per grade level group for retention:

1. Kindergarten: Kindergarten students start school with a wide range of prior experiences and backgrounds. Therefore, it is especially important to assess the growth from the beginning to the end of the year. Growth is documented on an ongoing basis using multiple formal and informal assessments along with teacher observations. If a student is not making expected progress in the content areas, intervention and ongoing support should begin immediately, and an intervention plan must be developed. Parents shall be notified of supplemental intervention and support and shall be invited to participate in the development of a plan for intensive support. Retention will be our last resort.

2. Grades 1 & 2: Students in first and second grades are administered formal and informal assessments in reading, writing, and mathematics on a regular basis. Instruction is differentiated to meet individual needs. When



our students are not making adequate progress as determined by system benchmarks, we will have intervention and ongoing support immediately, and an intervention plan must be developed. Parents shall be notified of supplemental intervention and support and shall be invited to participate in the development of a plan for intensive support. Absences can also impact promotion decisions, but retention will be considered as a last resort.

3. Grade 3-5: When a student is not making adequate progress as determined by system benchmarks, a plan of intervention and ongoing support should begin immediately. Students who do not score at Level III or above on the first administration of EOG tests will be retested, when a retest is available, in accordance with State Board of Education policy. Absences and previous retentions can also impact promotion decisions. Students who are not proficient in their core coursework and state-administered assessments may be candidates for retention. Students who do not meet the promotion standards will be required to receive remediation and retesting. The final decision for retention will still be a decision of the Lead Principal.

Q149. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

Agape Achievement Academy will serve students in grades K-5. This statement is not applicable
Agape Achievement Academy.

9.5. School Culture and Discipline

Q150. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



- An environment where students respect themselves, others, and their country
- A program of rigorous academics with a classical-based rich curriculum
- A supportive school family where students are encouraged to be themselves and feel their school as a place of safety and a loving, caring atmosphere all day.
- A well-rounded educational experience where students can thrive in the classroom and through special activities: visual arts, music, horticulture, & PE.

Aligned with our mission that 'all students can succeed at high levels,' Agape Achievement Academy also firmly believes that all students can and will behave appropriately and exceed expectations when given access to an engaging, rigorous, meaningful curriculum and when provided the necessary support and encouragement to thrive. Knowing that students coming from low-income homes are more likely to experience chronic stress and self-awareness our teachers at Agape Achievement Academy will be trained using highly effective (SEL) Emotional Learning strategies, including the Miss Kendra program. Approaching classroom management and engagement in this manner will proactively reduce problem behaviors and emotional difficulties. Within this framework, teachers will create a safe, supportive climate that fosters resilience and wellness for each child.

At the core of students' motivation and behavior in the classroom is the relationship built on mutual respect and trust that the teacher builds with the student. All teachers at Agape Achievement Academy will also receive training with Teach Like A Champion which will provide teachers with the classroom techniques/strategies and skills necessary to encourage their students to be responsible, respectful, and resourceful members of the classroom community. Our goal in regards to student behavior is not simply willful compliance, but to choose to do the right thing at all times, whether an adult is present and watching or not. Teachers will use mistakes and problems as opportunities to learn and grow, and teachers will empower students with concrete conflict resolution and self-regulation skills so that they can gradually build responsibility for solving their own problems. With this in mind, discipline at Agape Achievement Academy will be considered a learning process that builds character, not solely a system of punishments and rewards. Furthermore, teachers will create an environment in which students are motivated by and invested in their ambitious goals,



know where they are in relation to their goals, and know what work yet needs to be done in order to accomplish their goals. Students will come to believe in one of Agape Achievement Academy that they are “too smart to waste time.” Clearly defined expectations, quick transitions, and efficient procedures and systems create an environment that is conducive to hard work and learning. Teachers will take time to teach, model, and practice these behavioral expectations, systems, and procedures at the beginning of the year so that little time is wasted during the school year.

Teachers will integrate the SEL (Social Emotional Learning) in all grades which is the process of learning social-emotional skills that are essential for success in school and throughout their lives. Students recognize how to express their emotions in any situation. This is important in the classroom that students learn how to know who they are, (self-awareness), solve problems & make responsible decisions. Research shows SEL learning makes a difference in learning and improves student academic success. Teachers will have staff development training in the Miss Kendra program during our required workdays. The SEL program will be a part for all students in all grades and implemented in all areas of academics. Teachers will integrate these practices throughout the day during instructional time to be informed and practice the 5 areas of the SEL. The SEL program can foster a sense of safety and support which are essential to a student's connections and positive relationships with his/her peers and teachers as well. This program can lay the foundation for academic learning whereby teachers can teach and model social learning during this time in our educational environment. Another strategy that has proven to be successful in building student relationships with other students and teachers will be used is the Restorative Practices which have been proven to prevent and improve unacceptable behavior in the classroom. The teachers will receive training in each of the aforementioned strategies and techniques that will be used to ensure students have a way of taking responsibility for their behavior.

CURRICULAR STRENGTH AND CULTURE OF SUCCESS: Through its content-rich curriculum the Agape Achievement Academy provides a traditional education with a constant view toward developing exceptional students. Through the teaching of fundamentals in a developmentally appropriate sequence, students have the opportunity to succeed at school. This increases their appetite for further success while diminishing their inclination towards disruption and distraction. The result is a stable



and safe learning environment. Our classical curriculum is built from the Core Knowledge sequence (foundational reading enlarging cultural literacy), supplemented by the Riggs Program (K-2nd. grades) and Navigator Math. Mathematics Navigator is a **highly flexible** intervention program that repairs misconceptions and fills critical gaps in students' understanding. The program also aligns with Common Core State Standards and builds conceptual understanding, problem-solving, and skills, as well as supports English learners and students with special needs.

We hope to equip our students to live with futures broad with possibilities rather than narrowed by negative consequences of poor decisions. The daily experience of mutual respect creates an environment in which consequences for poor behavior can be accepted with a teachable spirit, and students do not have to persist in a cycle of offenses and punishment. The school will defend a standard of behavior using the Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior as an expression of cultivated patterns of thought.

Finally, our Academy's robust academic program and training in the virtues will be supported by a well-regulated campus that fosters positive relationships among students, parents, and teachers. Teachers and volunteers will receive training before implementing the curriculum or assisting in the classroom. Teaching methods may be modified and differentiated to meet student needs. The success of every student will depend upon his or her consistent effort and perseverance. Each student will receive the support of every staff member whose focus is developing a love for learning in all students, a love for the classical virtues, and a commitment to educational excellence.

Q151. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



HIRING PROCESS AND PROFESSIONAL DEVELOPMENT We will hire an administrator who has a love for children and education; an administrator experienced with classical pedagogy and organizational leadership skills. This person is the key to establishing the ethos and culture of the school, as s/he will be instrumental in hiring decisions, initial parent contacts, and establishing day-to-day norms including communicating and consistently enforcing the Code of Conduct school-wide. We are particularly interested in recruiting teachers who have education and experience with the classical model. We are developing our network of relevant contacts.

MODELING EXPECTATIONS: Parent information meetings and family orientation, our earliest encounters with families, will establish expectations and our rationale for such aspirations. We are inviting families into a learning journey that will be arduous, as any pursuit of a goal ought to be. That is to say, the nature of “learning” is our frame of reference. We will seek parental and student buy-in early and establish it with a signed letter of commitment. Agape Achievement Academy culture will be evident from the top down, as students see the Board, administration, teachers, and staff living out pride, trustworthiness, respect, and concern for one another and for each student at all times.

LEARNING ENVIRONMENT: The academic environment will reinforce both clear expectations of self-discipline, responsibility, and high achievement and the joy such aspirations can bring. Students will be stimulated intellectually by a rigorous curriculum, learning from the best that has been thought, written, and spoken throughout history. High, attainable, clearly articulated, and organizationally supported expectations create a stable learning environment for our students daily.

SCHOOL UNIFORMS Uniforms will be required at school and for most school-related functions. This will enhance self-discipline by encouraging students to view their attire as an aspect of their work; eliminate potential self-consciousness and social competition caused by fashion trends, and foster a sense of school identity among the students.

MORNING ROUTINE: Each week a different virtue will be highlighted during the morning routine. Students will have the opportunity daily to react briefly to the week’s virtue through questions, reading, writing, and challenging exercises.



ENCOUNTERING LIVING AND LITERARY EXAMPLES Surrounding our students with examples of goodness, truth, and beauty from history and literature will enable them to make good judgments in their own lives. Learning to know, seek, and imitate excellence will enable our students to become productive, responsible, caring citizens, and able to function well in a diverse society.

PARENT WORKSHOPS: We have found that expectations are best discussed with parents prior to a behavioral episode that involves their child. We will prepare Parent Workshops that re-introduce the virtues and engage parents in dramatizations and role-plays of related scenarios. This allows them to become familiar with both our expectations and how we teach so that we can better partner in their child's development.

Q152. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.



1. Promote Effective Discipline: We believe at Agape Achievement Academy, the main factor for promoting effective discipline is to foremost plan and organize. We want our teachers to make sure there is a routine and a rhythm in the classroom. This way the students will know what to expect from the class and what is expected out of them. We plan to make sure our students know and understand our classroom and school expectations. Each teacher will be required to go over the Student Handbook at the very beginning of the year with all classes. We hope to make this happen by increasing parental involvement. Our teachers will be expected to contact parents periodically during the school year. Secondly, we will create a discipline so students will be aware of the consequences of misbehavior. Our teachers will have training on implementation for consistent and fair application of our behavior standards. Also, the actions of the principal form the basis of the overall mood of the school. Our principal will consistently support teachers' fair implementation of the discipline plan and follow through with disciplinary actions and expect our teachers to do likewise. We will build a reputation for fairness. We believe all students who misbehave should be treated fairly and although there may be extenuating circumstances that may require the principal to make adjustments for individual students. We expect our teachers, and other staff to model the school culture at all times. Interactive student engagement will make our classes better and students have less time to misbehave. We want all of our teachers to reward good behavior in the classroom and this will encourage our students to do better. Agape Achievement Academy will publish its Student Code of Conduct at the beginning of each school year. The Code will be provided to both parents and students. The school will conduct a schoolwide training on the Student Code of Conduct. The Student Code of Conduct is a social contract between students, parents, and the school. The Grievance process will be included in the Parent/Student Handbook and provided to parents and students at the beginning of the school year and will be available on the school's website. A PowerPoint will be shown on the Student Code of Conduct and Grievance Procedure at the mandatory student and parent orientation. Parents and students will sign an acknowledgment of having been explained and receive a copy of the Student Code of Conduct and the Parent/Student Grievance Policies and Procedures. Any student that is suspended long-term or expelled will be provided a copy of the Parent/Student Grievance Policy and Procedure which explains their appeal rights.



#2. Preliminary list of offenses:

A. Bullying: means repeated intimidation of others by the real or threatened inflictions of, physical, verbal, name-calling, put down, rumor spreading.

B. Disruptive Behavior: this means any action that disrupts the peace and order of the school.

C. Aggressive Behavior: means any physical or verbal action which reasonably or does substantially disrupt, disturb, or interfere with the peace, order, and or discipline within the learning environment or during any school activity.

D. Fighting: means the act of two or more persons involved in a physical conflict such as hitting or kicking another student or other persons.

E. Assault on a student/adults: means attempting to or actual hitting, striking, emitting bodily fluids, or other use of force upon a school official employee or school volunteer.

F. Breaking/Destroying School Property: means wrongful breaking or entering of any school building, school-owned vehicle, or secured property.

G. Bus Misbehavior: this means students do not observe the directives of the school bus driver and all other rules outlined in the school code of conduct handbook.

3. Students with Disabilities: We will always acknowledge the students with disabilities IEP plan as it relates to consequences for suspension or expulsion. The Exceptional Children's Director will a hearing with the principal, teacher, and parent to determine the validity of the consequences that have been decided for a student. There are guidelines per their IEP that must be followed before a final decision is made and we will ensure that takes place. Before a student is suspended for more than 10 days during the school year, the IEP team will meet to hold a Manifestation Determination hearing to determine whether the student's misconduct/behavior was a manifestation of their disability.

4. Disseminating Due Process Rights: Our Board will mandate requires the law requires that all students be treated fairly and honestly in resolving grievances or suspensions/expulsions. The Grievance Process will be included in the Student Code of



Conduct Handbook for Parent/Student. At the beginning of the school year, the Parent and Students will be given a presentation of the handbook at a mandatory meeting for both parents and students. Both the parents and students will sign the page in the handbook to acknowledge that they have been explained and received the Student Code of Conduct and Grievance Policies and Procedures.

9.6. Certify

Q153. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q154. Explanation (optional):

No explanation needed.



10. Governance and Capacity

10.1. School Governing Body

Q155. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

The address is still in discussion, the general area is on Rosehill Road located here in Fayetteville, NC.

10.2. Governance


The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.




Q156. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of t...

Applicant Evidence :


Initial Members - Ap...

Uploaded on **4/26/2022**

by **Doris Taylor**

Q157. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.



A. Governance Structure of Agape Achievement Academy: Per NC GS- 115-C-218 The board will consist of 7-11 board members with Agape Achievement Academy currently having 7 members: a chairperson, vice-chairperson, secretary, and a treasurer. The other members will be at-large voting members. Board duties and responsibilities: Our Board members will be responsible for the governance of the school, while the administration will be responsible for day to day operation of the school. The Board's primary responsibilities are to effectively communicate and measure the school's success in reaching key objectives as listed below. We will add other metrics as the school matures and receives community feedback. The Agape Achievement Academy Board's primary duties/roles are:

1. To ensure that the academic programs are effective and successful; promote the charter school's mission.
2. The Board will oversee the school's operational programs and ensure they comply with all terms of the charter in these areas: Academic Performance, Financial (as established by the Finance Committee & Lead Administrator), and Governance Committee. Quarterly reviews/reports will be given to the Board in these areas.
3. Ensure that the school is in compliance with all state laws and regulatory requirements and mandates;
4. Evaluate and Supervise the Lead Administrator/Principal (the only person that the Board hires and supervises);
5. The Board will address the financial stability, academic status, and compliance situations to ensure progress is being made and goals are being achieved;
6. Develop and maintain an effective relationship with NCDPI and the Office of Charter Schools; as well as review and approval the school's annual budget and ensure financial procedures are in place; a monthly report will be presented to the Board.
8. Hold Agape Achievement Academy accountable for the effective operation of the school and the achievement of its academic goals. The board will collect data from the school leader on a consistent basis in the following areas: Academic Achievement, School Climate and Culture, and Human Capital.



9. The Board will hire, supervise, and evaluate the charter school lead administrator/principal. The lead Administrator/Principal is the only staff member supervised and evaluated by the Board. The Board should maintain an effective Board/Principal relationship for it is crucial that the Lead Administrator/Principal and the Board have a Shared Vision for the school, and that it directly reflects the approved Mission. properly manage and be accountable for the public funds allotted to the school;

B. How Will the Board Recruit, Hire, and Supervise the Lead Administrator/Principal: The top priority of the Board is the reading & evaluation of reports on student performance and achievement. The Board of Directors' most imperative task is to recruit and hire the Lead administrator who will be charged with the duty of carrying out the school's mission and vision. The Board will establish a search committee which will be comprised of 2 board members and 2 invested committee members that will create a job description for our school leader which will include: prior leadership experience and proven success in closing the achievement gap at his/her former school. Candidates will engage in a thorough, rigorous application process which will include submission of a resume and writing samples, a phone interview, role-play scenarios, and a thorough interview with the board using many questions from the Quality School Leadership (QSL) Question Bank. The Lead Administrator will be evaluated and supervised by the Board and will maintain a positive relationship with that person. The Board will also help the Lead Administrator grow professionally and will ensure that this will a be budget item annually.

Q158. Describe the size, current and desired composition, powers, and duties of the governing board.



A. Agape Achievement Academy board will strive to maintain a board that consists of 5-11 members; at a minimum. Currently, the board is comprised of 5 members currently. Positions within the board of directors include: Chairperson, Vice-Chair, Treasurer, and Secretary. These positions were voted on by the current board members and all received the unanimous election. The current board positions will rotate every two (2) years. Board members will also participate in or be the head of at least one (1) committee that will meet at least once between each board meeting. These committees are currently: Finance, Development; Governance, Fundraising, and Marketing/Community Engagement. The current members will be responsible for recruiting, interviewing, and voting to add new board members upon vacancies. The Lead Principal and each committee will be responsible for collecting, analyzing, and developing action steps for specific data, and they will report their findings to the board based on monthly and quarterly reports. The Board will seek to always represent a wide array of experiences, perspectives, networks, and skills in areas such as finance, education, leadership, fundraising, governance, and public relations. Composing the board of members with a balance of these skills will help ensure the Agape Achievement Academy Board can actualize our mission.

B. Duties of the governing board: Establish and evaluate student outcomes in areas of academics, and core values. & skills mastered. Establish and monitor management compliance with policies (A Policy Manual will be produced and reviewed annually); Monitor the established organizational goals, (the focus should be on renewal). Evidence toward this will be reviewed monthly; Oversee and approve the use of operational finances (established by the Finance Committee & Lead Administrator). A monthly report will also be given.

Q159. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



The current board includes members with experience in school leadership, business ownership, instruction and curriculum development, nonprofit design and development, community engagement, fundraising, budget development, and fiscal oversight. Current board member, Stephanie Walsh is a well-respected, former teacher in the Exceptional Children's arena in Cumberland County Schools. She has taught in Special Education for over 30 years from the middle school to the high school level. Jesse Braboy is CEO and founder of a Mental Health PRS Daycare for adults which has been in operation for over 12 years. Conrad Lopes has been in the education arena for over 38 years in Cumberland County Schools as well as a high school principal at Jack Britt High School for over 10 years. Jack Britt received honors of excellence from its inception for 10 years under Conrad's outstanding leadership. He has held and received many awards (in curriculum & instruction) for his excellence in promoting high expectations of all students. Doris Taylor is an educator, assistant principal, coach, and mentor for teachers. She has been in education for over 46 years and has impacted the lives of many young people during her years as a teacher. She is well able to ensure that our school has the best curriculum that will meet the needs of all students. Accountability and assessing student performance will be at the top of her goals for the effectiveness of Agape Achievement Academy. She brings a plethora of experience as a leader in elementary, middle, and high school where she has already served in Cumberland County Schools and Wake County Schools respectively. Leon Dantzler is a native of Fayetteville and attended school here for all of his schoolings in the Cumberland County Schools. He is a medical doctor for over 25 years and understands the importance of helping students to do well in school and become the outstanding citizens we know they can become. His love for education especially in helping the disadvantaged students will lend to our school by giving them the best. He is a community worker and will be able to help the school secure partners that will sow into the mission and vision of our school. His mother was an educator as well in Cumberland County Schools for over 45 years and instilled a love of education in him.

Q160. Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including**



parents.

Ensure that students are learning and meeting the academic performance criteria set by our charter, and the school is adhering to its State Board Approved Educational Plan and overall academic proficiency; A. The Board will monitor Individual and student academic growth by reports given by the Lead Principal on monthly and quarterly reports. B. Also, monitor student subgroup achievement gaps in both proficiency and growth. It is important to have a board that is willing to develop metrics for a mission and to measure this metric multiple times throughout the course of the year. C. Additionally, after creating the mission statement, preferably with the board's active role we will ensure that parents and community members frequently assess the success of the mission. This will be done through parent feedback surveys or by welcoming the parents and community through an open house during the year; To keep stakeholders informed on the status of our school, the Board will create clear goals in our initial charter and regularly update all stakeholders, including parents, students, the board, government entities on progress towards those goals. They will be able to access this through our school website. The Board will also evaluate the Lead Principal who is responsible for making sure the mission of the charter school is carried out by all staff members and support personnel and have a quality working relationship with the Board.

Q161. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?



After much thought of what I would like to do after I fully retire from Cumberland County School System with more than 25 years of service as an administrator, I want to still be in the arena of helping our disadvantaged students in a more intense educational setting. After some collaboration with a few colleagues, I decided that there was burning for a new endeavor to continue to help students specifically in the elementary grades who were from disadvantaged backgrounds, and low-income environments and needed another option to excel academically, socially & emotionally. I realize during my tenure as a teacher as well, that these children may not ever get to know what complete academic achievement feels like. As a result, we have these board members who were chosen by Doris Taylor, the founder based on her educational, professional, and dedication to the field of teaching, mentoring, and facilitating in the school system for many years before full time or part-time or full-time retirement. They were chosen because of their commitment to education, their desire to see all students receive an equitable and successful educational experience in the early years of education, and also because of their plethora of experience in various areas that would lend to a great group of board members. Their service to the community exemplifies their thirst to make things better for all children and the passion they have for the founder's endeavor to start a charter school at this level. Our services to students who are underserved in this community and closing the gap of the disadvantaged population will certainly bring awareness that sometimes we need another way to reach out and help those parents who may not have the wherewithal to find the help they need for their children. So thus began the journey to procure approval to start another chapter in my educational experiences.

The following procedures will be in place if a position becomes vacant. We have established a pool of interesting persons who we feel with the qualities we desire in a board member. The Board members will select from the pool of applicants that have already been generated in an earlier perspective. There will be an interview process by the current Board members (a set of questions will be pre-arranged for the interview); we will recruit members who will be engaged, inspired, and willing to help in any area to serve on the board. The Governance Committee, the Lead Principal) and Board Chair will conduct the interview for any vacancy. We would also expect to replace the outgoing board member with a member who will have the same skills in the vacant area. New member/s will be added to the Board within 30 days of the vacancy.



Q162. Describe the group's ties to and/or knowledge of the target community.

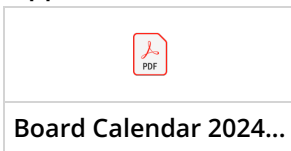
In choosing persons to become board members, I was thoroughly impressed that most of the members who are a part of the Agape Achievement Academy Board have been lifelong residents of the Cumberland County Community either by birth or affiliation with the armed forces, esp. Fort Bragg and Pope Air Force Base. All of the members have attended schools from elementary to high school and their children and grandchildren have also gone to some of the same schools in Cumberland County. Therefore, I am pleased to have such a diversified board group that understands the history of our educational system and community and what we can do to make it great for all children. Three of the board members have been longtime educators and have even retired from the Cumberland County School System and some still work in a part-time capacity, either as teachers or administrators. Also, 3 of our board members had parents who were stationed here at Ft. Bragg and decided to make Fayetteville home after retirement, and one of the board members retired from the military after 25 years of service. The founder has come to Fayetteville by way of Ft. Campbell, KY where her father was stationed in 1957; also attended junior high and high school here and went on to become a graduate of Fayetteville State University where she also received a BS Degree and Master of Arts in Education Degree and has been in education in this county for over 35 years total.

Q163. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.



The Agape Achievement Academy Board will meet on the 2nd. Monday of each month, unless otherwise stated on the meeting schedule, and at least eight (10) times a year. If an emergency arises, the Board will have a called meeting to handle such matters. Our meetings will be held at the school and will be open to the public and we stress that parents be in attendance as well. The meetings will be at 6:30 pm and if there is a cancellation due to inclement weather or an unforeseeable event, the members will receive a call from the Board Chairperson. Finally, once a year in July the Board will have a retreat for the purpose of making preparation for the opening of school and ensuring that all positions have been filled; all facilities needs have been met; plan the open house for parents and students; inform our stakeholders of any upcoming events that will be held at school or other community venues. These meetings will be on our social media outlets: Facebook, our website, and community announcement boards. Committees will meet at designated times between the regular monthly board meetings to conduct thorough analysis, discussion, and decisions to be recommended to the full board during the regular meetings to ensure that all aspects of the charter school continue to develop toward reaching the school's stated mission. Our communication will also be Spanish for any ELL students and parents/guardians. We have uploaded a draft copy of our Board Meetings for 2024-25.

Applicant Evidence :



Uploaded on **4/29/2022**

by **Doris Taylor**

Q164. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.



For any Board to be effective and competent there must be a time for orientation or training. Once new board members are elected and accept their position, the governance committee and school leader will engage the member in a strategic onboarding process. New board members will immediately be provided a Board of Directors Manual that gives new board members a complete picture of the school and board policies and will include all critical documents outlined in the National Charter School Resource Center Governing Board Toolkit (p 14-16). This includes an overview of the board's conflict of interest policy, grievance procedure, board by-laws, and the NC Charter School Act. Then the new board member will be assigned a board mentor who will be the first point of contact to answer questions or navigate any issues that may arise. Board members are expected to attend monthly meetings. Board members are also required to attend an annual retreat in June/July during which the board will analyze and discuss Agape Achievement Academy's annual report against Agape Achievement Academy goals and Agape Achievement Academy bylaws, mission and vision, and board policies, and analyze the board's effectiveness. Furthermore, board meetings will often involve training by our contracted partners. All Board members will participate in governance training provided by Leaders Building Leaders regarding effective board governance, fiduciary duty, legal aspects of running a charter school, and goal setting

There will be several professional development training for the new Board before the school opens in the fall. There will be a session in June 2024 for our initial summer Board Retreat Orientation to discuss basic components of the Board's responsibility. The initial retreat will be a 2-day professional development. There will be several mini-training sessions before and after school opens. The new board member/s will engage in a 2-hour Orientation Session, which will include time for building relationships between the new and existing board members, an overview of the mission, history, successes, and challenges of the charter school, knowledge and questions regarding the board's norms, policies, committee participation, and time to discuss specific ways the new board member can have a positive impact on the board and school. An agenda will be prepared for the Board members which will include all topics of discussion. This list is not inclusive but outlines some of the most pertinent items that need to be discussed at the forefront. Training will be provided continually during the year to make us better.



- Understanding the Mission & Vision of the school
- Explanation of the Board Members' Roles & Responsibilities
 - By-Laws for NC Charter Schools
 - Roberts' Rule of Order
- Explanation & appointment of Board Committees
- Procedures for Recruiting, Interviewing, & Hiring the Lead Principal
- Explanation of a Performance Framework for the school
- Ensuring Financial matters are sound (Acadia NorthStar)
- Fundraising Strategies & Community Involvement

Q165. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



There are no existing relationships that could pose actual or perceived conflicts of interest among board members at this time. The Agape Achievement Academy by-laws and the Board Manual will specifically address expectations for board members' ethical behavior including a Conflict of Interest Policy. Board members all sign a statement before the appointment agreeing they have read the Agape Achievement Academy Conflict of Interest Policy and are required to disclose any actual or perceived conflicts of interest at that time. Board members must remain committed to avoiding any conflicts of interest in order to fully serve Agape Achievement Academy by putting the interest of the entire school community before personal needs, and each member will be required to resign the agreement at the board's annual retreat each year. Potential areas of conflict include preferential treatment of children of board members, offers of gifts or complementary services to a board member, confidential information about staff and students, the financial benefit to their represented organization, and any other interest from which they might benefit. If a real or perceived conflict of interest does arise, it is the board member's responsibility to bring awareness to the board and will be noted in monthly board meeting minutes. The interested person may make a presentation and afterward will leave the meeting during the discussion and vote on the transaction involving the possible conflict of interest. The Board Chair will, if appropriate, appoint a non-interested Board member to investigate alternatives to the proposed transaction or arrangement. If the Board determines a more advantageous transaction is not possible, the Board (excluding the interested person) will determine by majority vote whether the transaction is in the best interest of Agape Achievement Academy. If a board member neglects to disclose their interest in a matter, the Board will provide the member an opportunity to explain the alleged failure to disclose and it is up to the noninterested members of the board to determine if the infraction should be cause for removal from the board.

Q166. Explain the decision-making processes the board will use to develop school policies.



Our Board will be one of governance, holding the ultimate authority for the school's academic and financial policies. As for the Board of Agape Achievement Academy, it is imperative that members consider these critical questions: 1. Are we in compliance with our school's charter? 2. How well are our students learning and achieving? 3. How well are we performing financially? 4. Are our parents involved in the school at an appropriate level? These questions will be guiding questions to assist us in designing our school policies. Our Board will adopt our policies in alignment and accordance with our mission and vision for Agape Achievement Academy. All policies will be adopted by a majority vote of the board and afterward put into practice through procedures as developed by the Lead principal. The Board will strive to obtain input from all stakeholders; determine that they will result in the desired outcomes and ensure that they are in compliance with the law. The board will seek insight from key stakeholders, which include: students, parents, community members, and the Lead Principal when implementing new programs or policies to ensure that all perspectives are appropriately considered. Furthermore, the board will utilize the network of charter schools in North Carolina, especially the high-performing schools with a similar demographic to learn best practices that could inform our decision-making processes for the school.

Q167. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.



Agape Achievement Academy will establish a School Advisory Council that will report directly to the Lead Principal. The Advisory Council will be composed of 3 staff members, and 3 parents. The council will be responsible for making the Lead Principal aware of any interests/concerns of the greater school population and recommending possible solutions. The School Advisory Council has no formal authority, but may, when necessary, bring issues to the attention of the Agape Achievement Academy School Board. Parents may also choose to join the Agape Achievement Academy Parent Association (once established) in order to play a more active role in supporting the school. The Parent Association at Agape Achievement Academy will assist efforts in fundraising events and coordinate volunteers. The Lead Principal may also delegate responsibilities to the Parent Association in regards to planning and running school-wide events, special programs, or parent workshops; however, the Parent Association has no formal authority and reports to the Lead Principal, not to the Agape Achievement Academy School Board.

Q168. [Discuss the school's grievance process for parents and staff members.](#)



Parent Grievances: Our school will have an open atmosphere for parents, and we will make all reasonable attempts to appropriately address and respond to concerns shared by parents. We will do so in an effort to resolve their concerns in a satisfactory manner. Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights and the process for filing a grievance. In addition, if a student is suspended or at risk for expulsion, the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school) will be contacted by the Lead Principal. In most cases, conferences with parents will occur at the school, or home site if preferred by the parent. Parents can provide a written request to the Lead Administrator to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Lead Administrator, they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook. Our classroom teachers will be the first line of communication for parents and guardians to address any concerns. Teachers will respond to parent inquiries promptly, respectfully, and in accordance with established guidelines for handling parent grievances. If parents are dissatisfied with the response from their child's classroom teacher (or if the nature of the complaint does not involve a teacher), parents may contact the Dean of Students and then the principal - to arrange a meeting to discuss the concern. Concerns brought to the Board may be presented verbally or in writing.

Employee Grievances: Any employee who feels that they have been treated unjustly or unfairly, for any reason, has recourse to have their issue heard, per these procedures: 1. Discuss the problem with the person or persons involved as soon as possible after the event has taken place. 2. If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Lead Administrator. 3. A conference will be held with the Lead Administrator, the aggrieved, and other involved parties. 4. If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to the Lead Administrator within 10 days following the aforementioned grievance conference. This request will be provided to the Board to seek a final resolution. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.



We will adopt a process to help our staff resolve concerns or grievances. The school's dean will be the teachers' first line of communication for addressing concerns; concerns about deans shall be addressed to the principal. As a second option, staff may contact a representative at NHA's Service Center. Employees also may take advantage of a third option, an employee hotline that lets them provide feedback anonymously, and such concerns are immediately escalated to the NHA Service Center for review, investigation, and resolution. In the rare event that staff cannot resolve a concern by speaking directly with school leaders, by communicating with an Agape Achievement Academy representative, or by communicating through the hotline, staff may bring an unresolved concern to our Board.

Q169. Attach Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

	
20220316141947882....	Appendix Organizati...

Uploaded on **3/16/2022** by **Jesse Brayboy** Uploaded on **4/6/2022** by **Doris Taylor**

Q170. Attach Appendix H Charter School Board Member Information Form and Resume

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50



Resources

Charter School Boar...

Applicant Evidence :

Taylor Walsh Memb...

Board Info Form

20220429134035527....

20220429134704802....

Uploaded on **5/19/2022**
by **Doris Taylor**

Uploaded on **5/19/2022**
by **Doris Taylor**

Uploaded on **4/29/2022**
by **Jesse Brayboy**

Uploaded on **4/29/2022**
by **Jesse Brayboy**

Q171. **Attach Appendix I**

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 50

Resources

Charter School Boar...

Applicant Evidence :

20220428151203845....

Uploaded on **4/28/2022**
by **Jesse Brayboy**

Q172. **Attach Appendix J Proposed By-Laws of the Nonprofit Organization or**



Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3

Applicant Evidence :

	
By-Laws 4.25.22.pdf	APPENDIX J- BY-LAW...

Uploaded on **4/25/2022** by **Jesse Brayboy** Uploaded on **4/24/2022** by **Doris Taylor**



Q173. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

	
SKM_8082203142218...	APPENDIS K Articles ...

Uploaded on **3/15/2022** by **Jesse Brayboy** Uploaded on **4/25/2022** by **Doris Taylor**

10.3. Staffing Plans, Hiring, and Management

Q174. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.



Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources



Staffing Chart Templ...

Applicant Evidence :



STAFFING POSITION...

Uploaded on **4/26/2022**

by **Doris Taylor**

Q175. **Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



Recruitment of High Performing Teachers:

We believe that a highly motivated, passionate, dedicated staff will be the most significant factor in student recruitment and achievement. It is our goal to attract smart, organized, driven, experienced teachers who truly believe in Agape Achievement Academy's mission and vision and reflects the diversity of students. We will post the job opening on the school website, social media forums, teachers-teachers.com, and other online job recruiter websites and will also advertise the position through the local media, Teach for America Alumni magazine. Teacher retention at Agape Achievement Academy is a priority, and one of our top goals is to retain 90% of our teachers each year. In order to retain teachers, Agape Achievement Academy will create a supportive, collaborative climate based on continual improvement and enable teachers to feel personally invested. Teachers will receive personalized observation and feedback monthly, quarterly evaluation, and opportunities for professional development that targets their specific needs. Agape Achievement Academy will respect and honor each teacher's expertise and provide opportunities to be mentors, share their best practices with other staff, and lead professional development. Agape Achievement Academy will also recognize our teachers during Teacher Appreciation Week with a variety of accolades for their work of excellence. Our teachers will have more time for planning and collaboration with peers than typically provided in the LEA. Our goal is for our teachers at Agape Achievement Academy to become leaders and decision-makers and be provided autonomy in regard to instruction and classroom management within the Agape Achievement Academy framework. Therefore, teachers will have greater ownership and pride in the teaching and learning processes.

Retention of High Performing Teachers:

Retention Our school will use research-based best practices in the retention of high-performing teachers. These include but are not limited to 1) Creating a culture of high expectations for teachers and students 2) Evaluating teachers based on performance and offering annual salary increases based on their evaluation 3) Providing teachers data-driven feedback through class growth 4) Providing rewarding professional development opportunities for all teachers 5) Engaging teachers in decision making for school 6) An intentional focus on teacher retention by including it in school goals. Agape Achievement Academy will prioritize allocating funding for higher annual



compensation for teachers than the LEA in addition to the LEA supplement. Funding provided: teachers will also have opportunities to earn annual bonuses based on student growth and achievement data, and as the enrollment increases, they may earn an annual stipend for serving as a mentor teacher, and yearly salary increases for commitment to the Agape Achievement Academy family. All this will be based on Board approval.


Q176.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.


The Board members have voted to appoint the founder, Doris Taylor as the Lead Principal for the Agape Achievement Academy. She has been a teacher beginning in elementary to middle school to high school for over 26 years. She has a plethora of teaching experiences across the educational spectrum. She has an excellent report with all students when it comes to challenging them to do better and aspire to achieve greatness in life. She taught Language Arts and English for most of her teaching career. She has been a principal for over 21 years at one of the top high schools in the state of NC (Jack Britt High), where she serves as one of its outstanding assistant principals. Her duties and assignments have been the following during her tenure at Jack Britt: School Test Coordinator, EC Department Administrator; Administrator for Free/Reduced Lunch Assistance; Teacher Evaluations (NEECES); Administrator for classified and clerical staff, and mentor for beginning teachers. She has been a pivotal support in hiring some of the best teachers this school has seen. She is a dedicated, committed, sincere individual when it comes to the mission of the school and her integrity is par-excellent. She has proven that she has the ability and stamina to manage a high-performing charter school. She will bring the best resources, tools, and training to make sure her teachers have the best at hand to produce outstanding students for future generations. We deem her well qualified to take on this awesome task of leading young people who may not have the best situation now to become great students.



Q177. **Attach in Appendix O the School Leader's Resume** If the school leader has been identified, include the school leader's one-page resume in Appendix O.

Applicant Evidence :


Appendix O SCHOOL...


Doris Taylor Resume...

Uploaded on **4/22/2022**
by **Doris Taylor**

Uploaded on **5/20/2022**
by **Doris Taylor**

Q178. **Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**



The Board has identified the Lead Administrator of the School. Since the Lead Administrator is the only employee of the Board, the relationship between the Board and the Lead Principal will be one of trust and accountability. The Lead Administrator's job will be to hire and evaluate the employees. The Lead Administrator will share data and recommendations for hiring, renewals, terminations, and raises to the Board for discussion and approval. Probably the board chair or a designee will be in communication with the Lead Administrator to stay abreast of any needed information as it relates to employees. All employees will direct their communications to the Lead Administrator, and the board will communicate to the employees through the Lead Administrator. Based on enrollment and revenues, academic student performances on state assessments, bonus plans, and salary schedules will be developed to help retain high-performing teachers. The Board's responsibility is to provide governance and leadership that attracts high-quality staff and to provide the support and resources the Lead Administrator will identify any positions that will have dual responsibilities and the funding source for each position.

In order to support students of all ability levels, Agape Achievement Academy Academy will seek candidates who can fulfill dual responsibilities to teach elementary children and EC, gifted, or ELL children. Agape Achievement Academy is committed to hiring exceptional staff to provide the best opportunity for all students to reach ambitious achievement goals, including those with special needs, ELL students, and those students who are gifted. Agape Achievement Academy is a small school, but it has allocated funds to have an EC Teacher for each group of grades (one for K-5, one for 6-8). Agape Achievement Academy plans to have a part-time teaching assistant in each grade in Kindergarten through 2nd grade to provide more individualized support and differentiated instruction to all students. A school counselor will be employed part-time (25 hours a week) in years 1 and 2 and then full-time in years 3 and beyond. This will provide additional behavioral support for any student. ELL needs to build instructional capacity to improve student learning. The hiring of all employees must align with the mission. The employees may attend open board meetings and may sign up to speak during the public comment section for 2-3 minutes, which is the allotted time for all public comments. When established employees may also participate in the Agape Achievement Academy Advisory Council. Board members may conduct a scheduled walk-through at Agape Achievement Academy in a manner that does not interfere with instruction in order to have the opportunity to observe the school culture and academic successes firsthand.

Q179. Outline the board's procedures for hiring and dismissing school personnel,



including conducting criminal background checks.



Agape Achievement Academy believes that recruiting and hiring is one of the most important tasks in creating a successful school.

Hiring Procedures: Agape Achievement Academy's mission is to hire highly qualified, competent, and effective teachers who will help all students reach their full potential. Therefore, we will endeavor to hire as many as possible licensed teaching staff. We will establish a hiring committee that will consist of the following: the Lead Administrator, 1 teacher, counselor. An interview will be conducted with the selected candidates (no more than 3 candidates) and they will be ranked from 1 to 3, with 3 being the highest. A list of questions will be generated by the Lead Principal to ask the candidates. In case of a tie for ranking, we will invite both persons back for a second interview.

Personnel Dismissal: Agape Achievement Academy will implement an "At Will" policy for employee dismissal. This means that either the Lead Administrator or her designee may terminate the employment relationship at any time, without any cause or advance notice. Employment is not guaranteed for any period of time or make any agreement contrary to this policy. Furthermore, Agape Achievement Academy would admonish any employee who plans to leave the academy to submit a resignation in ample time (2 weeks notice minimum) in writing to the Lead Administrator or her designee. The Lead Administrator or her designee would be authorized to accept such resignation on behalf of the Board. The resignation shall become effective immediately upon acceptance by said authority. The employee may not withdraw the resignation.

Personnel Background Check: Agape Achievement Academy will require each prospective new personnel to have a background check conducted during the application/verification process before they will be offered a contract. The Board will adopt mirroring the Cumberland County School policy for Criminal Background Checks. (GS-115C-332). The policy will be uniformly implemented to all applicants for employment to be checked before the applicant is given a job. Also, a policy will be set in place for periodic checks or criminal histories for employees. They must submit a criminal record check or take an online background check using a system that we set in place to include state and national ch

The Lead Principal may terminate an employee subject to appeal to the Board of Directors. All employees are required to complete a criminal background check immediately upon hiring. The Lead Principal may be dismissed at the discretion of the Board.



Q180. Outline the school's proposed salary range and employment benefits for all levels of employment.

POSITION	<u>SALARY</u> <u>RANGE</u>
LEAD PRINCIPAL	\$65,000-\$80,000
ASST. PRINCIPAL	\$50,000-\$65,000
TEACHERS: AVERAGE	\$41,000-\$50,000
EC TEACHERS	\$43,000-\$53,000
SOCIAL WORKER	\$40,000-\$48,000
DEAN OF STUDENTS	\$45,000-65,000
TEACHER ASSISTANTS	\$18,000-\$25,000
FINANCE OFFICER	\$35,000-\$50,000
CLERICAL STAFF	\$22,000-\$30,000
FOOD SERVICES	\$25,000-\$28,000
TRANSPORTATION	\$24,000-\$28,000
CUSTODIAN	\$22,000-\$26,000
HEALTH INSURANCE	\$7,000



Q181. Provide the procedures for handling employee grievances and/or termination.

The Lead Principal Agape Achievement Academy retains the discretion at all times to recommend termination of employment and/or to decide what type of response, if any, is warranted in the event that a grievance is filed against an employee. All Agape Achievement Academy employees are 'At Will' employees, and employment can be terminated at any time. There is no guarantee of implementing any disciplinary action prior to termination. Although Agape Achievement Academy is not required to use any of the following steps of discipline or to apply them in a particular order, the school retains the discretion at all times to determine the nature and severity of discipline and/or termination. In the event that it becomes necessary to discipline an employee, at its discretion given a particular circumstance, Agape Achievement Academy will determine the appropriate action, including the following: 1. Verbal Warning, 2. Written Warning, 3. Suspension, with or without pay, 4. Final Warning and/or Probation 5. Termination The Agape Achievement Academy Board retains the discretion to determine if the circumstances of a particular case warrant the Lead Principal's recommendation for termination for the first offense, or whether one of the other four forms of discipline listed above is warranted. Further, if an employee's conduct, performance, work habits, or attitude becomes unsatisfactory or unacceptable in the judgment of the Lead Principal, including based on violations of any school policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

Grievances shall follow this process: 1. The employee meets with the Lead Principal to discuss the grievance in an attempt to reach a resolution and/or to enact any necessary disciplinary actions. 2. If a satisfactory resolution is not reached, then the employee will submit a formal grievance in writing to the Board Chair or designee. 3. The chair or designee will convene an ad hoc board subcommittee to investigate the grievance, whose investigation includes interviews with all involved parties as appropriate. The subcommittee will recommend a resolution within 30 days of receipt of the written grievance. 4. All grievances must be in writing, and the written statement of grievance will remain the same throughout all steps of the grievance procedure. If no resolution can be reached, the employee must submit to the Lead Administrator a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Lead Administrator's decision. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.



Q182. Identify any positions that will have dual responsibilities and the funding source for each position.

1. In order to support students of all ability levels, Agape Achievement Academy will seek candidates who can fulfill dual responsibilities to teach elementary children and EC, gifted, or ELL children. Agape Achievement Academy is committed to hiring exceptional staff to provide the best opportunity for all students to reach ambitious achievement goals, including those with special needs, ELL students, and those students who are gifted. Our proposal is to put this in our allocated funds to have 2 EC Teachers for grades (one for K-5, and 1 position for ELL). Agape Achievement Academy plans to have a part-time teaching assistant in each grade from Kindergarten through 3rd grade to provide more individualized support and differentiated instruction to all students. A school Counselor/Social Worker will be in a dual position. This will provide additional behavioral support for any student. ELL students and gifted students will be supported within their classrooms, but Agape Achievement Academy will give preference to teachers holding certification in more than one of the certification areas of ELL, EC, or Gifted teaching.

Q183. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

Agape Achievement Academy is committed to hiring exceptional staff to provide the best opportunity for all students to reach ambitious achievement goals, including those with special needs, ELL students, and those students who are gifted. The Academy will have teacher assistants in each class K-2nd. grade to facilitate the instruction esp. of our ELL and special needs students. Agape Achievement Academy has allocated funds to have an EC Teacher for each group of grades (K-2 & 3-5). Agape Achievement Academy also plans to have a full-time teaching assistant in each grade in Kindergarten through 2nd grade to provide more individualized support and differentiated instruction to all students. A school counselor/social worker will be employed part-time for years 1 and 2 and then full-time in years 3 and beyond. This will provide additional behavioral support for our students.

Q184. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



1. SPECIAL EDUCATION DIRECTOR/TEACHER: QUALIFICATIONS: Bachelor's Degree (minimum); certification as a Special Education teacher; five (5) or more years of teaching in the special education or supervising role; knowledge of Special Education regulations & compliance knowledge

RESPONSIBILITIES: Coordinate special education programs with the Agape Achievement Academy Charter School Interprets and implements all state/federal requirements and mandates to ensure compliance Implements Professional Develop programs for Special Education teacher/s Responsible for student records system to include compliance with appropriate laws and regulations Responsible for ensuring delivery of prescribed in the students IEP's for all enrolled students at AAA charter school

2. GUIDANCE/SOCIAL WORKER: QUALIFICATIONS: Master's Degree in Social Work or Counseling 5 years experience in either career; Personal initiative and desire for responsibility Strong communication skills and ability to work collaboratively with teachers and staff. Familiarity with the area communities

RESPONSIBILITIES: To promote and enhance the overall academic mission of Agape Achievement Academy.. by providing services that could strengthen the home, school, and community partnerships. will assess the needs and interests of students and present options for development both inside of school and within the school program to maximize the likelihood that the students will achieve long-term goals and reach their maximum potential. This person will also act as a point of contact for outside organizations working with students and families in need.

3. TEACHERS: QUALIFICATIONS: Four years - of college; bachelor's degree, certified at least (40%). At least 1 year of experience in the subject they will teach. Demonstrated communication skills; demonstrated ability and experience to engage the interest of school-age children Demonstrate ability to work with diverse children, including special needs. Some teaching experience in a public or private school Demonstrate ability to work effectively as a team member.

RESPONSIBILITIES: Maintain and enrich their expertise in the subject/s they are going to teach Develop lesson plans that ensure the attainment of state learning standards, esp. grade-by-grade learning standards Prepare adequately for all required assessments during the year. Evaluate students' progress Provide direct and indirect instructions for all students Prepare quarterly student progress reports or achievement reports to be sent/shared with parents. Maintain effective and appropriate classroom management; Perform other duties as deemed necessary by the Principal.

4. PRINCIPAL: QUALIFICATIONS: Master's Degree in Education Administration or advanced; should



demonstrate successful leadership as an assistant principal or principal previously; Demonstrates successful teaching experience and other school roles (ex. parent facilitator; collaboration with community leaders) Exhibit leadership in working with professional staff, students, and parents towards achieving the goals of the school Demonstrate success in encouraging parental involvement in the students & school mission. Demonstrate the "Buy-In" policy.

RESPONSIBILITIES: Pursue the vision and execute the mission of the school Supervise and observe all instructional practices in the school, including professional development programs Hire, evaluate, and terminate staff. Oversee and administer scheduling, enrollment, and curriculum. Serve as liaison to the Board of Directors. Provide a safe environment for learning for all students Ensure proper budgeting, accounting, auditing, and financial plan Implement and follow policies and procedures both locally and federally. Serve as the spokesperson for Agape Achievement Academy. Have regular written communication with parents/school community. Serve as the primary community contact for school-wide matters or concerns. Have a presence in classrooms, including observations to support teachers, and occasional teaching. Attend all board-related meetings, functions, and events, and serve as an ex-officio member of the Agape Achievement Academy Board. Develop and implement strategic plans for future school years, including identifying initiatives and priorities that support the health of the school and ongoing strategic manifestation of the school's vision.

TEACHER ASSISTANTS: QUALIFICATIONS: Must have a high school diploma with the preference for an associate degree in early childhood. also experienced in the instructional settings with children; preference to hire one with special education experience; one year or more.

RESPONSIBILITIES: Assist the teacher with the instruction, working with small group instruction and remediation; must participate in training and professional development before the opening of the school; manage daily record-keeping procedures, grade papers, make copies for the teacher; participate in transitions, lunch and other assignments as given by the teacher.

OFFICE MANAGER: QUALIFICATIONS: Must possess a high school diploma (though a college diploma is preferred), secretarial experience, and customer service experience. Must be proficient in Microsoft Office, have knowledge of office practices, have excellent verbal and written communication skills, and have strong interpersonal skills. They must be comfortable working in a fast-paced environment with diverse community members, can meet deadlines, and maintain flexibility in response to schedules and tasks.



RESPONSIBILITIES: include answering phones, taking messages, using voicemail, making copies, filing, and organizing the front office, adhering to systems designed by the Lead Principal for keeping the office organized and the school running smoothly, supporting the Lead Principal with scheduling and maintaining the school calendar, greet parents, students, visitors, and community partners, ensure all student forms are complete, organized, and up to date, maintain student and teacher attendance, assist with the purchase of supplies and requests of teachers for instructional materials, and other duties as assigned by the Lead Principal.

10.4. Staff Evaluations and Professional Development

Q185. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Lead Principal will be held responsible for maintaining license requirements and professional development for the teachers of Agape Achievement Academy primarily. It will be the responsibility of the Lead Principal to make a monthly report to the governing board. The principal will be able to access the state NC DPI and know the status of the license of each teacher. The principal or her designee will be in charge of setting up Professional Development for teachers in the school. All certified teachers will have access to their individual licenses that they can bring to the principal and a copy will be kept on file. Furthermore, every teacher will be involved in a minimum of 10 hours of staff development and will be rewarded CEUs for their 10 hours.

Q186. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



Agape Achievement Academy recognizes the value of the school as a training ground for beginning teachers and aspiring teachers alike. Consequently, once teachers have been hired, great care will be given to ensure that every teacher receives individualized professional development suited to his or her skill set, strengths, and weaknesses. During the first 2 years of Agape Achievement Academy, the Lead Principal will directly support all teachers with curriculum development, observations (NCEES), feedback, and weekly collaboration with teachers in grades K-2 & 3-5. There will be discussions concerning culturally relevant teaching, student achievement goals and data, instructional strategies, and targeted goals and outcomes. After the second year in operation, the Lead Principal will assign one teacher in each group to become the lead teacher/mentor. The qualities for this position will be an exceptional teacher based on effective teaching practices and high student achievement and retention. The Mentor Teachers will be appointed for a one-year period and will be offered a small stipend (a budget item in year 3) at the end of the year for fulfilling the role of Mentor Teacher. Mentor Teachers will be provided professional development from the Lead Principal and all mentoring practices will be aligned to the NC Mentoring Standards (dpi.state.nc.us). The Mentor Teacher will provide new teachers coaching in the classroom, observation, opportunities to observe and collaborate, and support in all matters regarding instruction.

At Agape Achievement Academy, all teachers will participate in Professional Development as designated in our school calendar that will be based on deficiencies in student achievement data, teacher requests, and tailored to improve student learning across subjects. On and off-site professional development will also assist teachers in acquiring the necessary credits to maintain licensure prescribed by NC State law and the requirements defined in NCLB (No Child Left Behind). The Lead Principal will ensure that teachers at Agape Achievement Academy are leaders in their grade level and academic areas. The Lead Principal will capitalize upon teachers' strengths to help improve student learning across the entire school. The Lead Principal will also allow teachers of Agape Achievement Academy to lead professional development, share their knowledge and expertise, as well as help each other develop and grow to foster their impact on student achievement.

Finally, Agape Achievement Academy teacher evaluation will be a model for the way in which students are evaluated, building an atmosphere of continual improvement. Our approach will be based on evaluation using rubric assessment, goal setting, individualized professional development, and re-evaluation. Teachers will participate in the NC Teacher Evaluation Process to assess the teacher's performance in relation to the NC Professional Teaching Standards and serve as a basis for instructional improvement. The Lead Principal will conduct the formal evaluation process



annually through an evaluation cycle that is based on years of teaching experience (Abbreviated, Comprehensive, or Standard) as outlined in the [NC Teacher Evaluation Process](#). In addition, all teachers will complete a self-assessment to rate their performance using Teach for America's Teaching As Leadership (TAL) Rubric, and use this information to help develop an individual teacher's [Professional Development Plan](#) (PDP), which will identify the performance standards and indicators to target professional growth areas. In addition to being evaluated on the "comprehensive" observation cycle, teachers with less than 3 years of teaching experience will participate in a [Beginning Teacher Support Program](#). During this induction period, beginning teachers will have a formal orientation, AVID training, the mentor support described above, and formative and summative evaluations. Beginning teachers may also participate in additional observation of master teachers and professional development that targets their individual needs, which may include positive discipline and behavior management, the use of effective instructional strategies, culturally relevant teaching, inquiry-based instruction, differentiation, and the use of data to improve instruction. These disciplines will be taught during our pre-opening (PD) Professional Development training days.

Q187. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.



Aligned with our belief that learning should be authentic, differentiated, and relevant, Agape Achievement Academy feels the most effective professional development for teachers is that which is conducted in the context of their work, based on deficits in student achievement data, or a need identified by the Lead Principal in observation and evaluation or is based on self-evaluation by the teacher. Therefore, while some professional development, particularly that provided at the beginning of the year, will be uniform in nature, the majority of professional learning opportunities will be individualized and cohort groups. This independent professional development may include workshops offered outside of school, one-on-one professional development with the mentor teacher or another faculty member, or independent or small group study. In its first year of operation, Agape Achievement Academy teachers will participate in 6/7 professional development days before the school year begins. This will be the Lead Principal's responsibility to engage in training around school policies and schedules, investment, and management plans using the school's adopted curriculum, assessment, using data to drive instruction, the intervention model, and differentiation during the training sessions. Some of the Core Components offered during our PD sessions include Testing and Assessment, Core Knowledge Curriculum, Navigator Math, SEL (Social Emotional Learning), Differentiation Instruction, ELL & EC, Curriculum and materials development, and OSHA. Some of these PD series will be self-paced by our K-2 and 3-5 cohort groups. There will be early release days when students are released at 1:00 pm on Friday and teachers will engage in professional learning opportunities and provided time to collaborate and plan together.

Q188. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



. Day (1) will include an overview of the employee handbook, policies, schedules, and collaboration/planning investment and management plans using Teach Like A Champion and HEARTS trauma-informed resources.

Day (2), A nurse from our local health department will give OSHA training, epi-pen, & other medications that students may need to take during the school day.

Day (3) the Lead Principal will provide training and set expectations around setting student goals, tracking student progress towards these goals, unpacking standards, and assessing student mastery towards goals. Teachers will also receive training on utilizing NWEA Assessments and aligning teacher-created assessments to standards utilizing EOG stems.

Day (4) and the Lead Principal will train teachers on the chosen literacy curriculums and how to utilize them as a resource, not as a pacing guide. Teachers will get to know their curriculum as they long-term plan and practice creating aligned units and lesson plans. The Lead Principal will also provide training, planning templates, and resources to help teachers begin organizing and planning their literacy instruction, especially for K-2 grades, independent practice time, and their guided reading and literacy center block.

Day (5) An outside vendor will utilize the comprehensive online webinars to train teachers on the Navigator Math curriculum and assessments, math mastery tracking system, and resources for organizing/planning the remediation/acceleration block. There will be online training for SEL (Social Emotional Learning) program and Teach Like A Champion (strategies & techniques), and Restorative Practices

Day (6) the Lead Principal will train teachers on expectations for other periods of the day, including time to unpack the Science and Social Studies standards, long-term plan, and outline unit plans and assessments for the first few units of study. The Lead Principal will also provide professional development, the research behind the purpose, and opportunities to collaborate on how to maximize impact during the movement breaks and choice stations.

Day (7) Following the professional development, teachers will have (2) days to set up classrooms, prepare parent materials, organize student materials, and finalize plans for the first few days of school. Tentative PD Plan: Before School Starts: 60 Hours; During the School Year: 54; Hours After School Ends: 30 Hours

Q189. Describe the expected number of days/hours for professional development



throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

Intensive training will take place in a 7-day session in the week prior to the students' first day of school. These will be 8-hour days of training throughout the year. Our calendar is set up for early release on Fridays to allow teachers to meet for weekly Teacher Team meetings. In addition to the weekly training, other on-site training will be offered at teachers' requests during these meetings. Off-site training that is offered during the week will be requested by the teacher of the Agape Achievement Academy at least two weeks in advance and arrangements will be made to bring in a substitute. The budget allows \$6000 in the first year, increasing each year thereafter, to cover the costs of training expenses as well as including a budget item to help defray the costs teachers may incur traveling to off-site training. Teachers will be encouraged to utilize these funds to search out the training they are interested in or are required for licensure. During the school year, there will be two weekly staff meetings dedicated to PD (Professional Development) every month. Agape Achievement Academy will allocate funds for teachers to participate in intensive training during the summer. Our calendar has the PD days marked, and 5 of these are also remote learning days so students are still actively engaged in learning as teachers are being trained.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q190. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



115C-218.45. Admission requirements. (a) Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school. (b) No local board of education shall require any student enrolled in the local school administrative unit to attend a charter school. (c) Admission to a charter school shall not be determined according to the school attendance area in which a student resides, except that any local school administrative unit in which a public school converts to a charter school shall give admission preference to students who reside within the former attendance area of that school. (d) Admission to a charter school shall not be determined according to the local school administrative unit in which a student resides.

Fayetteville has a multitude of educational options for those that can afford them. In addition to the 2 public school systems, Cumberland County has a total of 6 private schools and 3 charter school options. It is the desire of Agape Achievement Academy to offer a rigorous, culturally relevant option for Cumberland County's low-income and African American populations that have no option except for the system that may not be fulfilling their academic, social & emotional needs. We will market and enroll students from both the Cumberland County Schools and Hoke County School districts, from neighborhoods within a 10-mile radius of the central city area. Given our desired population, we will focus our marketing efforts on the following neighborhoods: Montclair area, Morgan Rd., Seventy-First area, Bragg Boulevard, Johnson Street area, Grove View Terrace area, Ramsey Street, West Area, and Rosehill Garden when our school opens in 2024.

We have already begun our marketing efforts by developing a logo, designing a website, and developing a Facebook page. We will do presentations at our community recreation centers (some are located in the areas mentioned). We will hold meetings in the churches and distribute our brochure as well and reach out to our friends who are supporters of this adventure. The Agape Achievement Academy Board of Directors will host an informational session at the Free Haircut event hosted at one of our local and supporting churches. At this event, Agape Achievement Academy Board members will meet with potential families, distribute over 100 fliers, and obtained over 50 email addresses of parents interested in keeping up to date on Agape Achievement Academy's progress. Our Board members and other supporters will be a visible presence at events hosted throughout the community, distributing fliers and collecting emails. These events will include those hosted by the Housing Authority, at preschools and daycares in the areas listed above, at Cumberland County Parks and Recreation events, and at other community-wide events. We intend to create a promotional video, brochures, and pamphlets, and release a press release upon approval as well as on news outlets that are commonly used in the neighborhoods we intend to serve. Agape Achievement Academy Board members and other supporters will wear Agape Achievement Academy t-shirts as we canvas communities with brochures, invite members of the



community to informational sessions throughout the planning year, set up booths at some of our community events in the park and downtown Fayetteville, and speak at churches in the targeted area and communities.

Q191. Describe how parents and other members of the community will be informed about the school.

As listed above, Agape Achievement Academy will keep parents and the community at large informed about the school and its progress through social media, word of mouth, the local media, communitywide events, preschools, churches, and other nonprofit organizations that serve youth in the area. At these events, Agape Achievement Academy board members will collect emails from individuals interested in Agape Achievement Academy; send out regular emails with Agape Achievement Academy updates and progress. Our website, [Agape Achievement Academy.org](http://AgapeAchievementAcademy.org), will also be a primary source of information and will be maintained and updated regularly by the marketing committee. Our website will be made known on all marketing materials, social media pages, email blasts, and media outlets. Our Facebook Page will be available to parents and students to keep them informed of any information that would help them make a decision about enrolling their child/ren in our school. We will also have our fliers, brochures, and other communications in the Spanish language for our parents. In addition, various marketing methods will be utilized to reach all students. These methods include Door to Door Marketing, Mailers, Radio Public Service Announcements, Day Care Centers, Churches, Recreational Centers: Forums/Events.

Q192. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



Our marketing efforts will continue through the application process with a marketing timeline including:

Summer-Winter 2023: Agape Achievement Academy will not discriminate against any child based on race, religion, income, achievement level, disability, or English as a second language. In fact, Agape Achievement Academy's mission and vision are built on the belief that students from poverty, students of color, and students who may not be considered successful in the LEA can and will achieve given rigorous, culturally relevant instruction that holds them to high expectations. Agape Achievement Academy's marketing plan outlined above is focused on recruiting and admitting students from families living in poverty. Most of the neighborhoods from which we hope to recruit large numbers of students are a part of Asheville Housing Authority's low-income housing projects (Mt. Sanai, Topeka Heights, Towers West Apt., Rose Hill Gardens, Colony Place, Fayetteville Garden Apts.). We will market in these areas by holding informational sessions in each community, spreading the word door to door, using media outlets that these communities primarily utilize, social media, and getting support and opportunities to market directly to potential families from area preschools and daycares. Agape Achievement Academy's Face Book and website will be completed in July 2022. They both will provide community members with detailed information about Agape Achievement Academy and allow them to request additional information via email or a phone call. Board members on the marketing committee will respond to each inquiry and will finalize the Agape Achievement Academy social media pages. All board members will spread the word about Agape Achievement Academy through social media, community forums, churches, neighborhoods, and social circles. The marketing committee will also design and print Agape Achievement Academy fliers and brochures to be distributed at one community event in each targeted neighborhood. Agape Achievement Academy will continue to send out a monthly email blast utilizing the email addresses gathered at the Fresh Start event in August and others gathered at community events. Agape Achievement Academy board members will continue to establish and nurture relationships with important community partners such as the YWCA, Housing Authority, Salvation Army, Boys and Girls Club, and Open Doors. The marketing board will outline and define the partnerships with each organization and how they may assist in marketing efforts.

Winter-Spring 2023/'24: Agape Achievement Academy Marketing committee will begin initial outreach to daycare centers, churches, Head Start, and other popular early childhood centers serving the neighborhoods mentioned above. This outreach will involve meeting with the school and church leaders to determine which sites are likely to encourage application to Agape Achievement Academy and develop relationships with those leaders. The marketing committee will continue to distribute fliers and set dates for a formal information session. Once granted approval, Agape



Achievement Academy will pursue media opportunities in local radio, TV, newspaper, and online journal outlets (Fayetteville Observer). The committee will also identify local education conferences and events to attend.

Summer-Fall 2024: The Marketing Committee will continue to keep the website and social media accounts updated and continue to spread information via word of mouth and networking. Agape Achievement Academy will issue a press release to relevant media outlets and run ads on popular local radio, visit local churches and recreation center events; set up an information table at the venues and have a chat time with parents who may be interested in another choice for their child/ren.

Q193. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Agape Achievement Academy will not discriminate against any child based on race, religion, income, achievement level, disability, or English as a second language. In fact, Agape Achievement Academy's mission and vision are built on the belief that students from poverty, students of color, and students who may not be considered successful in the LEA can and will achieve given rigorous, culturally relevant instruction that holds them to high expectations. Agape Achievement Academy's marketing plan outlined above is focused on recruiting and admitting students from families living in poverty and disadvantaged areas. Most of the neighborhoods from which we hope to recruit large numbers of students are a part of Fayetteville Housing Authority's low-income housing projects (Mt. Sinai Homes, Topeka Heights, Towers West Apt., Rose Hill Garden, Colony Place, and Fayetteville Garden Apts.) We will market in these areas by holding informational sessions in each community, spreading the word door-to-door, using media outlets that these communities primarily utilize, social media, and getting support and opportunities to market directly to potential families from area preschools and daycares.

Q194. What established community organizations would you target for marketing and recruitment?



Cumberland County has several organizations already helping our low-income and disadvantaged families that we will be using. The Housing Authority provides a plethora of information to families in the neighborhoods we plan to serve. Agape Achievement Academy's website and brochures will be distributed as well. The YMCA has been an integral part of the African American community in Cumberland for generations. It empowers and connects people through free child care services for low-income parents returning to work or school, social justice and equity workshops, exercise programs, and mentoring and support for pregnant and parenting teens. A partnership with the YMCA will help us ensure we reach our targeted population. Other community organizations that we will target for marketing and recruitment include the Salvation Army, Boys and Girls Club, and Urban Ministries.

10.6. Parent and Community Involvement

Q195. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

We will communicate with parents and community members from the time that the school is approved through an opening in the following ways:

Email blasts and phone calls using email addresses and phone numbers collected through our survey, website, and social media outlets;

Social media posts which include page, group, and event posts;

Flyer distribution utilizing volunteers, churches, and community organizations;

Articles and public service announcements in the local newspaper and media outlets (i.e. new stations and radio programs);

Community meet and greets in each part of the county (i.e. west, south, east, and north) with special attention to the western part of the county;

Attending events held in the community; recreation centers and parks

Engaging religious institutions; and

Word of mouth.



Q196. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Agape Achievement Academy's website, Agapeachievementacademy.org, will be the primary source of information for parents and community members through the school's opening. The website will be included in all informational fliers, emails, social media outlets, and media blasts. Our website will inform the community at large about the school's mission, vision, basic tenets of our education plan, all necessary application and enrollment information, a list of all of the board members and staff when hired, "Announcements" filled with board meeting dates and minutes, and school calendar updates. The website will remain current and updated regularly by the board marketing committee. We will also communicate by having a strong presence on social media platforms such as Facebook, Twitter, and all board members' LinkedIn and social media pages so that the community stays up to date on the current school status and knows how to get involved in securing a spot for their children.

Each family that enrolls their child in Agape Achievement Academy will receive a personal phone call from the Lead Principal to thank them for enrolling, express excitement to have their child, and find out what questions can be answered personally. From the enrollment period through the opening of the school, all enrolled families will be invited to follow Agape Achievement Academy's social media accounts and will receive an email blast update on school progress and important dates bi-monthly. Within a few weeks of enrollment, parents and community members will be invited to attend an Orientation Night. This event will set the tone for the school year, let the families get to know the board and hired staff, and help families know what to expect ahead of time. It will also give parents and students a chance to meet each other and begin establishing relationships with one another. Once the location is secure and staff has begun moving into the school space, all families will be invited to attend an optional "Ribbon Cutting" event. All students will be given an Agape Achievement Academy Founding Student t-shirt and invited to tour the space, have light refreshments, and get to know the Lead Principal, teachers, board members, and each other in an informal, welcoming setting. Prior to the first day of school, all parents will bring their child to 'Meet the Teacher' day at a scheduled time.

Q197. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.



Agape Achievement Academy will host two-family involvement activities each quarter to keep parent involvement ongoing; Exhibit student work in the school and the broader community; Survey parents about their goals for their children and then help them reach those goals through parent education; and, develop a “job description” of an involved parent to help parents understand how they can best participate in their child’s education; Parents' Tutors workshop; Reading and Math at Home workshops; Fundraising workshop. Our best stakeholders will be our parents as it relates to the students and the more we are able to engage them in positive venues, this will build a vital and stronger relationship between the school, teachers, and parents alike. Once parents are in the building, it becomes much easier to familiarize them with volunteer opportunities and their roles being a part of the school family. Such involvement helps parents feel a sense of ownership over their children’s schools. Agape Achievement Academy will post a volunteer opportunity board at the school entrance so parents could see where their skills best matched the needs of the school. It is vital to the success of Agape Achievement Academy to build strong relationships with our students’ families and empower them to become partners in their child’s education. Agape Achievement Academy will hold a monthly Family Night, during which families will be invited to come together as a part of the Agape Achievement Academy community. Parents are motivated to come when their children are involved, and so during this event, students will be celebrated for their hard work and a few students will be chosen to showcase their work, whether it be a piece of writing, a science report, a piece of art, or musical performance. The Lead Principal will provide updates and information on real school policies, procedures, and events, and a teacher, counselor, or community leader will present tangible strategies that parents can do to help their children perform better at school from home. A timeline of topics addressed will be posted on the Agape Achievement Academy Facebook and website at the beginning of each year and will range from simple strategies to help your child increase their reading fluency or comprehension, to serving healthy foods on a budget, to keeping your child safe on the internet. The Parent Advisory Committee will help during this event to provide snacks and drinks.

10.7. Admissions Policy

Q198. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:



1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.

2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school.

Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).

3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

Q202. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.

2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.

3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

5. Clear policies and procedures for student withdrawals and transfers.



Agape Achievement Academy Board of Directors will adopt an admissions policy that details the school's admissions process. We will run public service announcements in the local news and social media outlets to announce the period of open enrollment prior to the first day of open enrollment. On the first day of open enrollment, an admissions application will be available online and via printed copies. We will email a link to the admissions application to our developed email list that we have gathered through the application process. We will mail admissions application forms to the parents on the list that do not use email. Also, we will collect admissions applications for the 30 days of open enrollment, if the number of available students will be on the waiting list. Once a student has been formally accepted parents will be required to submit student registration information. The initial admissions application will only include students' names, addresses, residence, grade level, date of birth, sibling information, and preferred contact information and method. The full registration packet will include records request authorizations and detailed information including health, immunizations, exceptional children and 504 statutes, and so forth. The school will conduct a series of introductory events prior to the beginning of its opening. The school admissions will also address withdrawals, re-enrollment, and transfers. If a family wishes to withdraw a student from Agape Achievement Academy for any reason, they are asked to provide at least three (3) days' notice so the school can gather all relevant and required records. Families who withdraw a student will be asked to complete a withdrawal survey for the school to collect and analyze data regarding withdrawals. Agape Achievement Academy will provide all relevant and required documents to the student's new school within 2 business days of receiving a transfer form from the child's new school. If a family chooses to later re-apply to Agape Achievement Academy after a withdrawal, they will be allowed to re-enroll with proper paperwork.

Open Enrollment / Enrollment Period for the 2024--25 school year (Jan. - May 2024). In year 2, the school will add an additional grade level year 2025-26. If the school loses returning students, this will give us the opportunity to recruit more students to replace those that did not return. Hopefully our third-grade students will keep matriculating at the school, if not we will include that grade level in the application process as well. Finalizing Plan and Expansion for Year Two (June to July 2025). The facility we have chosen is adequate to accommodate the expansion to add up to 5th grade. We will work with school administration to add additional staff to accommodate the expansion and approve the process when completed. We have included in our budget monies to staff up to 14 teachers.

10.8. Certify

Q203. **This subsection is entirely original and has not been copied, pasted, or otherwise**



reproduced from any other application.

- Yes
- No

Q204.Explanation (optional):



11. Operations

11.1. Transportation Plan

Q205. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



Agape Achievement Academy will provide transportation to students that do not otherwise have access to rides to and from school and may also utilize the option of contracting outside transportation companies as well in order to accommodate that need. Students will have to be at a designated location and have someone accompany them to and from the bus stop. Agape Achievement Academy will accommodate transporting students with special needs by leasing a bus with lifts that are wheelchair accessible. Agape Achievement Academy's transportation program is designed to assure that no child is denied access to the school due to a lack of transportation. If needed, we will purchase a smaller bus that has wheelchair lifts for EC students. The school's aim is to work closely with educationally disadvantaged students. The school's transportation is designed to help the school fulfill its mission by assuring that the children get to school in a bus atmosphere that is consistent with the school's proposed culture, mission, and vision. We will buy one bus for year 1 and a second bus for year 3. We have put this item in our budget. We have already consulted with our LEA to purchase the buses for our beginning school year.

Agape Achievement Academy will adhere to the local and state regulatory requirements as it pertains to bus safety and rules. All drivers will go through an intense background check nationally as well as locally. The Operation Director will assure that all school buses used for school transportation are regularly and properly inspected in accordance with state, local, and federal laws. The transportation workers will assure the buses are internally inspected at least monthly to assure the buses are in good repair and safe for our students. The transportation plan is a budgeted item. There will be money in our budget for 2 transportation workers, who will manage the day-to-day operations of the school's transportation program. The school will use its teacher assistants if needed as bus drivers. The transportation workers along with our Operation Director will set the bus routes, pickup times, and locations. The school will use an alert system that uses a text messaging feature to communicate bus information and updates to parents. The transportation workers will assure that all school vans or other vehicles used for school transportation are regularly and properly inspected in accordance with state, local, and federal laws also will assure the buses are internally inspected at least monthly to assure the buses are in good repair and safe for our students. Parents will complete a form if they need transportation for their child/ren to get to school. This information will be included in the student handbook and discussed at our initial meeting with parents and students alike.

11.2. School Lunch Plan

Q206. Describe in detail the school lunch plan that will ensure that no child is lacking a



daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.



Agape Achievement Academy believes that it is the school's responsibility to ensure that every child has access to a daily meal. If he or she doesn't, whether it is due to his or her family's financial limitation or because they simply forgot their lunch, either way, the school has developed a lunch plan that will meet the needs of all students. We will offer students the option to bring in a packed lunch from home or to purchase lunch from a local catering service. Each month/week the school will publish the lunch menu so that students and parents can decide which days they will be purchasing lunch and which days they will be bringing in lunch from home. For those students who would qualify for Free or Reduced Price Lunch (F/RL), Agape Achievement Academy will budget \$65,000.00 in our operating budget for the expense of meals for these students to be provided lunch from the local catering service. From the students' perspective, there will be no difference in how they receive lunch from the way students whose families are paying for the lunch receive lunch. There will be no stigma attached to receiving a Free or Reduced-Price Lunch. Initially, the school will identify students who qualify for F/RL through an annual form provided to families in their enrollment packet. Also, adults supervising students during lunchtime will be responsible for identifying trends in students who are not eating, not being provided a nutritious lunch, or simply do not have lunch.

We anticipate the line item for meals for qualifying F/RL students to grow annually, and our initial goal is to recruit parent volunteers to drive this program. We will look at our annual budget to identify funds for part-time staff to support the program as well. Since it is commonplace for students to forget their lunch from time to time, Agape Achievement Academy will also maintain a small food pantry for those students. The school will stock the pantry with shelf-stable goods and fruits and vegetables that staff will regularly monitor for freshness. The pantry is not intended to be a regular source of lunch for those students whose families are financially unable to regularly provide lunch. Instead, the pantry will serve those students who have forgotten their lunch or those students who have not yet been identified as qualifying for F/RL. Students will receive applications at the beginning of school for parents to complete and return for review for eligibility to the Free/Reduced Lunch Program. Our school will establish procurement policies and procedures, as well as set up meal plans, and serving guidelines, and address all health safety issues related to food preparation, storage, serving, and sanitation guidelines. The child nutrition coordinator will oversee the school's operational requirements at the local, state, and federal levels. Once it has been established if the parent/s qualify for free or reduced lunch if we reach the 40% threshold, the school will be able to participate Community Eligibility Provision (CEP) program and will use the Direct Certification process to determine eligibility. Agape Achievement Academy plans to contract one of our LEA schools to provide (cater) meals for our students. All meals will meet the nutritional requirements



set forth by the USDA in accordance with the National School Lunch Program. Our food-service provider also will provide extensive support to the school with menu planning, nutritional analysis, food-handling safety, and sanitization. A hot meal for lunch will be offered daily, and breakfast will be offered to all students. The goal is to meet students' needs and ensure that they can focus on the work of learning and not on their physical hunger

11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q207. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources

Insurance Coverage ...



Applicant Evidence :

DownloadAppFile (3...

Uploaded on **3/22/2022**
by **Doris Taylor**

Q208. Attach Appendix L: Insurance Quotes

• The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

NC Charter School P...

Uploaded on **4/21/2022**
by **Jesse Brayboy**

APPENDIX L ins quot...

Uploaded on **4/21/2022**
by **Jesse Brayboy**

11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q209. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. The Board Chair must



sign this question.

Signature

Garro Taylor

11.5. Start-Up Plan

Q210. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



The main tasks that Agape Achievement Academy board members will undergo during the start-up process involve: facility acquisition and preparation, fundraising and grant writing, hiring and development of the Lead Principal, board training and development, securing contractable services, curriculum, and other instructional materials, marketing to families/enrolling students, policy development, handbook development, process and procedures development, and community relations.

In order for the Agape Achievement Academy board to organize and carry through with all necessary tasks, the Founding Board will develop four committees for the application and planning years with 3-5 people with at least 2 board members on each committee in addition to 1-3 invested, knowledgeable, community members: (1) Finance (Fundraising/Budget), (2) Personnel and Board Development (School Director hiring and onboarding), (3) Facility, and (4) Marketing/Community Relations). Each committee will utilize the following task/timeline:

Marketing/Admissions: *Please see the marketing section of this application for a detailed timeline of marketing plans. (1) In the fall of 2022, the marketing committee will: update/complete the Agape Achievement Academy website and social media pages, begin an email blast to interested families, host information sessions for interested families, outline partnerships with community partners and other nonprofits, plan and organize community events at each targeted neighborhood community center, design and distribute flyers and brochures at events.

(2) In the Spring of 2023, the committee will: begin outreach to daycares, and churches, organize/host formal information sessions, host tables at community events, visit housing developments with flyers, and ask individuals to host information sessions in their homes. Upon acceptance, Agape Achievement Academy will pursue media opportunities and identify local education conferences and events to attend. (3) In the Summer of 2023, the marketing committee will: Continue to keep social media outlets, the website, and email blasts current, issue a press release and run ads on popular radio stations and papers, distribute the brochures with application guidelines at events, and information sessions, create a map that shows areas of high interest and develop plans for the targeted area. (3) In the summer & fall, the marketing committee and Lead Principal will host monthly information sessions, speak at daycares and churches, set up booths and distribute informational flyers at libraries and community centers, host an open house, utilize media outlets, canvas neighborhoods. The Board and Lead Principal will conduct the open application and enrollment process as outlined in the enrollment section of this application.

Facility: (1) The Facility Committee and the entire board will tour Housing Authority facilities in the beginning of 2023. (2) The Facility Committee will deliver the lease proposal to the Agape



Achievement Academy board when received from the Housing Authority. The Facility Committee will develop a detailed plan for facility acquisition and facility inspection, maintenance, and updates upon lease agreement. They will identify a contractor to visit the site and create a detailed needs assessment to determine priority areas for improvements and updates, developing a timeline for all updates to be completed by June 2023. *The goal is to have a lease agreement that will begin in July of 2023 to provide time to ensure the facility is up to code so the school can have the required Certificate of Occupancy for Educational Use. (3) The Facility Committee will go through the process of having the facility approved with the Educational Occupancy Certification, including assuring the facility is in compliance with all fire and safety codes. We also have an additional plan to contract with WILLSCOT Modular Company buildings (included in our application) to purchase our modular classrooms which will accommodate our student population of 254 plus students.

Personnel and Board Development: Beginning in October 2023, the Development Committee will: (1) Develop a job description and advertising plan to recruit and hire the Agape Achievement Academy Lead Principal as outlined in the Staff Projections section of this application. (2) Upon assurances of fundraising to hire a School Lead Principal Year 0, the Board will begin posting the job description, requirements, and timeline to recruiting websites and all other advertisement avenues listed in the Staff Projections section. (3) Proceed through the interview process outlined in the Staff Projections section. Invite strong candidates to interview with the Agape Achievement Academy board upon application acceptance in May 2023. (4) Create an outline/timeline of School Director training, onboarding, and responsibilities for Year 0 beginning in August 2024. *If funding does not become available to hire a Lead Principal in Year 0, the Development Committee will engage in the hiring process. The timeline of tasks the Board creates will be delegated to all established committees. (5) Simultaneously, beginning in August 2023, the Development Committee will create a Board Member Calendar that will give each board member dates of the year's board meetings, retreat, interview dates, and Office of Charter Schools board training. The Development Committee will contact Leaders Building Leaders, our attorney, and the financial firm to schedule training during upcoming board meetings, and will plan board strengthening exercises to include on the calendar.

Finance: Beginning in May 2023, the Finance Committee will: (1) Develop a detailed list of potential grants and foundations in which to ask for financial support and create a timeline for each request. These will include local foundations (Dogwood Trust, Maybin Mission, Glass Foundation), national nonprofits prioritizing charter school startups (NewSchools Venture Fund, Bill and Melinda Gates Foundation, Laura Bush Library Foundation, Charter School Growth Fund, and Walton Family Foundation), and grants, such as the NC ACCESS Grant. (2) Draft a letter of intent for each



foundation/grant and begin the application process per each individual foundation's timeline (i.e. NC ACCESS Grant letter of intent is due Feb. 15). (3) Work with Agape Achievement Academy attorney to get all required paperwork established to be prepared to file for a (501c3) as soon as possible in order to begin accepting donations and grant/foundation funding. (4) The committee will continue to fundraise, write grants, meet with local foundations, and write letters until all potential donations have been exhausted. (5) As funds are secured, the committee will add the amounts to our budget and will work with our contracted financial management firm to adjust operational costs to allocate additional funding.

Q211. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



The board for Agape Achievement Academy knows that there will be challenges during the planning and implementation phase of this school. Some of these challenges will include: assuring the parents that this school will deliver on its mission for their children. This challenge will manifest through struggles in terms of enrolling students, especially in the first-year academic year. The board will be proactive with its marketing efforts by marketing the school broadly within the community but also targeting families in one on one settings to share the vision of the school and answer questions and concerns that parents might have. Fortunately, there are board members who are part of local and national educational networks. These networks should allow the board to have a competitive group of candidates for teaching positions. Many board members have extensive experience and professional training in rigorous job searches and interviewing. This hiring process must be successful for Agape Achievement Academy to deliver on its promises to the community. The Lead Principal will be responsible for the hiring and training of his/her staff, for the creation of consistent and excellent school culture, and for the implementation of excellent instruction in every classroom every single day. The board will also have the challenge of keeping Agape Achievement Academy on budget as there will be competing budgetary priorities. The board must clearly define our hierarchy of priorities when making budgetary decisions for the school. This will mean focusing on budget items that will create the foundation for the school's success: proficient teachers, a strong curriculum, and literacy-rich classrooms. To reach our ultimate vision (K-5), Agape Achievement Academy will certainly need the support of local foundations. The board is going to be proactive and aggressive in meeting with local nonprofits so that Agape Achievement Academy has additional funds at its disposal.

The board may also face resistance from some members (and friends) within our community. Some will argue that Agape Achievement Academy will siphon valuable funds away from Cumberland County public schools. Each board member is prepared to address this concern by speaking about the critical mission of Agape Achievement Academy. The board is uniformly unapologetic about our urgency to address one of the most significant achievement gaps in the nation. The board is also sensitive to the fact that many people resist change and there is lots of misinformation about charter schools. One of Agape Achievement Academy's unstated goals over time will be to educate the broader community (through the results of the school) as to how charter schools and school choice can be transformative to the lives of children. The board is aware of the many logistical, organizational and human resource challenges that will face Agape Achievement Academy. The board will lend our collective expertise as proven business leaders, community leaders, and former educators to address every challenge that we will face in the most thoughtful, thorough, and aligned way possible. The board is mission-driven towards realizing the vision of this school and we are



driven by our collective belief that all children can achieve at high levels regardless of race or socioeconomic status when held to high expectations and provided rigorous, culturally relevant, dynamic instruction. We know that it will be transformative for many children and families in our community. Some other challenges could be the Special Needs population which could be heavy financially and administratively and could be intensified. One challenge as well being able to integrate educational approaches and adapt our curriculum to accommodate students who may require services elsewhere. Another challenge might be maintaining an adequate enrollment; performance accountability and for our school to demonstrate this based on EOG and other assessments. Recruiting and retaining certified and highly qualified teaching staff might pose a slight challenge as well. We don't anticipate this in reality but for startup purposes, these items could be challenging as we work to open effectively and have what we need to make our school excellent.

11.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q212. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

We have a prospective board member, Luis Frangos, who has extensive experience in real estate, land development, and property management in the local Fayetteville area and has agreed to advise and guide us in obtaining our building/s acquisition. He is also a general contractor who is responsible for overseeing and conducting physical land assessment on commercial properties to evaluate the appraisal value and debt cost of the property. He has been in this business for over 20 plus years and he will head our Facility Committee and all aspects of acquisition and management.

Q213. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom,



classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

In Year 1, with 168 students, Agape Achievement Academy will need eight (8) classrooms. Also, we will need 2 classrooms for our EC teacher and EL teacher to do pull-outs if needed. Our goal is for each classroom K-3 to have at least 600 square footage and the EC classroom to have at least 300 square feet. In Year 1, Agape Achievement Academy will also need at least two (2) pairs of bathrooms. Agape Achievement Academy will also need to have additional recreational space for PE class, schoolwide assemblies, and recess when the weather is not conducive to being outside. The estimated total square footage required for this space in year 1 is 10,000-12,000. While increasing our classroom needs to ten (10) classrooms in year 2 (for 210 students), eleven (11) classrooms in year 3, and fourteen (14) classrooms in years 4 and year 5. Our necessary square footage will increase to roughly 25,000 square feet.

Q214. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

In Year 1, in addition to the (8 classrooms and larger recreation space, Agape Achievement Academy will need a facility that has space for one (1) office for the Lead Principal with one (1) reception space for the Clerical person, and (1) copy room/supply storage space. Our goal is to acquire space that can allow us to grow through at least Year 4 of operation (K-5), which would add (6) additional classrooms, (1) additional offices, and at least (2) additional pairs of bathrooms. Ideally, we would also have space to have a room for Arts Enrichment and PE.

Q215. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

There is no breakdown of cost per square foot for the proposed facility.

Q216. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and



identify any programs that will not be immediately offered because a permanent facility has yet to open.

If the facility that we have inquired about and reached an agreement with is not ready upon our opening date, we have already talked with a local church ministry who will be able to facilitate our school for a year. The church educational building will be able to house our student (168) capacity and we may need to curtail a few of our projects for our horticulture adventures. The church will be able to give us adequate space for each grade level (K-3 year 1). We will enter a contract with the church if needed before we obtain our Certificate of Occupancy.

Q217. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Board has entered an agreement with Louis Frangos who is a real estate broker and developer who will facilitate building acquisition and management for us. He has also agreed to take care of renovations as applicable.

11.7. Certify

Q218. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q219. Explanation (optional):



12. Financial Plan

12.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q220.If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

At this time Agape Achievement Academy will not have any commitment of assurances.

Q221.Attach Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template.](https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment) (https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Comments :

Please see evidence attached budget

Applicant Evidence :

Agape Charter Appli...	APPENDIX PROPOSE...

Uploaded on **4/28/2022** by **Jesse Brayboy** Uploaded on **5/20/2022** by **Doris Taylor**



12.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q222. How was the student enrollment number projected?

Agape Achievement Agape will open to serve 168 from grades K-3, then add K-4 year 2 enrollment 210. We will add grade 5 in year 3 and the enrollment will increase to 254 students. Several factors were taken into consideration in making the projections for years one thru five. First, we considered the potential need for the school and potential applicant pool within a 10-mile radius or approximately 30 minutes bus ride to the school location. Next were the positive responses we received from our needs-assessment survey and from our meetings at recreation centers, churches, and our social media outlets. We also took into account racial and ethnic diversity, socio-economic diversity, and the area neighborhoods we will draw our students from. We wanted to keep our class sizes small for years 1 through 5 with a 22/1 ratio. Finally, we endeavored to target other neighborhoods that may have large disparities in academic success. We want to give the students left behind a viable choice within their community to attend a school where teachers are innovative, committed, determined, and caring enough to give the students all they have to bring them to a place of achievement and success no matter what level they come to us.

Q223. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



Our research indicates that parents of educationally disadvantaged students have all but given up on having a school choice option that meets the needs of their students. Our data indicate that more than a sufficient number of parents will select Agape Achievement Academy as a school choice for their students. We will serve students in grades K-5 and in the area where we propose to have our charter school, there is not one for grades K-5. Plus, we have surveyed the areas that we want to target and have found there is a need for helping the disadvantaged children who live in low-income, disadvantaged housing, and communities. In our survey, we found out that this would be the only K-5 school in the targeted area. It is our desire that the students who fall in the previously mentioned categories have another choice to receive an excellent education opportunity. Once we implement our outreach strategies to market our school in these communities, it is hoped that it will open up a new venue for us to reach more students who need another choice for success.

Q224. Provide the break-even point of student enrollment.

If we do not meet our proposed enrollment number, we will decrease our personnel and cut back on materials that we would have ordered.

Q225. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Agape Achievement Academy governing board will amend its budget or use a contingency budget if anticipated revenues are less than estimated. Contingency budgeting involves establishing priorities of what can be cut first and establishing an order to timely reduce expenditures, to assure the school operates within the available resources and does not run a deficit. The plan also considers cash flow issues such as the timing of inflows and outflows of cash. The board will set priorities to protect the integrity of programs that could impact student outcomes. Agape Achievement Academy will consider reducing personnel and cutting technology purchases and furniture/office equipment if the enrollment is not met. The school will not rely on revenues that are not committed and have a reasonable expectation of being received. The school's core program will operate from state and local funds. Federal funds are considered supplemental and will not supplant state and local funds.

Q226. Does the budget rely on sources of funds other than state, county, and federal



(e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Agape Achievement Academy's current operating budget does not rely on any revenue sources other than state, county, and federal funds.

Q227. Provide the student to teacher ratio that the budget is built on.

The student-to-teacher ratio that the budget is built on is an average of 22/1 for students in Kindergarten, 22/1 (teacher) for students in 1st-3rd grades, and 22/1 for 4th-5th grades over the five-year tenure of the charter.

Q228. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

Agape Achievement Academy's governing board recognizes its limitations and capacity in the area of financial planning. Therefore, the governing board has worked to assure it engages individuals with background, training, and experience who can provide reliable expertise, including the management company. We have board members who are CEO of their own companies that deal with large budgets and distributions of monies in all areas of their companies for a successful operation. We have contracted with Acadia NorthStar which will handle those matters for our financial plan to be successful. These will include payroll, payroll taxes, accounts payable, budget maintenance, NC State reporting, audit management, Power School, and federal grant writing.

Q229. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.



The Agape Achievement Academy board recognizes that one or more high needs students enrolled in the Academy could have a significant impact on our budget and is prepared to meet the needs of all students. Our budget accounts for the transportation of all students and also allows for an EC teacher in Years 1 & 2 increasing to 2 EC teachers in Year 3. However, the board fully understands that there are some students for which an EC teacher will not be enough in providing full support for the needs of a child as directed in his/her IEP. We have built-in dollars for contracted EC contingency services in our budget for \$25,000 each year. The board will also be prepared to apply for PRC 029 funds and Special State Reserve Funds. In addition, Agape Achievement Academy will seek reimbursements from Medicare and/or Private Insurance for services that can be reimbursed for high-needs students. The school will also apply for Special State Reserve Funds and reevaluate the budget to ensure that every staff member and support personnel are in place on Day 1 of that student's enrollment.

Q230.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The Board will be responsible for ensuring that all components dealing with the operations of the school are implemented and carried out with all integrity and accountability. Agape Achievement Academy board will conduct all fundraising internally, but we do intend to outsource financial management of benefits, payroll, accounting, and audits. The board inquired about financial firms with experience in charter school financial management and identified and chose Acadia NorthStar as the financial management firm to provide services to Agape Achievement Academy which includes assistance through the planning years contingent upon using them in Year 1. The board will develop a vendor assessment form for the Lead Principal to complete on a yearly basis. Acadia NorthStar will have a representative at board meetings monthly or as needed. Our Lead Principal will report any issues or concerns with regard to the vendor's performance to the School Board. Termination of any vendor must be subject to a vote of the board.

Q231.Does the school intend to contract for services such as student accounting and



financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

The school will have services for student accounting, and financial services funds for these services have been included in our school budget. For any outside services, the board will rely on their expertise to seek the best service providers available. Ideally, the board will be presented with three vendors from which to choose. The vetting process may include forming a committee consisting of the Lead Principal and board members to seek and vet vendors. The committee or team will make a recommendation to the board for a vote. Annually, the board will evaluate all third-party contracts to ensure that the school is still receiving a strong return on investment.

Q232.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



Agape Achievement Academy's budget is designed to assure the school can meet its mission statement. The budget provides at least 75% of funding to meet the school's curricular offerings, academic programs, personnel, and professional development. As well as our transportation plan, child nutrition, and providing for the school's facility needs. Agape Achievement Academy's mission of providing a dynamic, rigorous, culturally relevant education focused on academic excellence and the development of strong character is at the forefront of our budgetary decisions. The priority at Agape Achievement Academy is recruiting and retaining high-quality, proven leaders as our Lead Principal and teachers, which is reflected in a salary above the salary of the LEA. Another priority is recruiting effective teacher assistants for each classroom in grades K-2. We anticipate these may be FSU (Fayetteville State University) students working towards their degree in education, retired teachers who are interested in part-time work, or recent college graduates considering going back to school for a degree in education. They will be compensated significantly more than assistants in the LEA. Building a strong foundation in reading, math, and developing a love for learning is our focus in grades K-2, and we recognize that it is the educators that influence student gains, not necessarily the newest technology, fanciest curriculum resources, or a state-of-the-art facility. In order to support these teachers and create a culture of learning that will help retain them, a large percentage of our budget goes to personnel and benefits costs. In addition, in order to serve our targeted demographic, Agape Achievement Academy has also allotted a fair amount of funds for transportation and nutrition. We want to provide transportation to students from low income areas within the Cumberland County community. We know that it is critical to provide a healthy, nourishing breakfast and lunch to each student that would like to take advantage of our nutrition program free of charge, to lessen the stigma that comes with getting free lunch, and to simplify the process. We are contracting with our LEA to provide our lunches daily for any student who qualifies or does not bring lunch on a given day. The students will always receive a nutritional breakfast as well. Additionally, we will provide students with a nutritional snack each day of their choice. Instead of hiring a full-time enrichment teacher, Agape Achievement Academy will utilize area organizations such as the YWCA, and YMCA, to provide enriching instruction in the arts, language, and PE.

Q233. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.





Our goal is to have at least between 8%-10% annually of our base budget carry over each year. Right now we have projected carrying over 9%% at full enrollment. Agape Achievement Academy board also plans to embark on an aggressive fundraising campaign through writing grants and soliciting local and national foundations, for In-kind donations and other individual contributions to increase our start-up and annual budget.

Q234. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

Below are the plans for facilities for the Agape Achievement Academy

Applicant Evidence :

	
Facility Aquisition 3....	Facility Plan-Willscot...

Uploaded on **4/25/2022** by **Doris Taylor** Uploaded on **4/22/2022** by **Doris Taylor**

Q235. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

Agape Achievement Academy does not have any other assets from other sources at this time.

12.3. Financial Compliance

Q236. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



Agape Achievement Academy's governing board will work with our finance provider, auditor, and attorney to develop clear and enforceable internal control policies and procedures necessary to safeguard assets and keep accurate and adequate records. Agape Achievement Academy's governing board will adopt and implement Internal Control Policies and Procedures that comply with Generally Accepted Accounting Practices (GAAP). These internal controls will include key components listed in the National Resource Center's Finance and Governance Toolkit. These areas include policies that provide clear procedures for approving large purchases, monitoring facilities and equipment for upkeep and repairs, implementing property management controls, proper segregation of duties, safeguarding school data from theft/destruction, following record retention requirements, and adhering to all state mandates regarding accounting procedures. The Acadia NorthStar Company will provide our financial accounting and will oversee the student accounting providing oversight of the school's administrative team, which consists of the Lead Principal and the office manager. Together, they will provide timely and accurate information to be reported to the school's Finance Committee and Board.

The Board will develop and approve a finance policy manual prior to the school's opening for which the members of the Finance Committee will write specific processes based on these set policies which include actions, such as multiple check signers, clear guidelines on expenditure approval limits (expenditures over \$5,000 need board approval), steps to safeguard assets, a policy that a high-level criminal background check must be conducted for anyone with bank access, and the steps for processing invoices. Agape Achievement Academy will strive to maintain accurate records and limit risk to ensure diligence when it comes to public tax dollars and a clean audit. The board will receive a monthly financial report from the Finance Committee that will consist of the following:

- A. Income statement (revenue and expenses) with a budget comparison Bank Statement,
- B. A report of payments to each vendor, and a General Ledger summary report with detail available.
- C. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards.
- D. Also, we will develop our own internal control checklist to include these questions: Are accounting records kept up-to-date and balanced monthly? Is the school using a standard chart of accounts with descriptive titles? For monthly financial statements, is the school preparing reports that are adequate, timely, and insure control of operations? Are personal expenses kept separate from business expenses? Are monthly bank reconciliations being reviewed?



Effective financial practices in these controlled environments will protect the Charter from fraud and mishandling of funds. Separation of Duties: The charter's separation of duties policy should require that the approval function, the accounting/reconciling function, and the signatory function are all separated among employees. The separation of accountabilities and duties is put into place to ensure fiscal control.

Q237. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

There are no known or possible related party transactions.

Q238. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

The Agape Achievement Academy Board has selected the person below to be our auditor. She has extensive experience (18 years) in providing services for charter schools.

Name: Rebekah Barr, CPA PC.

Address: 5422 Boswellville Rd, Wilson, NC 27893.

E-Mail Address: contact@rrcpa.com (mailto:contact@rrcpa.com)

Phone: (252)-230-6294 - FAX: (252)-237-2426



12.4. Certify

Q239. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q240. Explanation (optional):

No response



13. Other Forms

Q241. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources



Charter School Requ...

Applicant Evidence :



Cerifacation Form.pdf

Uploaded on **4/28/2022**
by **Jesse Brayboy**



14. Third-party Application Preparation

Q242. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No

Q243. Give the name of the third-party person or group:

The individual is Katy Ridnouer and the company name is KLR Partners, LLC

Q244. Fees provided to the third-party person or group:

\$875.00 Fee. Not a budgeted item.



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 29, 2022, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 29, 2022, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

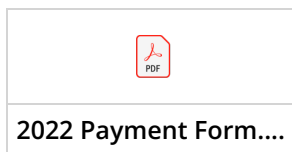
Q245.*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 29, 2022, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 29, 2022, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Applicant Comments :

This is the official Payment Form for Agape Achievement Academy and the official check in the amount of \$1,000.00. See the uploaded documents.


Resources





Applicant Evidence :


scope


scope

Uploaded on **4/18/2022**
by **Doris Taylor**

Uploaded on **4/18/2022**
by **Doris Taylor**



16. Signature page



Q246. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Applicant Comments :

The uploaded statement is for Agape Achievement Academy. Officially notarized on Monday, April 18, 2022 by Mistie Walton of Truist Bank. See the uploaded document.

Resources


Signature Page.docx

Applicant Evidence :


Notarized Statemen...

Uploaded on **4/18/2022**
by **Doris Taylor**

Q247. Please digitally sign your application here
Signature

Doris Taylor



Final Status

Reject Approve

Approver Comments

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 03 2002

AGAPE UNIT CARE SERVICES INC
C/O DORIS S TAYLOR
205 RURITAN DR
FAYETTEVILLE, NC 28314

Employer Identification Number:
56-2268036
DLN:
17053036035002
Contact Person:
JOSEPH LAUX ID# 31077
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Begins:
September 7, 2001
Advance Ruling Period Ends:
December 31, 2005
Addendum Applies:
No

093635683
DUNS-

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make

Letter 1045 (DO/CG)



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF AMENDMENT

OF

AGAPE UNIT CARE SERVICES, INC.

the original of which was filed in this office on the 27th day of March, 2010.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 27th day of March, 2010.

Elaine F. Marshall

Secretary of State

21 250 5119

State of North Carolina

Department of the Secretary of State

*ARTICLES OF INCORPORATION :
NONPROFIT CORPORATION*

PURSUANT TO SECTION 55A-2-02 OF THE GENERAL STATUTES OF NORTH CAROLINA, THE UNDERSIGNED CORPORATION DOES HEREBY SUBMIT THESE ARTICLES OF INCORPORATION FOR THE PURPOSE OF FORMING A NONPROFIT CORPORATION.

1. THE NAME OF THE CORPORATION IS: **AGAPE UNIT CARE SERVICES, INC.**
2. (CHECK ONLY IF APPLICABLE.) THE CORPORATION IS A CHARITABLE OR RELIGIOUS CORPORATION AS DEFINED IN N.C.G.S. SECTION 55A-1-40(4).
3. THE STREET ADDRESS AND COUNTY OF THE INITIAL REGISTERED OFFICE OF THE CORPORATION IS:

205 RURITAN DRIVE, FAYETTEVILLE, NC 28314, CUMBERLAND COUNTY
NUMBER AND STREET, COUNTY

4. THE MAILING ADDRESS *IF DIFFERENT FROM THE STREET ADDRESS* OF THE INITIAL REGISTERED OFFICE IS:

NUMBER AND STREET, CITY, STATE, ZIP CODE, COUNTY

5. THE NAME OF THE INITIAL REGISTERED AGENT IS:

DORIS S. TAYLOR

6. THE NAME AND ADDRESS OF EACH INCORPORATOR IS AS FOLLOWS:

DORIS S. TAYLOR, 205 RURITAN DRIVE, FAYETTEVILLE, NC 28314
JESSE BRAYBOY, 253 ROEBUD ROAD, STEDMAN, NC 28384
SAMUEL HENDERSON, 591 AMBROSE PLACE, FAYETTEVILLE, NC 28314

7. (CHECK EITHER A OR B BELOW).

- A. THE CORPORATION WILL HAVE MEMBERS
B. THE CORPORATION WILL NOT HAVE MEMBERS

Purpose of Corporation

This corporation is organized for the following purpose(s) (check as applicable):

religious,

charitable,

educational,

testing for public safety,

scientific,

literary,

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	0	1
Assistant Principal	0	0
Dean(s)	0	0
Additional School Leadership	0	0
Core Classroom Teachers	0	8
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	1
Student Support Positions (e.g. social workers, psychologists, etc.)	0	1
Specialized School Staff	0	0
Teaching Aides or Assistants	0	3
School Operations Support Staff	0	1

Year 2

1
0
0
0
10

Year 3

1
1
0
0
12

Year 4

1
1
1
0
12

Year 5

1
1
1
0
12

1

2

2

2

1

1

1

1

0

0

0

0

3

4

4

4

1

1

1

1

INSURANCE PEOPLE

Below are the estimated annual premiums: **Agape Achievement Academy**

Property Premium Estimate **\$1,500**

Building	\$500,000
Contents	\$30,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,609**

Rating Basis:	Students	127
	Faculty	11

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$1,150
One Passenger Van		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$1,952
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$291,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,069
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

03/21/2022

Signature Page

The foregoing application is submitted on behalf of: Doris Taylor, Leon Dantzler, Jesse Brayboy, Myra Robinson, Stephanie Walsh, Conrad Lopes. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Doris S. Taylor
Board Position: Chairman
Signature: *Doris Taylor*
Date: April 18, 2022

Sworn to and subscribed before me this 18 day of April, 2022.

Notary Public: *Mistie Walton*

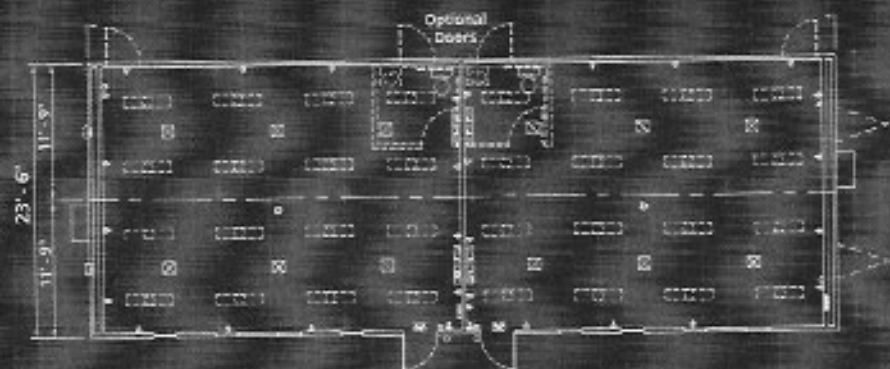
Official Seal:

My commission expires: 08/10, 2025.

<p>MISTIE WALTON Notary Public Cumberland Co., North Carolina My Commission Expires Aug. 10, 2025</p>
--



In addition to your instructional solution, we can provide additional products and services that complete your space- creating a more productive, comfortable, and safe learning environment.



CUSTOMIZATION

- Steps & Ramps
- Furniture & Appliances
- Technology
- Loss Protection

Dimensions

68' Long (including hitch)
64' Box size
24' Wide
8' Ceiling height

Exterior Finish

Aluminum or wood siding
I-Beam Frame
Standard drip rail gutters

Interior Finish

Vinyl covered gypsum walls
Carpet or vinyl floors
Gypsum ceiling

Electric

Fluorescent ceiling lights
Breaker panel

Heating/Cooling

Central HVAC

Windows/Doors

Horizontal slider windows
Vision panel doors with standard locks

Other

Chalk boards, dry-erase boards and tack boards available
Optional restroom
Wide open shells available

Board Member Name

Doris Taylor

Conrad Lopes

Stephanie Walsh

Jesse Brayboy

Leon Dantzler

Board Title

Chairman

Vice-Chairman

Secretary

Treasurer

Member

County of Residence

Cumberland
Cumberland
Cumberland
Cumberland
Cumberland

Current Occupation

Asst. Principal (parttime)
Principal (ret.)
Teacher (ret.)
Mental Health
General Practitioner

Past or Present Professional Licenses Held

BS Degree & MA Education Administration

BS/MA Education Administration

BS- Special Education

Psycho-Social Rehabilitation & OutPatient Therap

Internal Medicine

Any disciplinary action taken against any of these professional licenses?

N/A

N/A

N/A

N/A

N/A

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K-1,2,3	168
Year 2	K- 1,2,3,4	210
Year 3	K- 1,2,3,4,5	254
Year 4	K- 1,2,3,4,5	254
Year 5	K- 1,2,3,4,5	254



Williams Scotsman, Inc.
905 Ellis Road
Durham NC 27703

Your WillScot Representative
Jimmy Paschall, Territory Sales Manager
Phone: (919)957-9955
Email: jimmy.paschall@willscot.com
Toll Free: 800-782-1500

Contract Number: 152908
Revision:
Date: September 07, 202

Lease Agreement

Lessee:
Hope Achievement Academy
350 Conifer Drive
Fayetteville, North Carolina 28314

Contact:
Jessa Brayboy
350 Conifer Drive
Fayetteville, NC 28314
Phone: (910) 527-9717
Email: jesse.brayboy@gmail.com

Ship To Address:
350 Conifer Drive
FAYETTEVILLE, NC 28314 US
Delivery Date (on or about): 02/01/2022

Total Pricing Per Billing Cycle

	Quantity	Price	Extended
Custom Modular Building	1		\$3,500.00
Entrance-Steps T2	1	\$68.00	\$68.00
Property Damage Waiver (13+)	5	\$133.00	\$665.00
A/IBC Ramp - 30' & less	1	\$285.00	\$285.00
General Liability CL - Allen Insurance	1	\$80.00	\$80.00
Total Recurring Building Charges:			\$3,500.00
Subtotal of Other Recurring Charges:			\$1,098.00
Total Recurring Charges Per Billing Cycle:			\$4,598.00

Minimum Lease Billing Period: 60
Billing Cycle: 28 Days

Delivery & Installation

Del Surcharge Delivery	1	\$200.00	\$200.00
Foundation / Tiedown Plans	1	\$3,125.00	\$3,125.00
Steps - OSHA Aluminum Set Up	1	\$60.00	\$60.00
Ramp - Delivery & Installation	1	\$1,200.00	\$1,200.00
Delivery Freight	5	\$1,411.76	\$7,058.80
Level and Level	1	\$18,666.67	\$18,666.67
Vinyl skirting	268	\$14.29	\$3,829.72
Total Delivery & Installation Charges:			\$34,140.19

Final Return Charges*

Del Surcharge Return	1	\$200.00	\$200.00
Steps - OSHA Aluminum Removal	1	\$60.00	\$60.00
Skirting Removal - Vinyl LF	268	\$4.29	\$1,149.72
Ramp - Knockdown & Return	1	\$360.00	\$360.00
Knockdown	1	\$11,733.33	\$11,733.33
Return Freight	5	\$1,411.76	\$7,058.80
Due On Final Invoice*:			\$20,561.85

Total Including Recurring Billing Charges, Delivery, Installation & Return:** \$330,582.04

Summary of Charges

Model: CUSTOM	Quantity: 1	Total Charges for(1) Building(s): \$330,582.04
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AGAPE ACHIEVEMENT ACADEMY -INTENT SURVEY: (March – April)

<u>PARENT/GUARDIAN</u>	<u>ADDRESS</u>	<u>PHONE</u>	<u>CHILD/REN</u>	<u>GRADE</u>	<u>Reason to Attend</u>
Courtney Norman	596 Pleasant Loop	752-537-6256	D'Yani Norman	1 st	Curriculum, high expectations
Alesha Lewis	2549 Herbert Rd.	910-635-1555	Gabriel Teagle	1 st	Curriculum, ext. time
Gabriel Smith	(not given)	910-760-0589	Zendaya Smith	1 st .	Child needs more attention
Jarod Kirby	2020 Calista Circle	910-299-2135	Joy R. Kirby	1 st	Need more structure, reading
Jarod Kirby	2020 Calista Circle	910-299-2135	Jeremiah Kirby	3 rd	Need more structure, math
Jarod Kirby	2020 Calista Circle	910-299-2135	Jonah Kirby	4 th	Need strong teacher, math
Jarod Kirby	2020 Calista Circle	910-299-2135	Judah Kirby	4 th	Need strong teacher, reading
Te'Tania Butler	486 Waterbury Dr.	910-747-1110	N'Torrea B. Dawson	3 rd	Need more help, reading
Jasmine Brayboy	105 Ruritan Drive	336-389-8483	Bella Cooper	K	Curriculum, the arts, ext. time
Ashante Dawson	(not given)	910-635-8780	Alijah Dawson	4 th	Curriculum, reading/math
Jasmine Brayboy	105 Ruritan Dr.	336-389-8483	Bryson Cooper	K	Curriculum, smaller class size
Brianna Smith	1633 Seabrook Road	910-568-2990	Zaire Smith	2 nd	More help from teacher, size
Brianna Smith	1633 Seabrook Road	910-568-2990	Nova Smith	K	Phonics, smaller class size
Ronetta Tomlin	255 Ashley Drive	803-463-1229	Easia Yarborough	K	Curriculum, structure, phonics
Carter Cole	6212 Lakeway Drive	910-309-3857	Casey Strickland	2 nd .	Structure, smaller class size
Kriatian Stone	1507 Deep Creek Rd	704-719-6427	Kaleigh Stone	1	Phonics, small class size
Kathleen Spencer	1104 Jupiter Drive		Trinity Chisley	K	Instruction time, ext. day
Vickie Stamp-Curtis	333 Kimberwicke Dr	910-818-0928	Lamont Patillo	3	More school time, curriculum
Vickie Stamp-Curtis	333 Kimberwicke Dr	910-818-0928	Wahayla B. Lightfoot	3	More time in school, curricul

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K-1,2,3	168
Year 2	K- 1,2,3,4	210
Year 3	K- 1,2,3,4,5	252
Year 4	K- 1,2,3,4,5	252
Year 5	K- 1,2,3,4,5	252

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
White- 28%	54.50%	14%%	7%
Black- 54%			
Hisp./Latino 14%			
Other- 4%			

DORIS S. TAYLOR

4724 Flintcastle Road
Fayetteville, North Carolina 28314
Cell (910) 527-8580
doristaylor@gmail.com

EDUCATION: Bachelor of Science – Fayetteville State University – 1967
Master of Arts in Education – Fayetteville State University – 1990

PROFESSIONAL 2000-Present Assistant Principal – Jack Britt High School
1996-2000 - Assistant Principal – Seventy-First High School

EXPERIENCE: 1992-1996 - Assistant Principal – Hillcrest Jr. High School
1988-1992 - English Teacher – Southview Jr. High School
1984-1992 - English Teacher - Hope Mills Teacher
1980-1984 - English Teacher - Knightdale Jr. High School, Knightdale
1976-1980 - Teacher - LA- Vaiden-Whitley Middle School, Aberdeen
1975-1976 - Teacher -Women’s Prison, Raleigh
1970-1975 - Math/Science Teacher- Grades 7-8 Sherwood Park
1971-1975- Language Arts – Teacher – Hope Mills Jr. High School
1969-1970 - Swans Creek Jr. High, Grades 7-8 Grays Creek
1967-1969 - Teacher 5th-8th grade, Academy Heights, Pinehurst, NC

AWARDS: Teacher of the Year – 1991-92 – Southview Jr. High School

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

\$	1,609.00
\$	3,057.00
\$	1,500.00
\$	1,150.00
\$	1,609.00
\$	1,952.00
\$	1,192.00
\$	12,069.00

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The 11th Hour
Ministry Incorporated

P.O. Box 87215
Fayetteville, North Carolina
(910) 426-1410

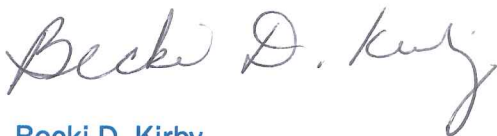
To Whom It May Concern:

I highly recommend Agape Achievement Academy becoming a charter school. Under the leadership of Mrs. Doris S. Taylor, the Cumberland County Community will gain an invaluable learning institution.

I have known Mrs. Taylor for over 25 years through church, school, and community. I have witnessed her passion for her community and church by giving her time, knowledge, and funds. I have also witnessed her passion for seeing children of all ages succeed. She works tirelessly for the complete development of all children placed in her care as a teacher, school administrator or pastor. Her services to the North Carolina School System includes over 26 years as a teacher in Cumberland County and Wake County and over 22 years as an administrator in Cumberland County.

Agape Achievement Academy will empower all students to develop outstandingly in academics, character building, and social connections. They will become lifelong learners. This learning institution will enhance the education community as well as the community at large.

Warm regards,



Becki D. Kirby
Founder

The 11th Hour
Ministry Incorporated

P.O. Box 87215
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(910) 426-1410

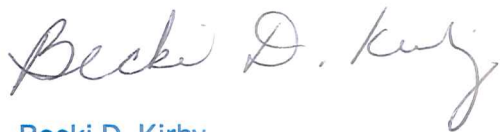
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Founder

 **FAYETTEVILLE** ^{NC}
OFFICE OF THE MAYOR

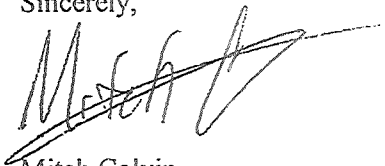
March 28, 2022

Re: Letter of Recommendation for Mrs. Doris Taylor

To Whom It May Concern,

I am pleased to write a letter of recommendation for Doris Taylor. I highly recommend Mrs. Taylor for any opportunity she looks to peruse. Mrs. Taylor constantly shows community involvement and outreach by being an active participant in many local efforts to foster community pride. She is an upstanding resident and is well equipped to grow from challenges she is presented with. Her combination of intelligence, commitment, perseverance, creativity, and compassionate character will certainly make her a valuable member of any organization

Sincerely,



Mitch Colvin
Mayor



March 28, 2022

Redeemed Christian Churches International, Inc.
918 Person Street
Fayetteville, NC 28301

Dear Sir/Madam:

This letter serves as a reference for Mrs. Doris Taylor, a viable member of our community who is an educator for over 35 years, clergy, and a voice for those who have no one to speak for them. I have known Mrs. Taylor for over 12 years and she has been a devoted supporter of equity and equality for others. She is especially dedicated to children, in education and a quality life. Mrs. Taylor has been very involved in our summer feeding program for our local youth.

Moreover, she has always been ready to lead others and she is dedicated to following through on her commitments. I have seen Mrs. Taylor's work in the community and I believe that she will accomplish great feats in the formation of Agape Achievement Academy Charter School for our elementary children who are in their formative years and need this type of setting.

I submit this letter of support and highly recommend that Mrs. Taylor be able to open the Agape Achievement Academy for our students who need another choice to excel academically and in life long pursuits.

Very Respectfully,

Council Member Larry Wright
District 7, City of Fayetteville, NC

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.
 - Name of the Selected Board Attorney: Glen Adams
 - Date of Review: 4/15/22
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - Doris T. S.
 - Stephanie Walsh
 - Len E. Doughty
 - Conrad Lopez
 - J. B. J.
 - _____
 - _____
 - _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.
 - Name of the Selected Board Auditor: Rebekah Barr
 - Date of Review: 4/15/22
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - Doris T. S.
 - Stephanie Walsh
 - Len E. Doughty
 - Conrad Lopez
 - J. B. J.
 - _____
 - _____
 - _____

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO:

- Date of Review:

- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

N/A

- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact:

Acadia Northstar

- Name of the Selected Financial Service Provider:

4/15/22

- Date of Review:

- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

David Jay
Stephanie Walsh
Len E. Duffley
Carmel Lopez
[Signature]

- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact:

Acadia NorthStar

- Name of the Selected PowerSchool Service Provider:

4/15/22

- Date of Review:

- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

David Jay
Stephanie Walsh
Len E. Duffley
Carmel Lopez
[Signature]

Certification

I, Doris Taylor, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Agape Achievement Academy Charter School is true and correct in every respect.

Signature Doris Taylor

Date 4/18/22

Agape Achievement Academy

Proposed Charter School -2024



Grades: K-5

Student centered personalized & differentiated learning instruction to all students within that grade level.

(910) 527-8580 or (910) 527-9717

Mission

Agape Achievement Academy's mission is to empower students to achieve academic excellence, character values, social experiences, and a love for learning, necessary to become life long learners through a rigorous classical-content based curriculum.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name: Stephanie Walsh

Home Address: 6212 Lakeway Dr, Fayetteville, NC 28306

Business Name and Address:

Telephone No.: 910-309-5857

E-mail address: stephwsllsh58@gmail.com

3. Brief educational and employment history. Appliachian State University; graduated in 1979; BS Special Education; teaching experience 1979 –current; Pauline Elementary School – (total – 12 years; middle- 4 years & high school – 20 years until current Jack Britt High.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? The Jarod Sparks Foundation; my interest in children with autism.

6. What is your understanding of the appropriate role of a public charter school board member?

The Board members are the vital agent that makes sure the school meet all of the requirements: academically, financially and operational. Also the Board should make sure it hires the best qualified school leader for a great and successful school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service My knowledge and compassion with special needs and all children; leadership in school, special education department chairperson and mentor teacher for beginning teachers.
- 8.
9. Describe the specific knowledge and experience that you would bring to the board.
My 40 years of teaching experience in the elementary, middle and schools in implementation of special education strategies and compliance.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Mission of the school should be to improve and close educational gaps of students who come from low-income areas and may not have been able to succeed in the regular school setting.
2. What is your understanding of the school's proposed educational program?
The school should provide a vigorous curriculum that encompasses all students' academic needs no matter what they bring with them or their economical status.
3. What do you believe to be the characteristics of a successful school?
High expectations, rigor, structure, collaboration and parental involvement; available materials for all students, safe and nurturing school environment, highly qualified teachers and support staff.
4. How will you know that the school is succeeding (or not) in its mission?
When the students' assessments show growth in performance and proficiency and the students and teachers want to stay at the said school.

Governance

1. Describe the role that the board will play in the school's operation.
Make sure the school has what it needs to operate: financially, accessibility to materials, accountability of the lead principal and staff, technology for all students and community involvement and stakeholders.
2. How will you know if the school is successful at the end of the first year of operation?
The assessments and data will show how well the students have done on end of year test and promotion outcomes.
3. How will you know at the end of five years of the schools is successful?

When we see growth, attendance and increase in enrollment and staff satisfaction and retention.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? That we hire the best and highly qualified teaching staff; provide our students with the best and most updated equipment, and that we have the best administrative and support staff for our students.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The should hold a meeting with the person/s in question and discuss what the policy of our school concerning this matter or behavior. Then the Board will make a decision to continue the person as a board member or dismiss him/her.

*Please include the following with your Information Form

- a one page resume

AGAPE ACHIEVEMENT ACADEMY
BY-LAWS – 2022

ARTICLE I – INTRODUCTION/LEGAL STATUS

Section 1: Name

The name of the non-profit corporation is AGAPE ACHIEVEMENT ACADEMY, of Cumberland County, duly authorized under the statutes of the State of North Carolina.

Section 2: Principal Office

The Principle office of the Corporation is located in Cumberland County, in the State of North Carolina. The street address of the corporation in Cumberland County is: 2801 Ramsey Street, Fayetteville, NC 28301

ARTICLE II – Purposes

Section 1: Purposes The mission of Agape Achievement Academy is as follows: “To provide a community-rooted school that will Build Excellence and Academic Achievement among all students.”

ARTICLE III - Board of Directors

Section 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors.

Section 2: Number, Qualifications, Election, and Tenure

a) The number of directors constituting the Board of Directors shall be no less than five (5) and no more than nine (9). b) A person needs to be at least eighteen (18) years old to be qualified as a Director. Paid employees of the Corporation may not serve on the Board of Directors as voting Members. c) Any qualified person seeking to become a Director of the Agape Achievement Academy Board will submit an

application including a resume and explanation of why he/she is seeking membership to the Board. When a vacancy or vacancies occur, either by death, resignations, and removal from office, end of term, tenure limit, and/or for any other reason, the remaining Agape Achievement Academy Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the Agape Achievement Academy Board of Directors. d) The sitting Board Members may conduct interviews with the perspective Board Candidates. e) With the exception of the very first planning board, each Director shall hold office for a period of four years. The terms for the initial Board of Directors shall be staggered. One half (1/2) of the members of the first board shall serve a term of four years, and one half (1/2) will serve a term of three years. At the end of these terms, subsequent Directors will serve four-year terms. (The planning board shall be those individuals in place as the Board of Directors after the incorporation and application for charter as a school. These individuals will serve as the initial Board of Directors. The initial Board of Directors terms shall begin on the first day of July in the year the school is given a charter.) f) Except non-voting employee Directors, no person appointed or elected shall serve more than five (5) consecutive terms. However, each Director shall continue in office until the successor in that office shall have been duly appointed or until the current Director resigns, becomes disqualified, or until that Director is removed. g) If due to death, resignation or other disability the Board membership falls below (5) five, resigning members will be released upon the appointment of a replacement member.

Section 3: Ex-Officio Directors

The Chief Executive Officer/School Director of the Corporation shall during his or her respective term serve as an Ex-officio member of the Board of Directors. In addition, there shall be such other Ex-officio Directors as elected by a vote of the Directors then holding office. Each Ex-officio Director, including the School Director, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

Section 4: Duties

a) Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation or by these Bylaws. Directors shall stand in a fiduciary relation to the corporation and shall discharge the duties of the respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions. b) Directors shall appoint, remove, and evaluate the Chief Executive Officer (also

known as the School Director) of the Corporation. (The Chief Executive Officer or School Director shall be synonymous with the contracted Management Company). c) Directors shall conduct an annual self-evaluation(s) to ensure their quality of service to the corporation. d) Directors shall meet at such times and places as required by these Bylaws. The Board may consider a director with two consecutive un-excused absences from regular meetings as having resigned. e) Directors shall register their addresses with the Secretary of the Corporation.

Section 5: Resignation of Directors

A Director may resign at any time by giving notice in writing to the Chairperson or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chairperson or Secretary.

Section 6: Vacancies

If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy will be filled immediately as provided in Section 2c of this Article III. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds. After this period they can seek to remain on the Board thru Section 2 above.

Section 7: Compensation

Directors shall serve without compensation for their services to the Board.

Section 8: Director's Adverse Interest

If any Director has an adverse interest in a corporate transaction, such Director must make full disclosure to the Board of the adverse interest as soon as such Director knows, or should know of its existence. Upon full disclosure, the Board may approve the transaction only by a good faith vote of a majority of the disinterested Directors present. However, no such transaction may be approved if it would constitute self-dealing prohibited under sections 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

Section 9: Certain Director Liability

A Director shall be subject to the liabilities imposed by law upon Directors. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the corporate Charter, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied and acted in good faith on financial statements of the Corporation to be correct and to be based on generally accepted principles of sound accounting practice by the Chairperson or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

Section 10: Conflict of Interest

Board members shall be completely objective and free of personal conflict when making decisions on the board. The Board shall adopt and update on an annual basis a separate Conflict of Interest Policy.

Section 11: Removal Members of the Board of Directors

(Member) as defined by Section 2 of this Article III may be removed with cause in accordance with the Board Handbook, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose.

ARTICLE IV – MEETINGS

Section 1: Open Meetings

The Board will conduct open meeting within the meaning of the North Carolina General Statutes for open meetings laws of public entities.

Section 2: Regular Meetings

The Board of Directors will meet monthly with the date, time and place being designated by the Chairperson or the Chairperson's designee. One of these meeting shall be the annual meeting (Section 5) of the Board of Directors. The North Carolina open meeting laws will be followed during all meetings of the Board of Directors. The board shall conduct a minimum of eight (8) regular board meetings annually.

Section 3: Substitute Regular Meetings

If any regular meeting shall not be held as designated in section 2, above, a substitute meeting may be called by the Chairperson or by two or more of the Directors. This meeting may be designated as a regular meeting.

Section 4: Special Meetings & Emergency

Meetings The persons authorized to call Special Meetings of the Board are the Chairperson or at least two Directors. All Board Members must be notified not less than ten (10) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 6, below. This notice can be waived for any such meeting by signed writing acknowledging actual notice and a desire to meet at an earlier time however such notice must be obtained from all Board members. Emergency matters regarding natural disaster, war, acts of God, major emergent governance issues and the like may arise and need the full attention of the Board of Directors for the health of the Corporation. For genuine emergency matters which cannot wait until the next regular Board meeting the Chairperson (or Vice Chairperson in the absence or unavailability of 5 the Board Chair) can call an emergency meeting to deal only with the emergency matters. A quorum must be present. Notice of an emergency meeting shall be by 24 hours unless the same is waived by all members.

Section 5: Annual Meeting

The annual meeting of the Board of Directors shall be held within 3 months after the close of the fiscal year for the purpose of selecting officers, approving financial reports, and to transact any other business as may be specified in the notice of the meeting.

Section 6: Notice of Meetings

Notice of any regular meeting, including the Annual Meeting of the Board of Directors, shall be given to the Board Members at least one-week (seven 7 days) prior thereto. Notice of any special meeting of the Board of Directors shall be given at least ten (10) days prior thereto. All notices shall be in writing delivered personally or sent by mail, email, telegram, or fax to the address of each Director as shown on the records of the Corporation. All meeting of the entire Board shall be noticed to the public on the school's website and placed in a local newspaper.

Section 7: Quorum

The presence of a simple majority of the members of the Board of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. If

less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

Section 8: Decision Making

Notwithstanding any provision of these Bylaws to the contrary, requiring consensus, unanimity, or any other percentage of votes by members of the Board, including, without limitation, any vote to amend these Bylaws or to elect or replace a director, decisions of the Board shall be by a majority vote of the directors present and constituting a quorum. In all cases, in the event of a tie, the vote of the Chairperson shall break the tie. The aforementioned provisions shall apply to all decisions of the Board. Roll Call Voting Process. The Chair shall inquire, prior to the vote, if any member requests the use of the roll call process. The Chairperson may, at their discretion, ask for Roll Call Vote even if no request is made by other members. If no request is made, the vote may be held immediately. Should a request for Roll Call Vote be made, each member of the board, in sequence, is asked to voice their summary opinion on the issue. Upon conclusion of the Roll Call, the vote shall be taken.

ARTICLE V - Officers

Section 1: Designation of Officers:

The Officers of the Board of Directors of this Corporation shall include the Chairman, Secretary and Treasurer. The Directors may designate and fill other corporate offices as needed. Any two offices or more may be held by one person, except the offices of Chairperson, Secretary, and Treasurer. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications

Each officer shall be elected by the Board of Directors at the Annual Meeting. These officers shall hold office during the fiscal year after their election. Other officers, as needed, may be appointed in accordance with the provisions of Section 3 of this article and may be elected by the Board at the Annual Meeting.

Section 3: Subordinate Officers and Agents

The Board of Directors may appoint other officers or agents (i.e. Chief Executive Officer/School Director), each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The

Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

Section 4: Duties

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Section 5: Removal

The officers specifically designated in Section 1 of this Article V may be removed either with or without cause, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose. The officers appointed in accordance with the provisions of Section 3 of this Article may be removed, either with or without cause, by the Board of Directors, by a vote of the Directors present at any meeting. The removal of any person from office shall be done without prejudice to the contract rights, if any, of the person so removed.

Section 6: Resignations

Any officer may resign at any time by giving written notice to the Board of Directors or to the Chairperson or Secretary, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent.

Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these Bylaws for regular appointments or elections to such offices.

Section 8: School Director/ Chief Executive Officer.

The School Director/Chief Executive Officer (a/k/a: Management Company) shall have general charge of the business and affairs of the corporation and control over its employees. The School Director/Chief Executive Officer shall do and perform such other duties as may be assigned by the Board of Directors, including managing of day-to-day operations. The School Director shall serve an ex-officio member of the Parent Advisory Committee and the Board of Directors as well as work in Partnership with these groups to achieve the mission of the Agape Achievement

Academy. The Board shall have ultimate authority in the hiring or discharge of Teachers.

Sections 9: Chairperson

The Chairperson shall have general charge of the business and affairs of the Board of Directors. The Chairperson has the responsibility for conducting meetings. The Chairperson shall perform such other assigned duties as may be assigned by the Board of Directors.

Section 10: Vice-Chairperson

At the request of the Chairperson, or in absence or disability of the Chairperson, the Vice-Chairperson shall perform all the duties of the Chairperson and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson.

Section 11: Secretary

The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by the law. The Secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors.

Section 12: Treasurer

The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation and shall serve on the Finance Committee. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

Section 13: Duties of Officers may be Delegated

In case of absence of any officer of the corporation or for any other reason that the Board may deem sufficient, the Board may delegate authority of duties of such officer to any other officer or to any Director provided a majority of the entire Board of Directors concurs therein.

ARTICLE VI – Committees

Section 1: General

The Board shall have two (2) standing committees – Executive and Finance. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one standing committee.

Section 2: Executive Committee

The members of the Executive Committee shall be the Chairperson of the Board, Vice Chairperson, the Secretary, the Treasurer. The Executive Committee shall be vested with the powers of the Board, except as to those matters herein specifically requiring an affirmative vote of the entire Board of Directors. The Executive Committee may exercise its powers when the Board is not in session or in the absence of a quorum thereof. A majority of the members of the Executive Committee shall constitute a quorum thereof.

Section 3: Finance Committee

The Chair of the Board shall nominate and the Board of Directors shall elect a Finance Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of the Finance Committee. The Finance Committee shall supervise the financial affairs of the School and shall make recommendations from time to time in regard to the operating and capital budgets, salaries, and other business affairs.

Section 4: Additional Committees

The Board of Directors may designate other committees, each of which shall consist of two or more Directors and each of which, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability⁹ imposed upon it or him or her by law. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of such other committees. Membership on such other

committees may, but need not be, limited to members of the Board of Directors. Other committees not having and exercising the authority of the Board of Trustees in the management of the Corporation may be designated by the Chairperson of the Board or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

ARTICLE VII – Procedures and Restrictions

Section 1: Contracts

Except as otherwise provided in these Bylaws, the Board of Directors may authorize any officer or agent to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances. All contracts executed by the Corporation shall contain the mandatory language provided in the N.C. Charter School Act.

Section 2: Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name, unless and except as authorized by the Board of Directors. Any officer or agent of the Corporation thereunto so authorized may effect loans or advances for the Corporation and for such loans and advances may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board of Directors may select, or as may be selected by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

Section 4:

Checks, Drafts All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by the Chairperson or Vice-Chairperson and by the School Director or the Treasurer, or in such other manner as the Board of Directors may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the School Director or

Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

Section 5: Gifts

The Board of Directors may accept on behalf of the Corporation any contribution; gift, bequest, or devise for the general purposes or for any special or educational proposes of Agape Achievement Academy.

ARTICLE VIII - General Provisions

Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board of Directors.

Section 2: Fiscal Year

The fiscal year of the corporation shall be July 1 through June 30.

Section 3: Amendments to Bylaws

These Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting upon a vote of the Directors then in office so long as a Board of at least five (5) members remains in place. By-Law changes required a 2/3 majority vote and approval by the NC State Board of Education or its designee. Notice shall be given of the intention to alter, amend, or repeal or to adopt new Bylaws at such meeting at least ten (10) days prior to such meeting in writing delivered personally or sent by mail, e-mail or fax to the address of each Director as shown on the records of the Corporation.

Section 4: Books and Records

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors.

Section 5: Meeting Regulation

All meetings of the Corporation including annual, special, and other shall be governed by the following established group agreements: one person speaks at a time; respect diverse opinions; agree to disagree; willingness to let up when its time; listen: sit back, breathe, hear; learn from others: don't simply defend a position, willingness to encourage "thinking out of the box"; strive to find another answer.

Section 6: Officer and Director Indemnification

The Corporation shall indemnify any Director or former Director or officer of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to be made a party by reason of being or having been such Director or officer, except in relation to matters as to which the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The 11 indemnification authorized by this Section 6 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55A-17.3 or North Carolina General Statutes or as authorized in these Bylaws. The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability. Expenses incurred by a Director, officer, employee, or agent in defending a civil or criminal action suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall be ultimately determined that the person is entitled to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these Bylaws.

Section 7: Prohibited Activities

The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Section 8: Disposal of Assets

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes. The undersigned persons certify the foregoing Bylaws have been adopted as the Bylaws of the Corporation, in accordance with the requirement of the Corporation Law.

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Doris Taylor, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature

Date

Doris Taylor

4/18/22

AGAPE ACHIEVEMENT ACADEMY

Appendix E

DAILY & WEEKLY SCHEDULE (By Grade)

AGAPE ACHIEVEMENT ACADEMY

BOARD OF DIRECTORS

~ 2023 BOARD CALENDAR MEETINGS ~

The Board will meet at 6:30 p.m. at
2801 Ramsey Street – Fayetteville, NC

October 9, 2023

November 13, 2023

January 19, 2024

April 22, 2024

May 20, 2024

June 17, 2024

July 22, 2024

August 12 & 19, 2024

September 16, 2024

*Emergency meetings to be communicated by Board Chair.

Agape Achievement Academy

Appendix G:

Organizational Chart

AGAPE ACHIEVEMENT ACADEMY

APPENDIX N:

PROPOSED BUDGET **YEAR 1 - 5**

Agape Achievement Academy

Appendix O:

SCHOOL LEADER'S RESUME

AGAPE ACHIEVEMENT ACADEMY

APPENDIX J:

PROPOSED BY LAWS

AGAPE ACHIEVEMENT ACADEMY

APPENDIX L:

INSURANCE QUOTES

AGAPE ACHIEVEMENT ACADEMY

APPENDIX D:

YEARLY ACADEMIC CALENDAR

AGAPE ACHIEVEMENT ACADEMY

APPENDIX F:

FEDERAL TAX EXEMPT DOCUMENTATION

AGAPE ACHIEVEMENT ACADEMY

APPENDIX K:

ARTICLES OF INCORPORATION

AGAPE ACHIEVEMENT ACADEMY

APPENDIX A:

COMMUNITY/PARENT SUPPORT

Agape Achievement Academy

Appendix B:

Curriculum Outline By:

Grade Span

Agape Achievement Academy Academic Calendar

2023-2024



Aug 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Oct 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Nov 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Dec 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Feb 2024						
S	M	T	W	T	F	S
				2	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Mar 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Apr 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10-18
21

August 2023
Teacher Workday
First Day of Class

4

September 2023
Labor Day

13

October 2023
Early Release

13
22-24

November 2023
Veteran's Day
Thanksgiving Break

18-29

December 2023
Christmas Break

1
15

January 2024
Holiday-No School
MLK Holiday

9
19

February 2024
Early Release
President's Day

8
29

March 2024
Early Release
Half Day-12:00pm

1-5

April 2024
Spring Break

10
20-21
31

May 2024
Early Release
Intercession-no school
Early Release

7

June 2024
Last Day

- Red**- Intercession no school
- Gold**- Holiday- No school
- Purple**-Teacher workday-No Students
- Blue**- after school staff mtg
- Green**- Half day – 12:00
- Bronze**- Early release

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1:

What percentage of students from t

LEA #2:

What percentage of students from t

LEA #3:

What percentage of students from t

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	260			260			260
Kindergarten	42			42			42
Grade 1	42			42			42
Grade 2	42			42			42
Grade 3	42			42			42
Grade 4	0			42			42
Grade 5	0			0			42
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	168	0	0	210	0	0	252

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,
ose on the initial cover page.

icular level.

he LEA selected above will qualify for EC funding? 13%

he LEA selected above will qualify for EC funding?

he LEA selected above will qualify for EC funding?

Year 3			Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	
		260			260			
		42			42			
		42			42			
		42			42			
		42			42			
		42			42			
		42			42			
0	0	252	0	0	252	0	0	

et forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		260-Cumberland		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,188.25	168	\$1,039,626.00	
Local Funds	\$1,633.13	168	\$274,365.84	
State EC Funds	\$4,663.20	21	\$99,885.74	
Federal EC Funds	\$1,514.35	21	\$32,437.38	
Total:			\$1,446,314.96	

LEA #2:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds		0		
Local Funds		0		
State EC Funds		0		
Federal EC Funds		0		
Total:			\$0.00	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				

Total:

\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,039,626	\$ 1,299,533	\$ 1,559,439	\$ 1,559,439
Local Per Pupil Funds	\$ 274,366	\$ 342,957	\$ 411,549	\$ 411,549
State EC Funds	\$ 99,886	\$ 124,857	\$ 149,829	\$ 149,829
Federal EC Funds	-	\$ 32,437	\$ 48,656	\$ 48,656
Other Funds*	\$ 105,598	\$ 131,998	\$ 158,397	\$ 158,397
Working Capital*	\$ -			
TOTAL REVENUE:	\$ 1,519,476	\$ 1,931,782	\$ 2,327,870	\$ 2,327,870

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appenc



on federal funding in

Year 5	
\$	1,559,439
\$	411,549
\$	149,829
\$	48,656
\$	158,397
\$	2,327,870

Additional questions by
creating budget, please
these funds. If these

ix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 68,000	\$ 68,000	1	\$ 69,000	\$ 69,000	1	\$ 70,000	\$ 70,000	1	\$ 71,000	\$ 71,000	1	\$ 72,000	\$ 72,000
Assistant Administrator		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Finance Officer		\$ -	\$ -		\$ -	\$ -	1	\$ 40,000	\$ 40,000	1	\$ 41,000	\$ 41,000	1	\$ 42,000	\$ 42,000
Clerical	1	\$ 28,000	\$ 28,000	1	\$ 29,000	\$ 29,000	1	\$ 30,000	\$ 30,000	1	\$ 31,000	\$ 31,000	1	\$ 32,000	\$ 32,000
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians	1	\$ 25,000	\$ 25,000	2	\$ 26,000	\$ 52,000	2	\$ 27,000	\$ 54,000	2	\$ 28,000	\$ 56,000	2	\$ 30,000	\$ 60,000
Transportation Staff	1	\$ 5,000	\$ 5,000	2	\$ 5,000	\$ 10,000	3	\$ 5,000	\$ 15,000	3	\$ 5,000	\$ 15,000	3	\$ 5,000	\$ 15,000
Dean of Students		\$ -	\$ -		\$ -	\$ -	1	\$ 38,000	\$ 38,000	1	\$ 38,500	\$ 38,500	1	\$ 39,000	\$ 39,000
Operations Director	1	\$ 25,000	\$ 25,000	1	\$ 25,500	\$ 25,500	1	\$ 26,000	\$ 26,000	1	\$ 26,500	\$ 26,500	1	\$ 27,000	\$ 27,000
Data Manager/Power School	1	\$ 25,000	\$ 25,000	1	\$ 26,000	\$ 26,000	1	\$ 27,000	\$ 27,000	1	\$ 28,000	\$ 28,000	1	\$ 29,000	\$ 29,000
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	6		\$ 176,000	8		\$ 211,500	11		\$ 300,000	11		\$ 307,000	11		\$ 316,000
Instructional Personnel															
Core Content Teacher(s)	8	\$ 43,000	\$ 344,000	10	\$ 44,000	\$ 440,000	12	\$ 45,000	\$ 540,000	12	\$ 46,000	\$ 552,000	12	\$ 47,000	\$ 564,000
Electives/Specialty Teacher(s)	1	\$ 44,000	\$ 44,000	1	\$ 44,000	\$ 44,000	2	\$ 45,000	\$ 90,000	3	\$ 46,000	\$ 138,000	3	\$ 47,000	\$ 141,000
Exceptional Children Teacher(s)	1	\$ 45,000	\$ 45,000	1	\$ 46,000	\$ 46,000	2	\$ 47,000	\$ 94,000	2	\$ 48,000	\$ 96,000	2	\$ 49,000	\$ 98,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	3	\$ 22,000	\$ 66,000	3	\$ 23,000	\$ 69,000	4	\$ 23,000	\$ 92,000	4	\$ 24,000	\$ 96,000	4	\$ 24,000	\$ 96,000
ELTeacher		\$ -	\$ -		\$ -	\$ -	1	\$ 45,000	\$ 45,000	1	\$ 46,000	\$ 46,000	1	\$ 47,000	\$ 47,000
Guidance Counselor		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Nurse/Health		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Substitutes	1	\$ 5,000	\$ 5,000	1	\$ 5,000	\$ 5,000	1	\$ 6,000	\$ 6,000	1	\$ 10,000	\$ 10,000	1	\$ 12,000	\$ 12,000
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	14		\$ 504,000	16		\$ 604,000	22		\$ 867,000	23		\$ 938,000	23		\$ 958,000
Total Admin, Support and Instructional Personnel:	20		\$ 680,000	24		\$ 815,500	33		\$ 1,167,000	34		\$ 1,245,000.00	34		\$ 1,274,000

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	5	\$ 7,000	\$ 35,000	6	\$ 7,350	\$ 44,100	8	\$ 7,718	\$ 61,740	8	\$ 8,103	\$ 64,827	8	\$ 8,509	\$ 68,068
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	5	\$ 1,056	\$ 5,280	6	\$ 1,058	\$ 6,345	8	\$ 1,125	\$ 9,000	8	\$ 1,151	\$ 9,210	8	\$ 1,185	\$ 9,480
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	6	\$ 425	\$ 2,552	8	\$ 383	\$ 3,067	11	\$ 395	\$ 4,350	11	\$ 405	\$ 4,452	11	\$ 417	\$ 4,582
Social Security	6	\$ 1,819	\$ 10,912	8	\$ 1,639	\$ 13,113	11	\$ 1,691	\$ 18,600	11	\$ 1,730	\$ 19,034	11	\$ 1,781	\$ 19,592
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support Benefits:			\$ 53,744			\$ 66,625			\$ 93,690			\$ 97,523			\$ 101,722
Instructional Personnel Benefits															
Health Insurance	13	\$ 7,000	\$ 91,000	15	\$ 7,350	\$ 110,250	21	\$ 7,718	\$ 162,068	22	\$ 8,103	\$ 178,274	22	\$ 8,509	\$ 187,188
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	13	\$ 1,163	\$ 15,120	15	\$ 1,208	\$ 18,120	21	\$ 1,239	\$ 26,010	22	\$ 1,279	\$ 28,140	22	\$ 1,306	\$ 28,740
Social Security	14	\$ 2,232	\$ 31,248	16	\$ 2,341	\$ 37,448	22	\$ 2,443	\$ 53,754	23	\$ 2,529	\$ 58,156	23	\$ 2,582	\$ 59,396
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	14	\$ 522	\$ 7,308	16	\$ 547	\$ 8,758	22	\$ 571	\$ 12,572	23	\$ 591	\$ 13,601	23	\$ 604	\$ 13,891
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 144,676			\$ 174,576			\$ 254,403			\$ 278,171			\$ 289,215
Total Personnel Benefits:			\$ 198,420			\$ 241,201			\$ 348,093			\$ 375,694			\$ 390,937
Total Admin & Support Personnel (Salary & Benefits):	6		\$ 229,744	8		\$ 278,125	11		\$ 393,690	11		\$ 404,522.50	11		\$ 417,722
Total Instructional Personnel (Salary & Benefits):	14		\$ 648,676	16		\$ 778,576	22		\$ 1,121,403	23		\$ 1,216,171	23		\$ 1,247,215
TOTAL PERSONNEL:	20		\$ 878,420	24		\$ 1,056,701	33		\$ 1,515,093	34		\$ 1,620,694	34		\$ 1,664,937

*The personnel list below may be amended to meet the staffing of individual charter schools. This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 3,000.00	\$ 4,000.00	\$ 4,500.00
Paper	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
Computers & Software			
Communications & Telephone	\$ 4,800.00	\$ 4,800.00	\$ 5,000.00
Copier leases	\$ 2,800.00	\$ 2,800.00	\$ 2,800.00
Smart Boards	\$ 7,000.00	\$ 3,600.00	\$ 3,750.00
*** Insert rows and edit text as needed. ***			
Management Company			
Application Services	\$ -	\$ -	\$ -
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Student Accounting	\$ 6,720.00	\$ 8,400.00	\$ 8,820.00
Financial	\$ 15,120.00	\$ 18,900.00	\$ 22,680.00
Audit	\$ -	\$ 5,000.00	\$ 5,250.00
Speech/OT/Psych/EC	\$ 25,000.00	\$ 25,750.00	\$ 26,522.50
Facilities			
Facility Lease/Mortgage	\$ 144,000.00	\$ 144,000.00	\$ 144,000.00
Maintenance	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Custodial Supplies	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
Custodial Contract			
Insurance (pg19)	\$ 12,069.00	\$ 12,310.38	\$ 12,556.59
Debt Service			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 26,000.00	\$ 26,520.00	\$ 27,050.40
Natural Gas	\$ -	\$ -	\$ -
Water/Sewer	\$ 4,000.00	\$ 4,080.00	\$ 4,161.60
Trash	\$ 1,080.00	\$ 1,101.60	\$ 1,123.63
Other	\$ -	\$ -	\$ -

*** Insert rows and edit text as needed. ***

Transportation

Buses/Vans	\$ 7,500.00	\$ 8,500.00	\$ 8,500.00
Gas	\$ 4,800.00	\$ 9,960.00	\$ 15,300.00
Oil/Tires & Maintenance	\$ 5,000.00	\$ 5,500.00	\$ 10,000.00
Other			
*** Insert rows and edit text as needed. ***			

Other

Marketing	\$ 4,500.00	\$ 4,500.00	\$ 5,000.00
Child nutrition	\$ 117,331.20	\$ 146,664.00	\$ 175,996.80
Travel	\$ 2,000.00	\$ 2,000.00	\$ 3,000.00
Furniture	\$ -	\$ -	\$ 4,000.00

Total Administrative & Support Operations:	\$ 420,720.20	\$ 467,885.98	\$ 521,011.52

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software			
Other			
Laptop Computers	\$ 5,000.00	\$ 5,000.00	\$ 7,000.00
Instructional Contract			
Staff Development	\$ 6,000.00	\$ 7,000.00	\$ 6,000.00
Board Trainings & Retreat	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Other			
Books and Supplies			
Instructional Materials	\$ 9,000.00	\$ 10,000.00	\$ 11,000.00
Curriculum/Texts	\$ 18,000.00	\$ 18,000.00	\$ 20,000.00
Copy Paper	\$ 1,200.00	\$ 1,500.00	\$ 1,750.00
Testing Supplies	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 45,200.00	\$ 48,000.00	\$ 52,750.00
TOTAL OPERATIONS:	\$ 465,920.20	\$ 515,885.98	\$ 573,761.52

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	5,000.00	\$	5,500.00
\$	4,500.00	\$	5,000.00
\$	5,000.00	\$	5,500.00
\$	2,800.00	\$	2,800.00
\$	3,750.00	\$	3,900.00
\$	-	\$	-
\$	5,000.00	\$	5,000.00
\$	8,820.00	\$	8,820.00
\$	22,680.00	\$	22,680.00
\$	5,500.00	\$	5,600.00
\$	27,318.18	\$	28,137.72
\$	144,000.00	\$	144,000.00
\$	15,000.00	\$	15,000.00
\$	8,000.00	\$	8,500.00
\$	12,807.72	\$	13,063.87
\$	27,591.41	\$	28,143.24
\$	-	\$	-
\$	4,244.83	\$	4,329.73
\$	1,146.10	\$	1,169.03
\$	-	\$	-

\$ -	\$ -
\$ 15,300.00	\$ 15,300.00
\$ 10,500.00	\$ 15,000.00
\$ 5,000.00	\$ 5,500.00
\$ 175,996.80	\$ 175,996.80
\$ 3,500.00	\$ 4,000.00
\$ 4,500.00	\$ 4,500.00

\$ 517,955.04	\$ 527,440.39

Year 4		Year 5	
\$	2,000.00	\$	4,000.00
Year 4			
\$	7,000.00	\$	7,000.00
\$	2,000.00	\$	2,000.00
Year 5			
\$	12,000.00	\$	13,000.00
\$	22,000.00	\$	22,000.00
\$	2,000.00	\$	2,250.00
\$	5,500.00	\$	6,000.00
\$	52,500.00	\$	56,250.00

\$	570,455.04	\$	583,690.39
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 878,420.00	\$ 1,056,700.75	\$ 1,515,093.00	\$ 1,620,693.75	\$ 1,664,937.31
Total Operations	M	\$ 465,920.20	\$ 515,885.98	\$ 573,761.52	\$ 570,455.04	\$ 583,690.39
Total Expenditures	N = J + M	\$ 1,344,340.20	\$ 1,572,586.73	\$ 2,088,854.52	\$ 2,191,148.79	\$ 2,248,627.70
Total Revenue	Z	\$ 1,519,475.66	\$ 1,931,781.96	\$ 2,327,869.56	\$ 2,327,869.56	\$ 2,327,869.56
Surplus / (Deficit)	= Z - N	\$ 175,135.46	\$ 359,195.23	\$ 239,015.04	\$ 136,720.77	\$ 79,241.86

Agape Achievement Academy Academic Calendar

2024-2025



Aug 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Red**- 1st day and Last of School
- Bronze**- Holiday- No school
- Purple**-Teacher workday-No Students
- Blue**- Spring Break
- Orange**- Professional Development
- Green** Early release 1:00pm

8-9
12-16
19

August 2024
Teacher Workday
Teacher Required Workday
First Day of School

2
19

September 2024
Labor Day/Holiday
Professional Development/Student Holiday

14

October 2024
Student Holiday/Teacher Workday
Early Release 1:00pm
Professional Development

17
21

November 2024
Veteran's Day/Holiday
Teacher Workday/Holiday
Thanksgiving Break

11
22
27-29

20
23-31

December 2024
Early Release 1:00pm
Christmas Break

1
2
20

January 2025
Holiday/No School
Professional Development
Student/Staff Holiday

3
17
18-19

February 2025
Professional Development
Student/Staff Holiday
Required WD/
Student Holiday

3
17-21

March 2025
Professional Development
No School (All)

11-18

April 2025
Spring Break

26

May 2025
Memorial Day/Holiday

9
10-16

June 2025
Last Day of School
Teacher Workdays

Jan 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Feb 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Mar 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Apr 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Arts & Lunch Schedule for 2021-2022

Arts Schedule	
Time	Grade Level
8:15 - 9:30	Middle School
9:30 - 11:10	Planning
11:10-12:10	2/3 Majors
12:10 - 12:40	LUNCH
12:40 - 1:45	K/1 Rotation
1:50 - 3:00	4/5 Majors
Middle/High Arts	
8:15 - 9:30	Middle School
Open to teach on any HS block	

Lunch Schedule	
Lunch Schedule	Grade Level
10:15-10:45	2
10:35-11:05	3
11:05-11:35	1
11:20-11:50	K
11:45-12:15	4
12:00-12:30	5
1:15 - 1:45	Middle School
2:00 - 2:30	High School

Time	4th Grade	Time	5th Grade
8:00-9:10	Reading/Writing	8:00-9:10	Reading/Writing
9:00-9:15	Transition	9:10-9:15	Transition
9:15-10:25	Math	9:15-10:25	Math
10:25-10:30	Transition	10:25-10:30	Transition
10:30-11:40	Science	10:30-11:40	Science
11:40-11:45	Transition	11:40-11:55	Recess
11:45-12:15	Lunch	11:55-12:00	Transition
12:15-12:20	Transition	12:00-12:30	Lunch
12:20-1:30	Social Studies	12:30-12:35	Transition
1:30-1:45	Recess	12:35-1:45	Social Studies
1:45-1:50	Transition	1:45-1:50	Transition
1:50-3:00	Arts	1:50-3:00	Arts

Time	Kindergarten
8:00-9:25	ELA/Reading
9:25-10:00	Reading intervention
10:00-10:05	Transition
10:05-10:50	Writing
11:00-11:20	Recess
11:20-11:50	Lunch
11:50- 11:55	Transition
11:55-12:35	Science/Social Studies
12:40-1:45	Arts
1:45-1:50	Transition
1:50-3:00	Math and Math interventions

Time	1st Grade
8:00-9:25	ELA/Reading
9:25-10:00	Reading intervention
10:00-10:05	Transition
10:00-10:50	Writing
11:00-11:05	Transition
11:05-11:35	Lunch
11:35-11:55	Recess
11:55-12:35	Science/Social Studies
12:40-1:45	Arts
1:45-1:50	Transition
1:50-3:00	Math and Math interventions

Time	2nd Grade
8:00-9:25	ELA/Reading (Intervention)
9:25-10:10	Writing
10:10-10:15	Transition
10:15-10:45	Lunch
10:45-11:10	Recess
11:10-12:10	Arts
12:10-12:15	Transition
12:15 - 1:15	Math
1:15 - 2:00	Math Intervention
2:00-2:05	Transition
2:05 - 3:00	Science /Social Studies

Time	3rd Grade
8:00-9:20	ELA/Reading
9:25-10:10	Writing
10:15-10:35	Social studies
10:35-11:05	Lunch
11:05-11:10	Transition
11:10-12:10	Arts
12:10-12:30	Recess
12:35-1:35	Math
1:35-1:40	Transition
1:40 - 2:10	Science
2:10 - 2:15	Transition
2:15 -3:00	Intervention

Time	4th Grade
8:00-9:10	Reading/Writing
9:00-9:15	Transition
9:15-10:25	Math
10:25-10:30	Transition
10:30-11:40	Science
11:40-11:45	Transition
11:45-12:15	Lunch
12:15-12:20	Transition
12:20-1:30	Social Studies
1:30-1:45	Recess
1:45-1:50	Transition
1:50-3:00	Arts

Time	5th Grade
8:00-9:10	Reading/Writing
9:10-9:15	Transition
9:15-10:25	Math
10:25-10:30	Transition
10:30-11:40	Science
11:40-11:55	Recess
11:55-12:00	Transition
12:00-12:30	Lunch
12:30-12:35	Transition
12:35-1:45	Social Studies
1:45-1:50	Transition
1:50-3:00	Arts

Time	Middle School
7:00-8:00	Arrival / Breakfast
8:00 - 8:15	Homeroom
	Transition
8:15 - 9:30	First Block -Arts
9:30-10:45	Second Block
10:45- 12:00	Third Block
12:00-1:15	Fourth Block
1:15-1:45	Lunch
1:45-3:00	Fifth Block

Time	High School
9:20-9:30	Arrival
9:30-11:00	First Block
11:00-12:30	Second Block
12:30 -2:00	Third Block
2:00 -2:30	Lunch
2:30 -4:00	Fourth Block
4:00	Dismissal

Arts & Lunch Schedule for 2021-2022

Arts Schedule	
Time	Grade Level
8:15 - 9:30	Middle School
9:30 - 11:10	Planning
11:10-12:10	2/3 Majors
12:10 - 12:40	LUNCH
12:40 - 1:45	K/1 Rotation
1:50 - 3:00	4/5 Majors
Middle/High Arts	
8:15 - 9:30	Middle School
Open to teach on any HS block	

Lunch Schedule	
Lunch Schedule	Grade Level
10:15-10:45	2
10:35-11:05	3
11:05-11:35	1
11:20-11:50	K
11:45-12:15	4
12:00-12:30	5
1:15 - 1:45	Middle School
2:00 - 2:30	High School

Time	Kindergarten	Time	1st Grade	Time	2nd Grade	Time	3rd Grade
8:00-9:25	ELA/Reading	8:00-9:25	ELA/Reading	8:00-9:25	ELA/Reading (Intervention)	8:00-9:20	ELA/Reading
9:25-10:00	Reading intervention	9:25-10:00	Reading intervention	9:25-10:10	Writing		
10:00-10:05	Transition	10:00-10:05	Transition	10:10-10:15	Transition	9:25-10:10	Writing
10:05-10:50	Writing	10:00-10:50	Writing	10:15-10:45	Lunch	10:15-10:35	Social studies
				10:45-11:10	Recess	10:35-11:05	Lunch
11:00-11:20	Recess	11:00-11:05	Transition	11:10-12:10	Arts	11:05-11:10	Transition
11:20-11:50	Lunch	11:05-11:35	Lunch	12:10-12:15	Transition	11:10-12:10	Arts
11:50-11:55	Transition	11:35-11:55	Recess			12:10-12:30	Recess
11:55-12:35	Science/Social Studies	11:55-12:35	Science/Social Studies	12:15 - 1:15	Math	12:35-1:35	Math
12:40-1:45	Arts	12:40-1:45	Arts	1:15 - 2:00	Math Intervention		
1:45-1:50	Transition	1:45-1:50	Transition	2:00-2:05	Transition	1:35-1:40	Transition
1:50-3:00	Math and Math interventions	1:50-3:00	Math and Math interventions	2:05 - 3:00	Science /Social Studies	1:40 - 2:10	Science
				2:10 - 2:15	Transition		
				2:15 -3:00	Intervention		

Time	Kindergarten
8:00-9:25	ELA/Reading
9:25-10:00	Reading intervention
10:00-10:05	Transition
10:05-10:50	Writing
11:00-11:20	Recess
11:20-11:50	Lunch
11:50- 11:55	Transition
11:55-12:35	Science/Social Studies
12:40-1:45	Arts
1:45-1:50	Transition
1:50-3:00	Math and Math interventions

Time	1st Grade
8:00-9:25	ELA/Reading
9:25-10:00	Reading intervention
10:00-10:05	Transition
10:00-10:50	Writing
11:00-11:05	Transition
11:05-11:35	Lunch
11:35-11:55	Recess
11:55-12:35	Science/Social Studies
12:40-1:45	Arts
1:45-1:50	Transition
1:50-3:00	Math and Math interventions

Time	2nd Grade
8:00-9:25	ELA/Reading (Intervention)
9:25-10:10	Writing
10:10-10:15	Transition
10:15-10:45	Lunch
10:45-11:10	Recess
11:10-12:10	Arts
12:10-12:15	Transition
12:15 - 1:15	Math
1:15 - 2:00	Math Intervention
2:00-2:05	Transition
2:05 - 3:00	Science /Social Studies

Time	3rd Grade
8:00-9:20	ELA/Reading
9:25-10:10	Writing
10:15-10:35	Social studies
10:35-11:05	Lunch
11:05-11:10	Transition
11:10-12:10	Arts
12:10-12:30	Recess
12:35-1:35	Math
1:35-1:40	Transition
1:40 - 2:10	Science
2:10 - 2:15	Transition
2:15 -3:00	Intervention

Time	4th Grade
8:00-9:10	Reading/Writing
9:00-9:15	Transition
9:15-10:25	Math
10:25-10:30	Transition
10:30-11:40	Science
11:40-11:45	Transition
11:45-12:15	Lunch
12:15-12:20	Transition
12:20-1:30	Social Studies
1:30-1:45	Recess
1:45-1:50	Transition
1:50-3:00	Arts

Time	5th Grade
8:00-9:10	Reading/Writing
9:10-9:15	Transition
9:15-10:25	Math
10:25-10:30	Transition
10:30-11:40	Science
11:40-11:55	Recess
11:55-12:00	Transition
12:00-12:30	Lunch
12:30-12:35	Transition
12:35-1:45	Social Studies
1:45-1:50	Transition
1:50-3:00	Arts

Time	Middle School
7:00-8:00	Arrival / Breakfast
8:00 - 8:15	Homeroom
	Transition
8:15 - 9:30	First Block -Arts
9:30-10:45	Second Block
10:45- 12:00	Third Block
12:00-1:15	Fourth Block
1:15-1:45	Lunch
1:45-3:00	Fifth Block

Time	High School
9:20-9:30	Arrival
9:30-11:00	First Block
11:00-12:30	Second Block
12:30 -2:00	Third Block
2:00 -2:30	Lunch
2:30 -4:00	Fourth Block
4:00	Dismissal

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Stephanie Walsh, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Alpha Achievement Academy Charter School is true and correct in every respect.

Stephanie Walsh

Signature

Date 4/18/22

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Agape Achievement Academy

2. Full name: Jesse A. Brayboy

Home Address: 350 Conifer Drive

Business Name and Address: 2801 Ramsey Street

Telephone No.: 910-527-8580 9717

E-mail address: jesse.brayboy@gmail.com

3. Brief educational and employment history.

Graduated from Broughton High School 1985—Raleigh, NC 1985

Attended Culver Military Academy in South Bend, IN 1983-84

Attended Winston-Salem State University from 1985-86

Worked for McCune Technology Steel Company from 2000-2007

CEO of Agape Unit Care Services, Inc.. (Psychosocial Rehabilitation Services)

2009-Current

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was recruited by the founder who I have known for many years and I am very interested in helping our underprivileged and low-income students in the public schools who have not been successful academically and even socially in the public school arena. I believe I bring experience in the area of special education since I work daily with young and older adults who have disabilities academically as well as mentally & physically.

6. What is your understanding of the appropriate role of a public charter school board member?
The board members are responsible for monitoring the operations of the school and ensure that the mission of the school is being met. That the school is sound in its financial matters, that the stakeholders are a part of the process, that there is parent and community involvement in the school's success; that the students have the best hired teachers, equipment and instructional tools to perform and be successful academically.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe that I am able to serve in this capacity because I have served on a Work Force Development Board for about 5 years and was able to provide assistance for students and young people who did not have the proper parental support or school support to be able to obtain jobs and other needs that enabled them to become productive in school and in the community.

8. Describe the specific knowledge and experience that you would bring to the board.

I have worked in the past with special needs youth and adults who needed special attention to help them be able to work in the community and learn life skills to take care of themselves as well as get their GED if they did not complete high school. I also am the CEO of the company Agape Unit Care Services which helps the adult special needs population reach their full potential in life. I have been in business in the Mental Health field for over 12 years and I am accredited by CARF one of the largest accreditation companies in the US.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

2. What is your understanding of the school's proposed educational program?

I believe the educational plan should be one offers the students in grades K-5 who enroll in Agape Achievement Academy the best resources, the best tools and educational materials to help them progress and reach the their fullest potential, esp. in the areas of Reading and Math.

3. What do you believe to be the characteristics of a successful school?

That the school has a clear mission, the instructional planning is Student-Focused, that Parents are involved and they have a amicable relationship with the teachers and the administration; that the goal is to recruit and retain excellent and dedicated teachers and leadership and the academic outcomes are positive.

4. How will you know that the school is succeeding (or not) in its mission?

Since the school's mission to target those students who are disadvantaged and some come from low-income communities and some have not been successful academically and sometimes otherwise, I believe that this charter school has a plan for these students to be successful based the type of instructional programs they intend to put in place which will address the students deficiencies especially in Math and Reading. Once the students are given the state assessments and other teacher made assessments, I believe the evidence will present itself as growth in the areas aforementioned.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will oversee the operations of the school and hold the leaders accountable for academic success and provide financial oversight.

2. How will you know if the school is successful at the end of the first year of operation?

This will be based on the retention of good teachers and the achievement of the students and the students who choose to come back each year until the 5th grade. Also the EOG scores should show what the students have learned and retained by an increase in scores. I further believe that the school's environment will play a large part in the students' success because our plans are to set the atmosphere of warmth, inviting, caring and feeling like family.

3. How will you know at the end of five years of the schools is successful?

That the school has grown in numbers for each grade level, by being able to hire more excellent teachers in special areas and

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Most importantly we need to hire the best & excellent teaching staff, hire teachers who really have a desire to provide students with an opportunity to feel confident that they can accomplish academic success and that we have the best administrative staff and board support.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The Board will have established policies to handle this type of matter. Certainly, there will a meeting with the individual to ascertain the details and make a decision as to dismiss, give probationary measures or terminate the person.

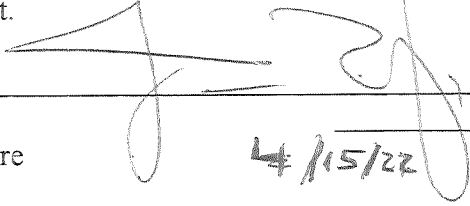
*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Jesse Brawley, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Agape Charter School is true and correct in every respect.



Signature
Date

4/15/22

JESSE A. BRAYBOY

350 Conifer Drive
Fayetteville, NC 28314

Cell: (910) 527-8580

E-mail: jesse.brayboy@gmail.com

EDUCATION: 1985-'86 Winston Salem State University, Winston-Salem, NC
1985 Broughton High School, Raleigh, NC
1983-'84 Culver Military Academy, South Bend, Indiana,

EXPERIENCES: 2000-2013 McCune Technology Company; Fayetteville, NC
2009-Current CEO- Agape Unit Care Services- (Psychosocial
Rehabilitation Services)

AWARDS/OTHER: Alliance Board Member, Raleigh, NC
Work Force Development – 2018-2020, Fayetteville, NC
Accreditations by CARF International

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name: Conrad E. Lopes

Home Address: 4087 Ardenwoods Drive, Fayetteville, NC 28306

Business Name and Address: (same as above)

Telephone No.: 910-308-6093

E-mail address: Clopes@aol.com

3. Brief educational and employment history.

BS Business Management, Pembroke University; Master of Arts-Educational Administration, Fayetteville State University, Principal-Seventy-First High School, Principal, Jack Britt High School 2000-2009(Cumberland County Schools); Principal, Straford High, 2009-13, SC

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Ms. Doris Taylor, whom I have known for many years as an educator, invited me to become a part of her vision to help the disadvantaged and low-income children in Cumberland County Schools who needed a second chance to succeed academically.

6. What is your understanding of the appropriate role of a public charter school board member?

The Board should be the arm of the charter to ensure several things: the academic success of the students, the availability of tools to get the job done, that the school hires the best teachers and resources to make this happen and that the students feel confident in themselves that they can do this.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As having been a principal & educational leader for over 30 years, I have the experience and qualifications to help young people in their journey to educational success at all levels. I was also Sandhills/South Central Wachovia Principal of the Year- 2006. I have always held high expectations for my students and never allowed their background or any other variable keep them from achieving at their own level. I have implemented many programs in my school for the exceptional children's population that allowed to be successful as well according to their own abilities.

8. Describe the specific knowledge and experience that you would bring to the board.

I have been an assistant principal for over 10 years and a high school principal for 15 years in Cumberland County Schools; I have received several awards of Excellence during my high school tenure as Principal of one of the top high schools (Jack Britt High) in the state of NC.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

That the school should promote high levels of student effort, achievement and decorum in grades K-5; by providing continuous rigorous academic challenges. Further believe that learning is optimized when curriculum and instruction programming are based on a body of lasting knowledge.

2. What is your understanding of the school's proposed educational program?

I believe the proposed plan is to offer the students who will enroll in Agape Achievement Agape the best resources, the best tools & materials to help them progress and reach the mission of the school and finally to be proficient and above in all academics, esp. Math and Reading, and they will also have the best, caring, innovative teachers who will bring out their full potential no matter where they come from.

3. What do you believe to be the characteristics of a successful school?

1. A Clear Mission, 2. Student- Focused Instructional Planning, 3. Parent Involvement, 4. Recruitment and Retention of excellent, dedicated teachers & leadership; 5. Positive academic outcomes

4. How will you know that the school is succeeding (or not) in its mission?

This will be evidence by retaining excellent teachers, the end of grade assessments will show how well the students have performed, the student body population will increase by word of mouth, the parents will be pleased with the progress of their children and finally the administrative staff will continue to grow and provide excellent academic programs for the students, the school will be on a sound financial status.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will provide the strategic vision for the school, hire capable leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight.

2. How will you know if the school is successful at the end of the first year of operation?

1. That we have kept most of our students, 2. The enrollment increased during the year, 3. We kept 95% of our teachers, 4. That our students increased 1.5% in both Math and Reading.

3. How will you know at the end of five years of the schools is successful?

By the what the assessments tell us at the end of each year and that the students are meeting the goals of the school and the state.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. We hire the best teaching staff; 2. We have the best equipment (technology included) we need to reach all students, and 3. That we have the best administrative staff and board support.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The Board should hold a meeting with person in question and discuss what our policy is on this type of behavior; then make a decision to continue this person as a board member or vote to dismiss him/her.

*Please include the following with your Information Form

- a one page resume

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Conrad Lopes, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Agape Achievement Charter Academy School is true and correct in every respect.

Signature Conrad Lopes

Date 4-18-22

Conrad E. Lopes

4087 Ardenwoods Drive, Fayetteville NC 28306

Cell (910) 308-6093

conradl@ccs.k12.nc.us

Education

- Bachelor of Science – Business Management and Business Education
Pembroke State University, Pembroke, North Carolina 1976
- Bachelor of Arts – Philosophy and Religion
Pembroke State University, Pembroke, North Carolina 1976
- “A” Teaching Certificate – Mathematics and Business Education
- Master of Arts – Educational Administration and Supervision
Fayetteville State University 1991

Professional Experience

- 2013-Present: Interim Principal/Assistant Principal
- 2009-2013: Principal, Stratford High School
- 2000-2009: Principal, Jack Britt High School
- 1996-1999: Principal, Seventy-First High School
- 1995-1996: Assistant Principal, Seventy-First High School
- 1991-1995: Assistant Principal, Hillcrest Junior High School
- 1990-1991: Mathematics Teacher, Hillcrest Junior High School
- 1987-1990: Mathematics Teacher, Lewis Chapel Junior High School
- 1985-1987: Mathematics Teacher, Douglas Byrd Junior High School
- 1985-1987: Logo Programming, Teacher, FTCC
- 1978-1985: Mathematics Teacher, Massey Hill Junior High School

Leadership Experience

- 2009 : Presenter-NC Raising Achievement and Closing Gaps Conference, Raleigh, NC
- 2008: Presenter-PEP-High School Budget
- 2008: Presenter-Doubling Student Performance, Madison WI
- 2006-2007: Member-Closing the Achievement Gap Task Force
- 2006-2007: Member-Content Technology and Rigor Committee
- 2006-2007: School Executive Evaluation Committee, DPI Oversight
- 2006-2007: Presenter-PEP, Organizing High Schools for Success
- 2005: Presenter - Educational Trust National Conference
- 2002-2009: Chairperson - Calendar Committee
- 1998-2009: Member - Human Resources Advisory Committee
- 1993: Presenter - NC Middle Schools Conference
- 1988-1990: Chairperson - Mathematics, LCJHS
- 1986-1987: Chairperson - Mathematics Department, DBJHS
- 1986-1987: Chairperson - Southern Association, DBJHS
- 1982-1985: Chairperson- Business Department, MHJHS

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Agape Achievement Academy
2. Full name: Dr. Leon Entea Dantzler, Jr.

Home Address: 204 Northstone Place, Fayetteville, North Carolina 28303

Business Name and Address: Cape Fear Valley Medical Center, 1638 Owen Drive, Fayetteville, NC 28304

Telephone No.: 910-615-4000

E-mail address: ldantzler@capefearvalley.com

3. Brief educational and employment history.

I am a physician and have practiced medicine for 31 years. I attended Duke University where I received a Bachelor of Science degree in Biology. I then attended medical school at The University of North Carolina at Chapel Hill. I completed my internship and residency in Internal Medicine at Emory University in Atlanta, Georgia.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes: I previously served on the Board of Directors for the Cape Fear Museum and on a board for community redevelopment.

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Ms. Doris Taylor, whom I have known for many years as an educator invited me to become a part of her vision to help the disadvantaged and low-income children in Cumberland County Schools who needed a second choice to succeed academically.

6. What is your understanding of the appropriate role of a public charter school board member?

The Board should be the arm of the charter to ensure several things: the academic success of the students, the availability of tools to get the job done, that the school hires the best teachers and resources to make this happen and they also need to ensure that the students feel confident in themselves that they can do this.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have previously served on two nonprofit boards. One of the boards was a community redevelopment board that was tasked to revitalize poor communities. We made low income housing available to the disadvantaged. The other board oversaw the management of a local museum which housed and preserved historical relics of the local community. Both of these experiences gave me insight into the responsibility a board member has in overseeing the operation of an organization.

8. Describe the specific knowledge and experience that you would bring to the board.

As a member of the medical community, I have conducted several educational seminars for youth and adults on various topics. I understand the vital need of providing educational opportunities for all facets of society. Also, by serving on previous boards, I understand how to work with other professionals to effectively obtain resources to accomplish goals for the broader community. I have also successfully educated 2 daughters who are now productive members of society. Through my interaction with them and their peers, I have gained insight into what motivates students to learn as they strive to achieve their goals.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

That the school should promote high levels of student effort, achievement and decorum in grades K-5; by providing continuous rigorous academic challenges. Further believe that learning is optimized when curriculum and instruction programming are based on a body of lasting knowledge.

2. What is your understanding of the school's proposed educational program?

I believe the proposed plan is to offer the students who will enroll in Agape Achievement the best resources, the best tools & materials to help them progress and

reach the mission of the school and finally to be proficient in all academics, esp. Math and Reading.

3. What do you believe to be the characteristics of a successful school?
 1. A Clear Mission, 2. Student- Focused Instructional Planning, 3. Parent Involvement, 4. Recruitment and Retention of excellent, dedicated teachers & leadership; 5. Positive academic outcomes
4. How will you know that the school is succeeding (or not) in its mission?

By reviewing academic scores, human resource records (retainment of teachers and staff, employee assessments). Also, implementing measurable methods of achievement and reviewing regularly, assessing the enrollment list or pre-enrollment list, providing feedback methods for students and parents and staff, reviewing attendance of teachers and students, community involvement and tracking activities implemented and initiated by the students and staff.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will provide the strategic vision for the school, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight.
2. How will you know if the school is successful at the end of the first year of operation?
 1. That we have kept most of our students, 2. The enrollment increased during the year, 3. We kept 95% of our teachers, 4. That our students increased 1.5% in both Math and Reading.
3. How will you know at the end of five years of the schools is successful?

By the what the assessments tell us at the end of each year and that the students are meeting the goals of the school and the state.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 1. We hire the best teaching staff; 2. We have the best equipment (technology included) we need to reach all students, and 3. That we have the best administrative staff and board support.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The Board should hold a meeting with person in question and discuss what our policy is on this type of behavior; then make a decision to continue this person as a board member or vote to dismiss him/her.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Lea Este Dankley, J, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Agee Achievement Charter School is true and correct in every respect.

Signature

Date

Lea Este Dankley, J 4/20/2022
7/22/2021

CURRICULUM VITAE

LEON E. DANTZLER, JR., M.D.
DIPLOMATE – AMERICAN BOARD OF INTERNAL MEDICINE

204 Northstone Place, Fayetteville, NC 28303
Cell – 910-309-1924

Career Objective: To provide expert and compassionate healthcare for the adult patient.

Licensure

State of North Carolina

EDUCATION

1988 to 1990

Emory University Affiliated Hospitals, Atlanta, GA
Residency in Internal Medicine

1987 to 1988

Emory University Affiliated Hospitals, Atlanta, GA
Internship in Internal Medicine

1983 to 1987

University of North Carolina @ Chapel Hill School of Medicine, Chapel Hill, NC,
Doctor of Medicine

1982

Tulane University, New Orleans, LA
Medical Education Department & Enrichment Program

1979 to 1983

Duke University, Durham, NC
Bachelor of Science, Biology

PROFESSIONAL EXPERIENCE

10/1/1997 to Present

Cape Fear Valley Internal Medicine Attending. (Employed Physician), Fayetteville, NC

1990 to 1997

Cumberland Internal Medicine, PA (Partner, Private Practice), Fayetteville, NC

COMMUNITY INVOLVEMENT

- Past Member, Museum of the Cape Fear Board of Directors. Fayetteville, NC
- Past Member, Primary Care Services Quality Safety Group, CFVHS

AWARDS AND ACHIEVEMENTS

- Recipient, Senior Leadership Award @ Duke University
- President, Student National Medical Association, Duke University

BACKGROUND SEARCH RESULTS

The official custodian of all official records for each county in North Carolina is the Clerk of Superior Court of that County. The NC Administrative Office of the Courts (AOC) is not the official custodian of any case record, and provides only copy of data entered by the Clerks. Data extracts provided through this service may not reflect pending or post-disposition activity on a case.

AOC does not warrant the accuracy of the data. To verify a record's accuracy contact the Clerk of the county of record.

Information Submitted by: Entered:07/21/2021 Report date:07/21/2021
Name: TAYLOR,DORIS.S () Maiden: Order: 1291306
Address: City: State/Zip:
Birthdate: 10/23/1945 SS#: XXX-XX-4667 DL#: *-none-
Race: Sex: F

[Click here for summary of Order No:1291306](#)

Name: TAYLOR,DORIS.STONE County: CUMBERLAND Case No.:86CR019748
Address: 2105 CHRISDALE CT City: RALEIGH State/Zip: NC
Birthdate: 10/23/1945 SS#: not available DL#: 2879448
Gender: F Race: B Offense On: 04/24/1986
Trialdate: 05/12/1986 District: C Superior: C Citation: # C6383803
Charge: (T) RED LIGHT VIOLATION

Conviction: (T) RED LIGHT VIOLATION
Plea:

Verdict:

Method of Disposition: WAIVED BY CLERK

Disposition Date: 10/30/1989

Fine Amount:

Court Costs:

Amount Paid:

Special Notes:

Search Confidence: MEDIUM

Name: TAYLOR,DORIS.STONE County: CUMBERLAND Case No.: 90CR031190
Address: 205 RUSITON DR City: FAYETTEVILLE State/Zip: NC
Birthdate: 10/23/1945 SS#: not available DL#: 2879448
Gender: F Race: B Offense On: 07/27/1990
Trialdate: 08/29/1990 District: C Superior: C Citation: # 2546632
Charge: (T) SPEEDING 077/55

Conviction: (I) SPEEDING 070/55

Plea: RESPONSIBLE

Verdict: RESPONSIBLE

JUDGEMENT

Date: 08/29/1990

Disposition:

Fine Amount: 00025

Court Costs: 50

Amount Paid: Y

Special Notes: 77/55 AMENDED TO 70/55 ZONE-JUDGE AMMONS

Search Confidence: MEDIUM

Any NC records found are shown above. This report contains ... ALL ratings Note:
 (F)=Felony (M)=Misdemeanor (T)=Traffic (I)=Infraction
 Search confidence: HIGH-Very Likely, MEDIUM-Likely, LOW-Unlikely

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efox

<https://www.apexbackgroundcheck.net/wconnect/wc.dll?wwdemo~Vi>

LOW ratings with serious charge and guilty verdict should be investigated with a SSN tracking or county search

SEARCH RESULTS:

Search Type:RECENT CASES State: NC 250No

recent cases found for TAYLOR,DORIS

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Doris Taylor, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Doris T. Date 4/22/22

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

BACKGROUND SEARCH RESULTS

The official custodian of all official records for each county in North Carolina is the Clerk of Superior Court of that County. The NC Administrative Office of the Courts (AOC) is not the official custodian of any case record, and provides only copy of data entered by the Clerks. Data extracts provided through this service may not reflect pending or post-disposition activity on a case.

AOC does not warrant the accuracy of the data. To verify a record's accuracy contact the Clerk of the county of record.

Information Submitted by: Entered:07/21/2021 Report date:07/21/2021

Name: DANTZLER,LEON, () Maiden: Order: 1291308

Address: City: State/Zip:

Birthdate: 08/10/1961 SS#: XXX-XX-0548 DL#: *-none-*

Race: Sex: M

[Click here for summary of Order No:1291308](#)

Name: DANTZLER,LEON,ENTEA,JR County: STANLY Case No.: 08CR702424
Address: 4501 WEAVERHALL DR City: FAYETTEVILLE State/Zip: NC 28314
Birthdate: 08/10/1961 SS#: XXX-XX-0548 DL#: 02154706
Gender: M Race: B Offense On: 05/26/2008

Trialdate: 08/08/2008 District: C Superior: C Citation: # 12E7217

Charge: (T) SPEEDING 051/35

Conviction: (I) IMPROPER EQUIP - SPEEDOMETER

Plea: RESPONSIBLE TO LESSER Verdict: RESPONSIBLE

Method of JUDGEMENT 08/08/2008 Disposition: Date: Disposition

Fine Amount: 00025 Court Costs: 121 Amount Paid: Y

Special Notes:

Search Confidence: MEDIUM

Any NC records found are shown above. This report contains ... ALL ratings Note:

(F)=Felony (M)=Misdemeanor (T)=Traffic (I)=Infraction

Search confidence: HIGH-Very Likely, MEDIUM-Likely, LOW-Unlikely

LOW ratings with serious charge and guilty verdict should be investigated with a SSN tracking or county search

SEARCH RESULTS:

Search Type:RECENT CASES State: NC 460No

recent cases found for DANTZLER,LEON

2021-07-21, 5:52 p

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Leon E. Dantzer, Jr., certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Leon E. Dantzer, Jr. Date 4/30/2022

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

BACKGROUND SEARCH RESULTS

The official custodian of all official records for each county in North Carolina is the Clerk of Superior Court of that County. The NC Administrative Office of the Courts (AOC) is not the official custodian of any case record, and provides only copy of data entered by the Clerks. Data extracts provided through this service may not reflect pending or post-disposition activity on a case. AOC does not warrant the accuracy of the data. To verify a record's accuracy contact the Clerk of the county of record.

Information Submitted by: Entered:07/15/2021 Report date:07/15/2021

Name:	LOPES,CONRAD,EARNEST ()	Maiden:		Order:	1290661
Address:		City:		State/Zip:	
Birthdate:	01/07/1954	SS#:	XXX-XX-5735	DL#:	*-none-*
Race:		Sex:	M		

[Click here for summary of Order No:1290661](#)

SEARCH RESULT:

NO CRIMINAL RECORD FOUND FOR THIS SUBJECT IN THE STATE OF NORTH CAROLINA*

*Note: Where there is recent case activity not included above it will show in a separate Recent Cases section below.

Note:

(F)=Felony (M)=Misdemeanor (T)=Traffic (I)=Infraction

Search confidence: HIGH-Very Likely, MEDIUM-Likely, LOW-Unlikely

LOW ratings with serious charge and guilty verdict should be investigated with a SSN tracking or county search

Charter School Board Member Background Check Form

Certification Statement:

*Note: To be completed individually by each proposed founding charter school board member.
Form must be signed by hand.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Conrad Lopes, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Conrad Lopes Date 4-18-22

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Stephanie Walsh, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Stephanie Walsh Date 4/18/22

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

BACKGROUND SEARCH RESULTS

The official custodian of all official records for each county in North Carolina is the Clerk of Superior Court of that County. The NC Administrative Office of the Courts (AOC) is not the official custodian of any case record, and provides only copy of data entered by the Clerks. Data extracts provided through this service may not reflect pending or post-disposition activity on a case.

AOC does not warrant the accuracy of the data. To verify a record's accuracy contact the Clerk of the county of record. Information Submitted by:

Entered:07/21/2021 Report date:07/21/2021

Name:	WALSH,STEPHANIE. ()	Maiden:		Order:	1291309
Address:		City:		State/Zip:	
Birthdate:	06/15/1958	SS#:	XXX-XX-7879	DL#:	*-none-*
Race:		Sex:	F		

[Click here for summary of Order No:1291309](#)

SEARCH RESULT:

NO CRIMINAL RECORD FOUND FOR THIS SUBJECT IN THE STATE OF NORTH CAROLINA*

*Note: Where there is recent case activity not included above it will show in a separate Recent Cases section below.

Note:

(F)=Felony (M)=Misdemeanor (T)=Traffic (I)=Infraction

Search confidence: HIGH-Very Likely, MEDIUM-Likely, LOW-Unlikely

LOW ratings with serious charge and guilty verdict should be investigated with a SSN tracking or county search

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Jesse Brayboy, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 4/15/22

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

BACKGROUND SEARCH RESULTS

The official custodian of all official records for each county in North Carolina is the Clerk of Superior Court of that County. The NC Administrative Office of the Courts (AOC) is not the official custodian of any case record, and provides only copy of data entered by the Clerks. Data extracts provided through this service may not reflect pending or post-disposition activity on a case.

AOC does not warrant the accuracy of the data. To verify a record's accuracy contact the Clerk of the county of record. Information Submitted by:
Entered:07/21/2021 Report date:07/21/2021

Name: BRAYBOY,JESSE,A () Maiden: Order: 1291307
Address: City: State/Zip:
Birthdate: 05/15/1966 SS#: XXX-XX-0066 DL#: *-none-
Race: Sex: M

Click here for summary of Order No:1291307

Name: BRAYBOY,JESSE,ALVIN County: WAKE Case No.: 87CR038715
Address: 2105 CHRISDALE COURT City: RALEIGH State/Zip: NC
Birthdate: 05/15/1966 SS#: not available DL#: /
Gender: M Race: B Offense On: /
Trialdate: // District: Superior: Citation: # C596917
Charge: (T) NO OPERATORS LICENSE
Conviction: (T) NO OPERATORS LICENSE
Plea: GUILTY Verdict: GUILTY

Method of JUDGEMENT Disposition Date: 02/25/1988
Disposition: Court Costs: Amount Paid: Y
Fine Amount: Special Notes:
Search Confidence: MEDIUM
Charge: (T) SPEEDING
Conviction: (I) SPEEDING
Plea: RESPONSIBLE Verdict: RESPONSIBLE

Method of JUDGEMENT Disposition Date: 02/25/1988
Disposition: Court Costs: 0040 Amount Paid: Y
Fine Amount: 00025 Special Notes:
Search Confidence: MEDIUM

Name: BRAYBOY,JESSE,A County: CUMBERLAND Case No.: 94CR021692
Address: 1114 W ROWAN STREET City: FAYETTEVILLE State/Zip: NC 28305
Birthdate: 05/15/1966 SS#: XXX-XX-0066 DL#: /
Gender: M Race: B Offense On: 05/16/1994
Trialdate: 09/12/1994 District: S Superior: S Citation: #
Charge: (M) SIMPLE WORTHLESS CHECK 0004500
Conviction: (M) SIMPLE WORTHLESS CHECK
Plea: GUILTY Verdict: GUILTY

Method of WAIVED BY CLERK Disposition Date: 09/08/1994
Disposition: Court Costs: 60 Amount Paid: Y
Fine Amount:

Special Notes:

Search Confidence:

MEDIUM

Name:	BRAYBOY,JESSE.A	County:	CUMBERLAND	Case No.:	94CR028007
Address:	1114 W ROWAN ST	City:	FAYETTEVILLE	State/Zip:	NC 28305
Birthdate:	05/15/1966	SS#:	XXX-XX-0066	DL#:	8506560
Gender:	M	Race:	B	Offense On:	06/27/1994
Trialdate:	11/17/1994	District: S Superior: S		Citation: #	

Charge: (M) SIMPLE WORTHLESS CHECK 0003385

Conviction: (M) SIMPLE WORTHLESS CHECK

Plea: GUILTY Verdict: GUILTY

Method of Disposition: WAIVED BY CLERK Disposition Date: 11/17/1994

Fine Amount: Court Costs: 60 Amount Paid: Y

Special Notes:

Search Confidence: MEDIUM

Name:	BRAYBOY,JESSE.A.JR	County:	CUMBERLAND	Case No.:	95CR043907
Address:	205 RURITAN DR	City:	FAYETTEVILLE	State/Zip:	NC 28304
Birthdate:	05/15/1966	SS#:	XXX-XX-0066	DL#:	8056560
Gender:	M	Race:	B	Offense On:	09/19/1995
Trialdate:	10/11/1995	District: S Superior: S		Citation: #	

Charge: (M) SIMPLE WORTHLESS CHECK 0003389

Conviction: (M) SIMPLE WORTHLESS CHECK

Plea: GUILTY Verdict: GUILTY

Method of Disposition: WAIVED BY CLERK Disposition Date: 12/08/1995

Fine Amount: Court Costs: 65 Amount Paid: Y

Special Notes:

Search Confidence: MEDIUM

Name:	BRAYBOY,JESSE.A.JR	County:	CUMBERLAND	Case No.:	98CR022150
Address:	421 LONGVIEW DR	City:	FAYETTEVILLE	State/Zip:	NC 28311
Birthdate:	05/15/1966	SS#:	not available	DL#:	8056560
Gender:	M	Race:	B	Offense On:	05/21/1998
Trialdate:	07/30/1998	District: S Superior: S		Citation: #	

Charge: (M) SIMPLE WORTHLESS CHECK 0004176

Conviction: (M) SIMPLE WORTHLESS CHECK

Plea: GUILTY Verdict: GUILTY

Method of Disposition: WAIVED BY CLERK Disposition Date: 07/31/1998

Fine Amount: Court Costs: 85 Amount Paid: Y

Special Notes:
Search Confidence:

MEDIUM

Any NC records found are shown above. This report contains ... ALL ratings Note:

(F)=Felony (M)=Misdemeanor (T)=Traffic (I)=Infraction

Search confidence: HIGH-Very Likely, MEDIUM-Likely, LOW-Unlikely

LOW ratings with serious charge and guilty verdict should be investigated with a SSN tracking or county search

SEARCH RESULTS:

Search Type:RECENT CASES State: NC 250-

.. New Cases/updates: ---19CR726914 -250

County: 250 CUMBERLAND Case #: 19CR 726914

Status: DISPOSED File Date: 122319 Race/Gender: B M Date of Birth: 05151966

DL#:

BRAYBOY,JESSE,ALVIN,JR. Trial Date:: 011720

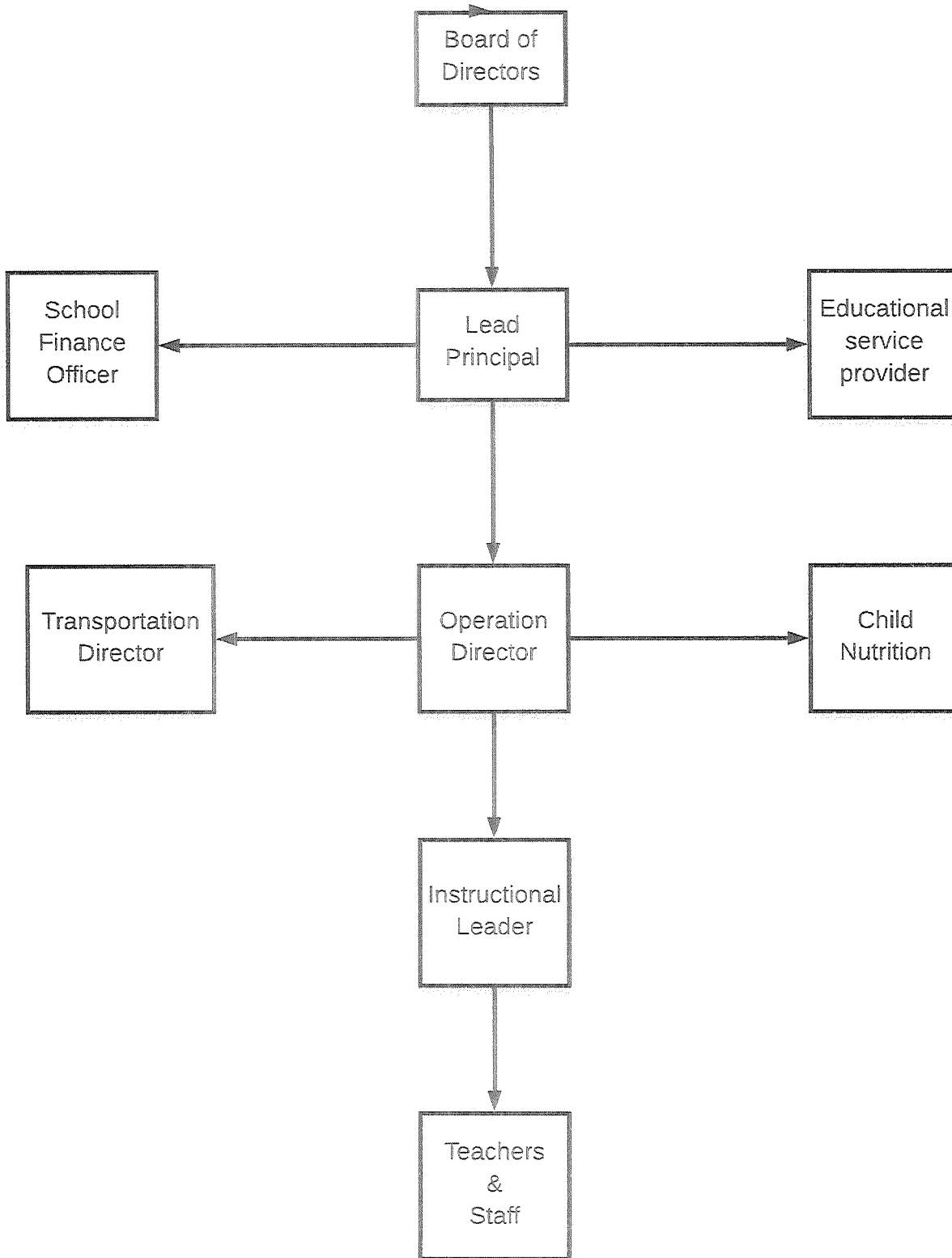
CHARGE:T RECKLESS DRVG-WANTON DISREGARD OFFENSE ON: 122219 DISP DATE: 011720

CONVICTED OF:: PLEA/VERDICT: VD SENTENCE: - PROB:

-----DISPOSITION CODES:

VD-VOLUNTARY DISMISSAL, DD-DISM W/O LEAVE AFTER DEF. PROSEC., GU-GUILTY, OT-OTHER, NG-NOT GUILTY
JU-JUDGMENT, WC-WAIVED BY CLERK, PJ-PRAYER FOR JUDGMENT, RL-RESPON. TO LESSER, NR-NOT RESPONSIBLE
PR-PROB. REVOKED, GL-GUILTY TO LESSER, NP-NO PROBABLE CAUSE, SI-TRANSF TO SUPERIOR CT, DC-DISMISSED BY COURT

Agape Achievement Academy Organizational Chart



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name: DORIS S. TAYLOR

Home Address: 4724 Flintcastle Road

Business Name and Address: 2801 Ramsey Street

Telephone No.: 910-527-8580

E-mail address: ncssecretary@msn.com

3. Brief educational and employment history. Graduate of FSU (Fayetteville State University); BS Education; MA Master of Arts in Education; Teacher 1967-1992; Administrator: 1982-Current; Asst. Principal: Hillcrest Jr. High, Seventy First High School, current Jack Britt High School

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? This was a non-profit board for housing for low-income families. Debbie Roberts was the Chairman

6. What is your understanding of the appropriate role of a public charter school board member?

The Board members are the vital agent that makes sure the school meet all of the requirements: academically, financially and operational. Also the Board should make sure it hires the best qualified school leader for a great and successful school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I was a member as fore stated. My role was on the board was one of partnership with agencies that could help the low-income families seek ways to afford housing or purchase a house.

8. Describe the specific knowledge and experience that you would bring to the board.

My 26 years of teaching experience in the elementary, middle and schools in Language Arts & English, assistant principal in middle and high school gives me a range of educational span of knowledge with all levels of student achievement and performance

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The Mission of the school should be to improve and close educational gaps of students who come from low-income areas and may not have been able to succeed in the regular school setting.

2. What is your understanding of the school's proposed educational program?

The school should provide a vigorous curriculum that encompasses all students' academic needs no matter what they bring with them or their economical status.

3. What do you believe to be the characteristics of a successful school?

High expectations, available materials for all students, safe and nurturing school environment, highly qualified teachers and support staff.

4. How will you know that the school is succeeding (or not) in its mission?

When the students assessments show growth in performance and proficiency and the students and teachers want to stay at the said school.

Governance

1. Describe the role that the board will play in the school's operation.

Make sure the school has what it needs to operate: financially, accessibility to materials, accountability of the lead principal and staff, technology for all students and community involvement and stakeholders.

2. How will you know if the school is successful at the end of the first year of operation?

The assessments and data will show how well the students have done on end of year test and promotion outcomes.

3. How will you know at the end of five years of the schools is successful?
When the state comes back to audit our performance per our mission and vision statements.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? That we hire the best and highly qualified teaching staff; provide our students with the best and most updated equipment, and that we have the best administrative and support staff for our students.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The should hold a meeting with the person/s in question and discuss what the policy of our school concerning this matter or behavior. Then the Board will make a decision to continue the person as a board member or dismiss him/her.

*Please include the following with your Information Form

- a one page resume